

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2015

SUBJECT: **Post-degree Certificate in Career and Guidance Studies**

DECISION REQUESTED:

*It is recommended:
That Council approve the Post-Degree Certificate in
Career and Guidance Studies, effective September 2016.*

PURPOSE:

The Post-Degree Certificate in Career and Guidance Studies is designed to provide foundational knowledge and skill in career and guidance education for teachers in the K-12 school system.

Under Council's classification of certificates, this certificate is a certificate of proficiency comprised of degree-level courses and therefore requiring council approval.

CONTEXT AND BACKGROUND:

This proposed post-degree certificate responds to priority #5 in the College of Education Plan: "(to) continue to develop and deliver high quality community-based undergraduate and graduate programs." The Post-Degree Certificate in Career and Guidance Studies represents an effort to better prepare teachers to meet the growing demands for appropriate career and guidance education in school systems, and identifies and responds positively to concerns expressed by community partners that there is a lack of teachers with adequate training to deliver professional career and guidance services needed in school systems.

The Department of Educational Psychology and Special Education is developing this post-degree certificate to prepare professionals to make significant contributions to the educational and psychosocial wellbeing of K-12 students.

Students entering the certificate program will be teachers with a Bachelor of Education degree, a professional "A" license, and at least one year of classroom experience. This certificate is targeted at mature, post-degree students who are employed in, or wish to be employed in, career and guidance roles in their professional careers. Twenty-five students will be admitted into the program each year; should the number of applications per year exceed 25, additional emphasis will be placed on applicants' stated intentions for pursuing the program, years of professional experience, and strength of professional references as admittance criteria. It is important to note that this program meets the

requirements for an Additional Qualification Certificate (AQC), as per the Saskatchewan Professional Teachers Regulatory Board.

IMPLICATIONS:

There will be 10 courses in this program, with one faculty member overseeing the administration of the program and advising the students. One faculty member will be provided full course release each year to attend to the coordination and administration of this program. The majority of the teaching load will be carried by sessional lecturers.

No courses or programs are being eliminated in order to provide this program. Regular teaching duties of the faculty released to coordinate this certificate program will be covered by sessional lectures.

There are no space requirements associated with the delivery of this program; most in-person courses will be scheduled outside of the regular Monday-Friday schedule to accommodate the professional work of students enrolled in the program.

CONSULTATION:

Neighbouring school divisions (i.e. Greater Saskatoon Catholic Schools, Saskatoon Public School Division, and Prairie Spirit School Division) have been consulted several times over the past decade, both at formal meetings and informally. All those consulted have indicated an urgent requirement for a Post-degree Certificate in Career and Guidance Studies, particularly one that is accessible and flexible in its delivery, to ensure that K-12 teachers will be successful in this area while they maintain their full- or part-time employment status with various school divisions.

Consultation also occurred internally in the College of Education. The Notice of Intent for this Post-degree Certificate program was positively received at the Planning and Priorities Committee on February 4, 2015 and this proposal was provided to the Academic Programs Committee on November 4, 2015, where it received unanimous support.

SUMMARY:

The Post-degree Certificate in Career and Guidance Studies is intended for current teachers who wish to pursue career and guidance work in elementary and secondary schools. Guidance education pertains to career development as well as to social and personal management skills, as well as topics related to wellness and mental health in K-12 schools. The program is designed to meet the Saskatchewan Professional Teachers Regulatory Board's requirements for an Additional Qualification Certificate (AQC) in Career and Guidance Studies.

FURTHER ACTION REQUIRED:

Tuition for this program will require review and approval by the Board of Governors and will be presented at December 2015 meeting.

ATTACHMENTS:

1. Proposal – Post-degree Certificate in Career and Guidance



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Post-degree Certificate in Career and Guidance Studies

Degree(s): Post-degree Certificate

Field(s) of Specialization: Special Education, Counselling Psychology

Level(s) of Concentration: Post-degree Certificate Program

Option(s): N/A

Degree College: College of Education

Contact person(s) (name, telephone, fax, e-mail): Stephanie Martin, PhD, RDPsych; 966-5259; Stephanie.Martin@usask.ca

Proposed date of implementation: September 2016

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

a. Describe why the program would be a useful addition to the university, from an academic programming perspective. A Post-degree Certificate in Career and Guidance Studies, via the Department of Educational Psychology and Special Education, College of Education, has been in demand for over a decade. Currently there are no programs of this nature in Saskatchewan; teachers wishing to pursue advanced study are forced to take their education in other provinces, or continue in their roles with minimal support. This Post-degree Certificate program is tailored to meet the learning/academic needs of practicing teachers in school divisions throughout the province who are employed in, or wish to be employed in, career and guidance roles.

Historically in this province, individuals who assumed roles in career and guidance did so without foundational knowledge and skill in this area of professional practice. Although there is some degree of transferability of knowledge and skills between teaching and providing career and guidance services, there is additional foundational knowledge and skills that teachers hired into career and guidance roles should have in order to pursue this professional path with confidence and impact. Importantly, children and youth in the K-12 school systems throughout this province are well-positioned to receive quality, responsive, preventative programming and support from career and guidance professionals, especially those in well-defined roles who have advanced abilities to program plan and collaborate with teachers, administrators, parents, and allied human service/health professionals for students' well-being.

Currently guidance education in our provincial schools aims to be an integrated, developmental experience for students. This includes classroom-based guidance instruction and assessment focused on career development and exploration. This may be accomplished through group guidance activities or fine-tuned to meet individual students' emerging needs. Knowledge of professional resources and career focused materials and programs is essential so that students will be provided the needed support and direction to navigate through a complex maze of programs and websites as well as print and non-print materials. Within the comprehensive model, guidance education pertains to career development as well as to social and personal management skills and topics related to wellness and mental health.

b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans. This Post-degree Certificate program is consistent with the *University Plan* because it represents an “innovation in academic programs and services.” It is grounded in experiential and community learning, strengthens our partnerships with school-based colleagues who are involved in teaching and supporting the learning of our children and youth in a variety of ways, and informed by a developmental, strength-based perspective. This Post-degree Certificate is designed to have ‘reach’ into rural and remote areas so that teachers can benefit from increased knowledge and skill appropriate to the delivery of career and guidance services to vulnerable children and youth. Importantly, responsiveness to culture and community will be embedded throughout the program

Relative to the *College Plan* there is a call for this Post-degree Certificate program. It represents a prime example of an innovative step to better prepare our teachers to meet the growing demands for appropriate career and guidance education in our school systems. Additionally, this initiative fits with “Priority #5: Continue to develop and deliver high quality community-based undergraduate and graduate programs” (*College of Education Plan for the Third Planning Cycle, 2012-2016*, p. 18). This Post-degree Certificate program addresses an identified need and responds positively to concerns expressed by our community partners that there is a significant lack of teachers with adequate training to deliver professional career and guidance services needed in our public school systems.

The *Department* (Educational Psychology and Special Education) is dedicated to the scholarship of discovery, integration, application, and teaching. Using a combined teacher-scholar and scientist-practitioner model, the Department prepares professional practitioners and scholars to make significant contributions to the educational and psychosocial well being of *diverse* children, youth, and adults within educational, family, and community settings. As a Department, our public service is to those most vulnerable; those with intellectual, cognitive, behavioral, and interpersonal concerns relating to learning, cognitive, developmental, and mental health exceptionalities and/or disabilities.

c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)

Students entering this certificate program will be teachers with an earned Bachelor of Education degree, a professional 'A' license, and with at least one year of classroom teaching experience or the equivalent in an education-related setting. Hence the student demographic targeted for this program will be mature, post-degree students who are most likely employed in, or wanting to be employed in, career and guidance roles at some point in their professional careers. Students may also simply be interested in pursuing a coordinated program of continuing education while they remain in their roles as teachers. To the extent that course offerings can take place on-line and during the summer months, teachers from rural/remote and Aboriginal communities will be interested in enrolling. It is important to note this Post-degree Certificate in Career and Guidance Studies meets the requirements for an Additional Qualification Certificate (AQC), as per the Saskatchewan Professional Teachers Regulatory Board. Once they have completed the Certificate program, graduates will be eligible to apply for an AQC in Career and Guidance Studies and be moved up an additional level on their pay grid (Saskatchewan Teachers' Federation), regardless of their original motive for pursuing studies in this Certificate program.

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different? There are no similar or competing programs of this nature offered in Saskatchewan. In fact, career and guidance education is constructed differently in each province, and there is no national standard for what such programs should include in their design and delivery. Programs at the University of British Columbia and the University of Manitoba have served as examples for the design of this Post-degree Certificate program. The University of British Columbia details specific core courses, and allows for 9 credit-units of electives in Education or Arts and Science; Manitoba has enviable programming in the career and guidance area, but it is delivered as a consortium between four Manitoba universities. Teachers in career and guidance/counsellor roles often refer to the 'Manitoba Model' as a 'gold standard,' but there is currently not the capacity for Saskatchewan to emulate such a unique, responsive, and well-partnered program. The program detailed in this proposal is one unique to Saskatchewan, tailored to meet the current learning needs and goals of employed teachers throughout the province.

No national programs are competing with this Post-degree Certificate program as the distance and structure of these out-of-province certificate programs prohibit Saskatchewan teachers from being able to pursue them while they are gainfully employed. This Post-degree Certificate program is unique in that it combines distributed and in-person course offerings with continuous enrollment, thereby facilitating access by teachers throughout the province as their schedules allow. It is also designed to meet current 'gaps' in knowledge and skill for individuals in, or wanting to pursue employment in, career and guidance roles (i.e., communication skills, career development and decision-making, ethics in school and educational contexts, special project in Career and Guidance Studies). The inclusion of an aboriginal/cultural foundations course and an emphasis on experiential learning and immediate application to practice will be attractive to students throughout the province.

Teachers who complete this Post-degree Certificate program will be eligible to apply for an Additional Qualification Certificate (AQC) with the Saskatchewan Professional Teachers Regulatory Board, which will enable them to progress one level on the provincially bargained pay grid for employed teachers who are members of the Saskatchewan Teachers' Federation. The employability of new graduates will be enhanced if they have completed the Post-degree Certificate in Career and Guidance Studies in addition to their Bachelor of Education degrees.

2. Admissions

a. What are the admissions requirements of this program? Applicants to this Post-degree Certificate program will hold a Bachelor of Education, a valid Professional 'A' Teaching Certificate, and have at least one year of classroom teaching experience or the equivalent in an education-related setting. Applicants may or may not be currently employed in career and guidance roles. A current criminal record check and three letters of reference will also be required.

Twenty-five students will be admitted into the program each year. Should the number of applications per year exceed 25, additional emphasis will be placed on applicants' intention for pursuing the program (outlined in a Statement of Interest), years of experience, and strength of professional references as admittance criteria. Teachers already employed in guidance roles within K-12 schools who do *not* have training in this area, will be considered strong candidates for admission as long as all other admission criteria have been met.

3. Description of the program

a. What are the curricular objectives, and how are these accomplished? The curricular objectives of this Post-degree Certificate program include: to provide students with foundational knowledge and skills to inform their practice in the career and guidance area in the K-12 school system; to bring an applied emphasis to each of the courses delivered in this program; to ensure that a developmental, strength-based approach undergirds all courses in this program; and to provide students with opportunities throughout their coursework to focus in on special areas of interest that may be most applicable to their current or future employment roles within the career and

guidance area. Graduates of this Post-degree Certificate program would be informed in some of the following areas: supportive counselling and referral networks; consultation and collaboration; program management and operations; data-informed decision making; advocacy for guidance-related classroom-based learning outcomes; needs assessments; caseload management; and school-based comprehensive program planning. These objectives will be accomplished via students successfully completing all required coursework.

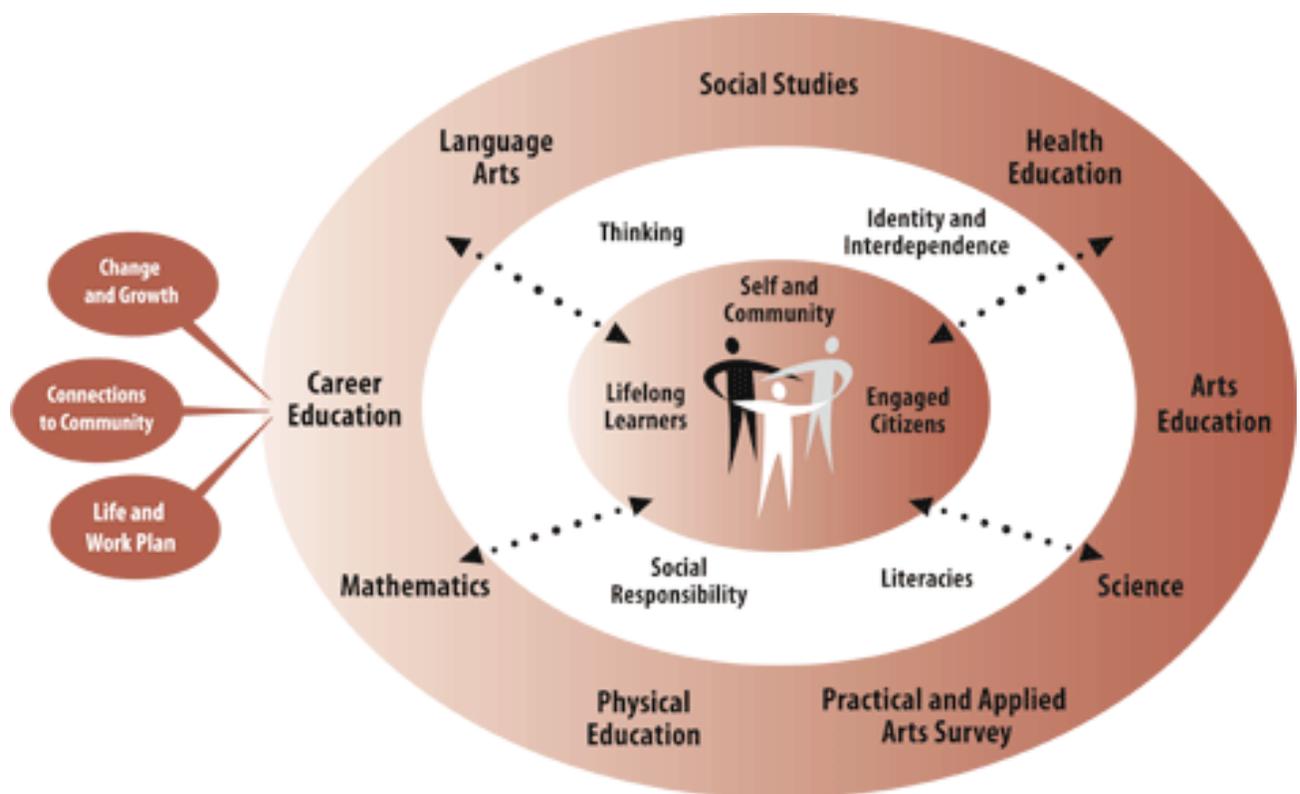
b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format. A developmental, strength-based framework undergirds each course in this Post-degree Certificate program. All students are regarded as mature learners with professional identities and experiences to draw upon to amplify their learning throughout the program. All courses will emphasize the practical application of core concepts in school contexts; case study analysis, experiential learning, and active career and guidance program planning will be emphasized consistently. Half of the courses will be in-person and half will be available on-line. There will be continuous entry into the program, and courses are designed such that they do not have to be taken in sequence. This approach to curriculum delivery will allow students some face-to-face time with faculty/professionals in the field, as well as opportunities for more independent learning and application within their respective school divisions via on-line course offerings. Ideally, students will complete the program within 3 years (Year 1: 12-credit units; Year 2: 9 credit-units; Year 3: 9-credit units).

c. Provide an overview of the curriculum mapping.

This Post-degree Certificate program addresses not only career curriculum but all aspects of school guidance services. The Ministry of Education has addressed the career portion of guidance services, but it delegates authority to school divisions to define the role and qualifications for school/guidance counsellors. Although the government of Saskatchewan and the Saskatchewan Teacher's Federation recognize the importance of providing comprehensive career and guidance services in K-12 schools, there is no provincial policy or standard of practice for 'school/guidance counsellors' in Saskatchewan.

The aim of Career Education in K-12 schools is to enable all Saskatchewan students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career (see Career Education Aims and Goals, Saskatchewan Ministry of Education: (http://curriculum.gov.sk.ca/index.jsp?view=goals&lang=en&subj=career_education&level=9)). Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study. The three goals of K-12 Career Education are to: 1. develop career management competencies through an exploration of personal change and growth; 2. explore the connections between learning and work pathways and their connections to community; and 3. engage in inquiry to construct a personal life and work plan.

The following diagram depicts core curriculum areas established by the Ministry of Education. Career education is clearly profiled, and foci on educating on and supporting students' healthy development and relationships to others and the community are suggested. The emphasis is on career planning as life planning, with the potential to influence youth far beyond their K-12 years. Within a comprehensive model, providing guidance/counselling services pertains to facilitating students' career development as well as their personal and interpersonal management skills and other issues related to their wellness and mental health. Specifically, individuals serving in career and guidance roles in various schools/school divisions are involved in guidance education, individual planning, 'counselling' and responsive services, and coordination and system support (Saskatchewan School Counsellor Association, 2008). Career and guidance professionals "guide students through the educational process, prepare them for their entrance into their chosen career, and ease them through the many transitions of growing up while providing each student with the support necessary to ensure that he or she is successful and grounded" (Saskatchewan School Counsellor Association, 2008, p. 9). Saskatchewan schools are dynamic and diverse. At the heart of these schools are career and guidance professionals, who serve as educational leaders, collaborators, advocates, and change agents (Walker, 2015). This Post-degree Certificate program will improve the professional identity, knowledge, and skills of those taking up this important work in the service of our children and youth.



d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers. Opportunities for synthesis, analysis, critical thinking, problem solving, and application are embedded throughout each course in this Post-degree Certificate program. Although students may be taking required classes at different times, each course in the curriculum will encompass all of these elements of learning. However, because this is a Post-degree Certificate program, and not a Masters degree, emphasis will be placed on synthesis, analysis, critical thinking, and problem solving as it relates directly to practice in career and guidance employment roles within K-12 school systems. In other words, within each course students will be encouraged to connect theory with real-world experience and problems in their respective schools. Towards the completion of the course requirements for this Post-degree Certificate program, students will take a course titled “Individual Project in Career and Guidance Studies.” This course is designed to assist with integration of knowledge and skills learned across the curriculum through completion of an individual project developed in consultation with the course instructor. The aim this course is to prepare reflective practitioners capable of conducting a critical review of the research literature, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others.

e. Explain the comprehensive breadth of the program. (See Appendix A: Course Calendar Descriptions). There are 10 courses in the Post-degree Certificate program: 9 required course and 1 elective (400 or 500-level human service-oriented course from the College of Education or Arts and Science, approved by Coordinator of the program). Students will gain core or foundational knowledge and skills relevant to career and guidance work through the following 8 courses: EPSE 416 Comprehensive Guidance and Counselling – emphasis on exploring the scope of guidance programs in K-12 school settings; EPSE 417 Introduction to Theories of Counselling – identifies foundational theories and practices of individual and group counselling with applications to school, community, and health contexts; EPSE 5XX Career Development and Decision-Making – career development theories and decision-making models are explored with an emphasis on Saskatchewan Career Education Curriculum and program resources and activities for delivering career education across the K-12 grades; ESPE 5XX Ethics in School and Educational Contexts – addresses professional ethics that arise in the provision of career and guidance services with reference to relevant codes, standards, and practice guidelines; EPSE 5XX Skills for Effective Interpersonal Communication – focuses on review, practice, and analysis of skills necessary for effective communication in personal and professional settings; EPSE 540 Collaboration Processes and Contexts – examines models of service delivery in school settings and students learn the basic communication and decision-making skills for collaborative team planning and program implementation; EFDT 5XX Anti-oppressive Education for Helping Professionals – provides human services and mental health professionals opportunity to examine how race, culture, ethnicity, class, gender, sexuality and disability impact client/helper relationships in schools and other social service agencies; EPSE 441 Introductory Statistics in Education – provides an overview of descriptive statistics and basic psychometric concepts, with specific attention to problems of measurement and research in education. A 9th course, EPSE 5XX

Individual Project in Career and Guidance Studies – provides students with an opportunity to integrate knowledge and skills gained across coursework and prepares reflective practitioners capable of conducting critical reviews of the research literature and integrating this knowledge into their professional repertoire.

Students entering this Post-degree Certificate program having already completed some of the required courses will be required to take additional electives (400 or 500-level human service-oriented courses from the College of Education or Arts and Science, approved by Coordinator of the program).

f. Referring to the university “Learning Charter,” explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program. The development of this Post-degree Certificate program is informed by ‘A Learning Charter for the University of Saskatchewan’ (Approved by University Council, 2010). This program is unique in that it is tailored to the needs of a particular student population: teachers working in schools who want to extend their knowledge and skills to be able to work effectively in career and guidance roles. This Post-degree Certificate program has a combined delivery format; half of the courses will be taught in-person, the other half on-line. In-person course offerings will ensure that students have an opportunity to interact directly with faculty and get to know peers who are pursuing similar career paths, thereby expanding their professional networks. The on-line offerings will ensure that teachers can stay employed while completing the program and even use their ‘home’ schools as sites for experiential and integrated learning.

The five learning goals will be addressed as following:

Discovery Goals

Students will apply critical and creative thinking, including analysis, synthesis, and evaluation with direct application to career and guidance work within K-12 schools. The combination of in-person and distributed learning opportunities will allow students to learn in various ways, including independently, experientially, and in teams. Because students in this Post-degree Certificate program will be employed teachers, they will have a wealth of professional experience to relate to their new knowledge and skills. The role of a career and guidance professional requires mental flexibility, ability to direct and manage individual and systemic change, and a thirst for life-long learning. All of these attributes are critical to the wellness and career longevity of career and guidance professionals and will be emphasized throughout the curriculum.

Knowledge Goals

Graduates of this Post-degree Certificate program will have comprehensive knowledge of career and guidance studies and confidence to define and communicate the limits of their knowledge. They will appreciate their role as change makers in schools and school systems. They will also understand their role as consultants and referral agents to allied human service/health professionals, particularly for their most vulnerable students. Through this Post-degree Certificate program, students will enjoy an increased sense of their unique professional identity and respect for the boundaries of their knowledge and

competence. Though course work in ethics and program-infused knowledge about the role and scope of career and guidance professionals, students will be able to apply their insight with prudence and confidence.

Integrity Goals

With a required course in ethics, students will learn to assess and exercise integrity in all ways relevant to the role of providing career and guidance services in K-12 school settings. Furthermore, students' ability to problem-solve and act from an ethical perspective will be emphasized throughout the curriculum. The work of career and guidance professionals is complex, with significant potential to impact to students' well being will in K-12 schools and long into the future. Teachers employed in such roles without training in career and guidance studies are often overwhelmed and require support to be able to recognize and communicate the limits of their knowledge and seek supports and referrals where necessary.

Skills Goals

Through a variety of course delivery modalities, students in this Post-degree Certificate program will gain competence in communicating clearly, substantively, and persuasively, particularly where such communications relate to their role of providing career and guidance services. In all courses within this program both oral and written communication will be emphasized, but engaging in creative ways of sharing information will also be encouraged. Early in their program, students will be referred to the University library to familiarize themselves with the abundant information and resources available to assist their academic success. Through the combined curriculum delivery format (5 on-line courses; 5 in-person courses), students will become more technologically literate and discover new ways to explore problems that are relevant to the provision of career and guidance services. Applicants to this Post-degree Certificate program will be teachers with many years of professional experience. As such, they may experience stress at the prospect of on-line learning, but faculty are familiar with such matters and will support and guide them as they develop confidence with using technology.

Citizenship Goals

An important component of this Post-degree Certificate program is its emphasis on exploring and valuing diversity, in all forms, and the positive contribution this brings to schools and communities. Career and guidance professionals hold the potential to positively influence school climates in many ways. Through this program students will learn how to share their knowledge with their respective schools and school divisions and exercise effective leadership. This program will also contribute to the sense of professional identity and confidence of students who are currently employed in, or aspire to be employed in, career and guidance roles. Inspiring such confidence in career and guidance professionals who have unique access to children and youth and the opportunity to deliver preventative intervention will contribute to healthier classrooms, schools, and communities. It is likely that graduates of this Post-degree Certificate program will be inspired to go further, to stretch themselves in new ways by pursuing graduate-level education and training in the human service fields.

g. Describe how students can enter this program from other programs (program transferability). As long as potential registrants meet the criteria of application outlined in '2,' they will be considered for registration within this Post-degree Certificate program. This program is not designed to be entered by applications beyond the criteria identified in '2'; however, there are several courses in this certificate program that may be of interest as electives from students in a broad variety of disciplines.

h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal. The program will be deemed a success if by the end of the third year of implementation, at least 25 students are graduating with a Post-degree Certificate in Career and Guidance Studies per year (continuous enrollment). Another important indicator of success will be the enrollment of students employed in K-12 school divisions in Northern, rural, or remote areas of the province. This demographic information will be tracked via the Registrar's Office. Student evaluations via SEEQ will be promoted and carefully reviewed in light of the curricular goals and objectives outlined for this Post-degree Certificate program. The Coordinator of this Post-degree Certificate program will regularly consult with Student Services personnel in various K-12 schools and divisions to assess the impact of students' learning on their work in career and guidance roles.

i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated. At this time, professional accreditation or certification is not available for students graduating from this Post-degree Certificate program. However, this program is designed to meet the Additional Qualification Certificate (AQC) endorsed by the Saskatchewan Professional Teachers Regulatory Board. Achieving this AQC will enable applicants to move up one level on the pay grid (Saskatchewan Teachers' Federation). Importantly, although professional certification or accreditation is not available to graduates, their professional services will be regulated via the Saskatchewan Professional Teachers Regulatory Board. Completing this Certificate program will be of interest to teachers working in the K-12 school divisions within the province.

4. Consultation

a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere? This Post-degree Certificate program is unique from other programs, including certificate programs, in the Department of Educational Psychology and Special Education and those offered via other departments in the College of Education (foundations, curriculum, and administration). This Post-degree Certificate program is designed to increase the knowledge and skills necessary for professional competence in career and guidance studies. Students from other programs within the College of Education and across campus may be interested in several course offerings included in this Certificate program. For example, EPSE 5XX Ethics in School and Educational Contexts, EPSE

5XX Skills for Effective Interpersonal Communication, and EFDT 5XX Anti-oppressive Education for Helping Professionals are expected to have broad appeal to community professionals and undergraduate and graduate students in diverse and allied areas (i.e., Education, Psychology, Sociology, Kinesiology, Business, Nursing, to name a few). Students who are successful in this Post-degree Certificate program will have completed most of the requirements for admission into the Master of Education in School and Counselling Psychology program. However, the Department of Educational Psychology and Special Education are beginning to explore modifications to the School and Counselling Psychology program in response to provincial and national certification and registration issues.

b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix. Our community partners are composed mainly of our neighboring school divisions (i.e., Greater Saskatoon Catholic Schools, Saskatoon Public School Division, and Prairie Spirit School Division). We have consulted with various members of these organizations several times over the past decade, both at formal meetings and informally. All those consulted have indicated an urgent requirement for a Post-degree Certificate in Career and Guidance Studies, particularly one that is accessible and flexible in its delivery to ensure teachers will be successful while they maintain their full- or part-time employment status with various school divisions.

Specific units and individuals consulted prior to the development of this proposal include: Department of Educational Psychology and Special Education (Department meeting); core faculty in School and Counselling Psychology (special meeting focused on Certificate program); Laureen McIntyre (Graduate Chair, Department of Educational Psychology and Special Education), who has considerable experience having assisted in the development and administration of the Certificate in Special Education; Dr. R. Regnier (Head, Department of Educational Foundations) who endorsed the importance of a Certificate program of this nature; Dr. V. St. Dennis, who shared her 'vision' for a new course that would emphasize diversity and anti-racist/anti-oppressive practice for helping professionals; Dr. L. Hellsten (Associate Dean – Research, College of Education) who established collaboration with Ms. D. Cote (Superintendent, Greater Saskatoon Catholic Schools); Ms. L. Engel (Greater Saskatoon Catholic Schools) and Ms. G. Stolar (Saskatoon Public School Division), who have long careers as school counsellors in their respective school divisions, been active with the Saskatchewan School Counsellor Association, and have worked closely with EPSE faculty as site-supervisors for Masters-level practicum students in the MEd in School and Counselling Psychology program. G. Stolar also teaches in the Department of Educational Psychology and Special Education; each time she teaches EPSE 416 she is approached by several students who are teachers with an interest in pursuing this Certificate program as soon as it becomes available; Trevor Smith (Registrar, Saskatchewan Professional Teachers Regulatory Board) who forwarded information on criteria for Additional Qualification Certificates and reviewed an early draft of the curriculum map; Dr. T. Claypool (Head, Department of Educational Psychology and

Special Education), who has held both school psychologist and counselling roles with various divisions within the province and who has been in contact with many people about this Post-degree Certificate program prior to this submission.

The Notice of Intent for this Post-degree Certificate program was positively received at the Planning and Priorities Committee on February 4, 2015 with the only concern being the accessibility of a then-proposed 9-credit unit practicum component that would require teachers to take a leave from their employment as teachers. Since February, the curriculum for this Post-degree Certificate program has been reconsidered in light of other post-Bachelor of Education certificate programs across Canada. Indeed, a practicum requirement would be too resource intensive and unfeasible. Rather, five new courses are proposed to ensure students receive sufficient knowledge and skill practice in Career and Guidance Studies. Most students will already be employed as teachers, and many will be working as career and guidance professions, so they will have ample opportunity to connect theory and research with their current practice.

c. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available. Not required.

d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.) The Canadian Counselling and Psychotherapy Association has a School Counsellors Chapter, but this organization requires applicants to have a Masters degree, including specific content and supervised practice experience before applicants can apply for a Canadian Certified Counsellor designation. Ideally, school divisions would move in the direction of requiring Masters-level preparation for those hired into career and guidance roles (often referred to as 'school/guidance counsellors'), but this is not the current reality in Saskatchewan. School divisions cannot afford to release teachers for a full two years to complete a Masters degree and there is currently not a Masters program available in Saskatchewan that would fit into the Ministry of Education's one-year education leave parameter. Currently, teachers with an AQC in Career and Guidance Studies would fall under the purview of the Saskatchewan Professional Teachers Regulatory Board, so continued consultation will occur with this new regulatory body.

5. Budget

a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person). There are 10 courses in this Post-degree Certificate program. One faculty member (Counselling Psychology) will be responsible for advising students and overseeing administrative/consultative functions related to all aspects of this program (1 course release negotiated annually within assignment to duties). The majority (up to approximately 80%) of courses in this Post-degree Certificate program (all 400 or 500-level) will be taught by sessional instructors. Some of these individuals are already sessional instructors in the Department of Educational Psychology and Special Education (i.e., EPSE 416). There are also many graduates of the MEd in School and

Counselling Psychology program, who are also Certified Canadian Counsellors or Registered Psychologists, that would be well-positioned to teach in this Post-degree Certificate program. The additional 20% of instruction will be covered by EPSE faculty when and where appropriate, and will be negotiated within their annual assignment to duties. A greater percentage of teaching by departmental faculty will be possible *if* additional faculty members are hired. In the interim, although the delivery of this Post-degree Certificate program will rely heavily on the assignment of sessional instructors, this is regarded as a relative strength of program design. Sessional instructors are typically employed in professional roles within various school/educational divisions/contexts and have a wealth of immediate, K-12 student-focused professional experience and networks to inform their teaching within this program. Regular teaching duties of faculty released to teach in this Post-degree Certificate program will be covered by sessional instructors.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses? No courses or programs are being eliminated in order to provide time to teach the courses within this program. This Post-degree Certificate program is an important and timely response to K-12 school community interest in knowledge and training for those employed or seeking employment in career and guidance roles. Although it is not fully articulated in this proposal, the intention is that those holding this Post-degree Certificate will be in a favorable position (i.e., foundational knowledge and professional experience) to apply for graduate studies in Educational Psychology and Special Education once the MEd in School and Counselling Psychology program is modified and a Doctoral program is constructed (within the next two years).

c. How are the teaching assignments of each unit and instructor affected by this proposal? One faculty member (Counselling Psychology) will be granted a full course release each year to attend to the coordination and administrative requirements of this Post-degree Certificate program. It is also important that Educational Psychology and Special Education faculty be assigned to teach in this program. Students will benefit from direct contact with faculty; such connections will facilitate students' ability to identify a disciplinary 'home' and place to turn to should they wish to pursue graduate studies in School and Counselling Psychology or Special Education. School and Counselling Psychology faculty are responsible for delivering instruction within the MEd program, but will be periodically assigned to teach various courses in this Post-degree Certificate program based on expertise, interest, and availability. Specifically, two courses per year will be taught by faculty as part of their annual assignment to duties; the remaining courses will be taught by sessional instructors. Hence, the equivalent of 3 additional sessional instructors per year will be required to implement this Certificate program (1 for coordination/administration; 2 for course instruction). Regular teaching duties of faculty released to teach in this Post-degree Certificate program will be covered by sessional instructors.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues,

classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements). Approximately 25% of a phase IV-level FTE (CUPE) will be required for administrative support for this Post-degree Certificate program. Half of the 10 courses will be taught on-line and half in-person, with 80% of courses being taught by sessional instructors, and 20% by faculty. One faculty member will be assigned to oversee this Post-degree Certificate program (one 3-credit unit course offload covered by a sessional instructor). No additional space requirements associated with the delivery of this program are anticipated. Most required in-person courses will be scheduled outside of the regular Monday to Friday Schedule. For example, new courses in career development and decision-making, ethics, and interpersonal communication will be taught during evenings, on weekends, and during spring and/or summer sessions. All courses will include an emphasis on practice/experiential learning that students will coordinate and complete within their current employment roles (whether or not they are in teaching or career/guidance roles), so practice/laboratory space will not be required.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered. Five of 10 classes will be taught on-line; the remaining 5 will be in-person and primarily taught during evenings, weekends, or during the spring or summer sessions to ensure access to this Post-degree Certificate program by individuals working full-time in teaching or guidance roles throughout provincial K-12 school divisions/educational contexts. As designed, this program will be run on a cost-recovery basis, by year three of implementation. Tuition revenue will offset those costs associated with hiring sessional instructors; some courses (up to 20%) will be assigned to faculty as part of their annual assignment to duties. Several courses included in this program are already offered within the College of Education and some are on-line offerings. Five new courses are being developed, in-kind, by four faculty members. Overall, 4 of the 9 required course in this Certificate program are already on-line. Departmental funding will be sought to offset the costs of converting EPSE 417: Introduction to Theories of Counselling, to an on-line format. This is an important objective, as potential students already seek a similar course through Campus Alberta (On-line University) to meet this prerequisite course requirement for application to the Master of Education in School and Counselling Psychology program.

f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program. This is not an interdisciplinary program and there is not a pool of resources available to support this program from other colleges. However, several courses within the program will be open to registrants from allied human services disciplines/programs (i.e., Arts and Science, Nursing, Kinesiology, Business).

g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program? This category is not applicable at this time. The anticipated student population will already be employed in school/educational contexts.

As such, students may have access to school division financial assistance for continued professional development. Students will be responsible for exploring available avenues of financial support.

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors). As a Post-degree Certificate program, tuition will be based on standard undergraduate course tuition. Tuition for each 3-credit unit course is currently \$575.28 (undergraduate category 2). Tuition to complete the program will be \$5,752.80 per student. Twenty five students will be admitted into the program each year.

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer). Please refer to the Appendix B for the incremental summary of TABBS SAT projections.

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program? Enrolment in this Post-degree Certificate program will be continuous, allowing for greater accessibility to students in various school divisions throughout the province. There is significant and growing interest in enrolment in this Post-degree Certificate program. Estimates suggest approximately 25 students will register for September 2016/17 course offerings. Once the program is established and its' reputations grows, program reach to rural and Northern areas of the province will expand and enrolment may increase accordingly. Enrolment of 25 new students per year will ensure that there is room in all required courses for students from other programs within the College of Education and the University. Intake of 25 students per year will ensure that this Post-degree Certificate is producing revenue by year three, with a minor deficit (approximately \$5,000.00 for start-up costs) in the first year of implementation.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue could be thought of as incremental (or new) revenue? There are 9 required courses and one elective from upper level offerings from Arts and Science and Education at the University of Saskatchewan. Given current faculty resources, 3 sessional will need to be hired to teach in this program each year (one of three sessional instructors will be required to off-load a faculty member to program coordination and administrative duties.) Please refer to the Appendix B for the incremental summary of TABBS SAT projections.

l. At what enrolment number wills this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources? This program will be independently sustainable by year 3

of implementation, assuming an annual intake of 25 new students per year. It is not anticipated that the enrolment numbers will exceed 25 per year.

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support). Please refer to the Appendix B for the incremental summary of TABBS SAT projections. Initial program costs will include marketing (\$1,000.00) and administrative support (25% FTE of a Level IV Administrative Assistant per year). Regular teaching duties of faculty released to teach in this Post-degree Certificate program will be covered by sessional instructors. Specifically, each year, 3 sessional instructors will be hired (1 to off-load faculty for program coordination and administrative duties; 2 to teach in the program). Faculty members are developing new courses in-kind; half of the courses are already being offered in the College of Education. Basic revenue: \$575.28 per course x 10 = \$5,752.80 per student; 25 students enrolling per year = \$143,820.00 per year.

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program. Please refer to the Appendix B for the incremental summary of TABBS SAT projections. This program is designed to run on a cost-recovery basis by year three of implementation with an anticipated enrolment rate of 25 new students per year; no other sources of funding other than regular undergraduate (level 2) tuition are anticipated at this point. Faculty are developing new courses in-kind.

College Statement

Please provide here or attach to the online portal, a statement from the College, which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan

- Accreditation review recommendations
- Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

- Consultation with the Registrar form

Required for all new courses:

- Course proposal forms
- OR Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Please submit through the Academic and Curricular Change Portal. For more information, contact:

**Sandra Calver, Secretary, Planning & Priorities Committee of Council
c/o Office of the University Secretary
phone 2192;
email sandra.calver@usask.ca**

Approved by Council January 2000; as revised November 2010

Appendix A: Course Calendar Descriptions
Post-degree Certificate in Career and Guidance Studies
 Department of Educational Psychology & Special Education
 November 2015

The *Post-degree Certificate in Career and Guidance Studies* is intended for those who wish to pursue career and guidance work in elementary and secondary schools. Guidance education pertains to career development as well as to social and personal management skills and topics related to wellness and mental health occurring within K-12 schools. The program is designed to meet the *Saskatchewan Professional Teachers Regulatory Board's* requirements for an Additional Qualification Certificate (AQC) in Career and Guidance Studies.

Admission requirements:

Applicants will hold a Bachelor of Education, a valid Professional A Teaching Certificate, and have at least one year of successful classroom teaching experience or the equivalent in education related settings (may or may not be currently employed in a career/guidance role). Applicants will also submit a current Criminal Record Check and supply three letters of reference. This program is available on a part-time basis. Some courses are available on-line, others can be taken in the evening, weekends, or during the Spring and/or Summer sessions.

Nine 3-credit unit courses

One elective 3-credit unit 300,400, or 500-level course from Education or Arts & Science

Total: 30-credit units

Course	Cr	Objectives	Delivery	Syllabus
<i>Knowledge and Skill:</i> EPSE 416 Comprehensive Guidance and Counselling	3	Introduction to comprehensive guidance and counselling in school, community, and health settings. Communication skills for helping professionals are also introduced and practiced. Examines the roles, functions, and ethical practices of personnel involved in guidance counselling and career education. This is a prerequisite class for the graduate program in school and counselling psychology in the Department of Educational Psychology and Special Education.	In-person	Yes
<i>Knowledge and Skill:</i> EPSE 417 Introduction to Theories of Counselling	3	Introduces students to foundational theories and practices of individual and group counselling. Key theories are surveyed in terms of their major concepts, therapeutic process and practical applications in school, community and health contexts. This is	On-line	Yes

		a prerequisite class for the graduate program in school and counselling psychology in the Department of Educational Psychology and Special Education.		
<i>Knowledge and Skill:</i> EPSE 5XX Career Development and Decision-Making	3	Career development is an important aspect of human development. In this course a number of career development theories will be examined along with a consideration of the decision making process. Students will also become familiar with Saskatchewan Career Education Curriculum, as well as program resources and activities for delivering career education across K-12 grades.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 5XX Ethics in School and Educational Settings	3	This course will address professional and ethical issues in the provision of career and guidance services in school and educational settings. Basic principles such as respect, responsibility, integrity, and systemic responsibilities are addressed in light of relevant codes, standards, and guidelines for ethical decision-making in collaborative contexts.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 5XX Skills for Effective Interpersonal Communication	3	This course will provide review and practice of basic skills necessary for effective communication in both personal and professional settings. It will include analysis of effective interpersonal skills and skill building laboratory experience. Knowledge and skills gained from this course are transferable to a variety of settings, including counselling, education, human development, management, healthcare, psychology, and recreation.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 540 Collaboration	3	Examines models of service delivery in special education. Emphasis is placed on collaborative processes and team contexts. Students learn the basic	On-line	Yes

Processes and Contexts		communication and decision-making skills for collaborative team planning and program implementation. Collaborative teamwork is considered in a variety of team contexts: families, school-based teams, and integrated services.		
<i>Knowledge and Skill:</i> EFDT 5XX Anti-oppressive Education for Helping Professionals	3	This course draws on post-structural theories of subjectivity and difference to critically understand how power, knowledge and privilege normalize systems of social inequality. Provides human services and mental health professionals opportunity to examine how race, culture, ethnicity, class, gender, sexuality and disability impact client/helper relationships in schools and other social service agencies. Students will explore foundational building blocks for becoming anti-oppressive in one's practice.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 441 Introductory Statistics in Education	3	Provides the student with an overview of descriptive statistics and basic psychometric concepts, with specific attention to problems of measurement and research in education. The emphasis is on application rather than derivation. No specific mathematical background is required.	On-line	Yes
<i>Integration:</i> EPSE 5XX Individual Project in Career and Guidance Studies	3	This course is designed to assist students' integration of content and experiences from other courses through an individual project. The aim is to prepare reflective practitioners capable of conducting a critical review of the research literature, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others within school and educational contexts.	On-line	TBD
Approved	3	Emphasis on social and behavioral arts	May be in-	N/A

Elective: 300, 400, or 500-level course		and/or sciences (i.e., College of Education, College of Arts and Science, College of Kinesiology)	person or on-line	
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Note: The Diploma in Guidance Studies is not a graduate program.

Note: Students entering the program having already completed any of the required courses will be required to take equivalent credits of approved electives.

Note: Successful completion of the Certificate in Career and Guidance Studies will fulfill most prerequisites for application to the Masters in School and Psychology Program. When choosing electives, students take responsibility for ensuring that they have the appropriate prerequisites or permission from the instructor(s).

Summary of TABBS Model Inputs

NEW ACTIVITY

		Year 1	Year 2	Year 3	Year 4	Year 5
Student Activity	Undergrad - Domestic	25N	25C + 25N	50C + 25N	50C + 25N	50C + 25N
	Undergrad - International					
	Grad - Domestic					
	Grad - International					
Faculty & Staff	ASPA					
	Casual	.25FTE	.25FTE	.25FTE	.25FTE	.25FTE
	CUPE Local 1975 Exempt					
	Faculty Association Sessional	3 x 3 cu	3 x 3 cu	3 x 3 cu	3 x 3 cu	3 x 3 cu
Occupancy	Instructional Lab					
	Research Lab					
	Academic Office					
	Administrative Office					
Research Activity	Tri Agency					
	Non-Tri Agency					
Non-salary costs	Operational Supplies					
	Travel					
	Rent/Renovations					
	Other	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500

Notes & Assumptions

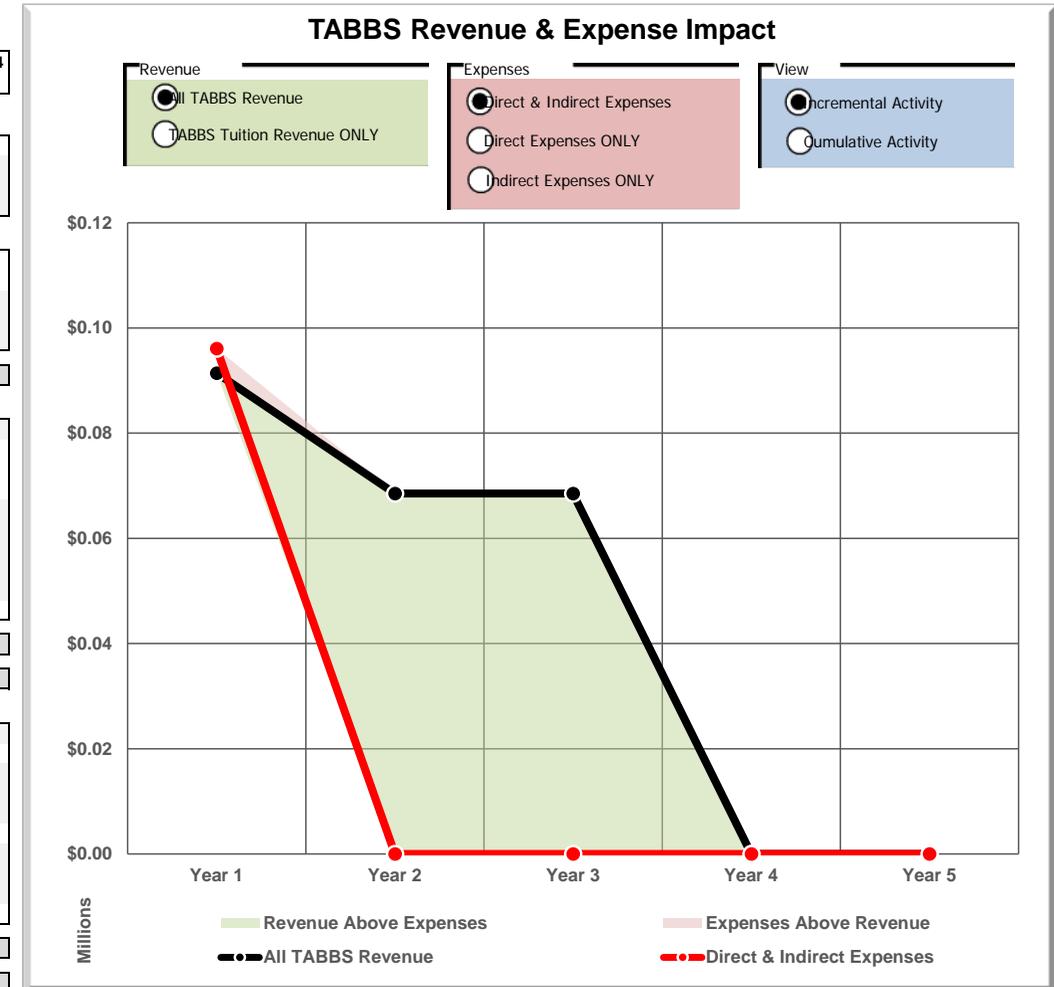
N = new students, C = continuing students
30 cu program to be completed over 3 years
Year 1 = 12cu, Year 2 = 9cu, Year 3 = 9cu
Projections based on undergraduate domestic students
There is already a demand for this program so we are projecting a consistent intake of 25 students per year
Administrative support projected at .25 FTE of a CUPE phase 4 position
Half of the courses are already being offered by the Dept so the expectation is no more than 2 additional courses will be offered per year to be taught by sessionals.
One half class offload for the academic coordinator/advisor will result in 1 sessional hire per year.
No additional occupancy costs required. Classes can fit into existing classroom space
It is anticipated we will be at full capacity in year 3 with an intake of 25 new students per year
Other non-salary costs are related to marketing and are projected to be consistent from year to year

INCREMENTAL Summary of TABBS SAT Projections

	Current TABBS Model Figures	Change from Base to Year 1	Change from Year 1 to Year 2	Change from Year 2 to Year 3	Change from Year 3 to Year 4	Change from Year 4 to Year 5
Operating Grant						
Instruction	11,625,212	39,315	29,473	29,460	0	0
Research	2,657,793					
Targeted Funding	0					
Directed Funding	(1,023,079)					
Tuition						
Undergraduate - Enrolment	1,222,804	13,025	9,769	9,769	0	0
Undergraduate - Instruction	2,863,039	39,076	29,307	29,307	0	0
Graduate - Enrolment	491,687					
Graduate - Instruction	249,123					
Graduate - Supervision	498,733					
Total Revenues *	18,585,312	91,416	68,549	68,536	0	0
Allocated Expenses						
Research Support	218,590					
General Student Support	4,768,403	51,264	0	0	0	0
Graduate Support	742,403	(65)	0	0	0	0
Faculty/Staff Support	633,981	5,384	0	0	0	0
General Occupancy	477,409					
Utilities	169,508					
Caretaking	166,196					
Leases	0					
Health Sciences	0					
General Support	1,272,888	2,982	0	0	0	0
Total Indirect Expenses	8,449,378	59,565	0	0	0	0
TABBS Model Surplus/(Deficit)	10,135,934	31,851	68,549	68,536	0	0
Direct Operating Expenses						
ASPA						
Casual		15,000	0	0	0	0
CUPE Local 1975						
Exempt						
Faculty Association						
Sessional		21,030	0	0	0	0
Operational Supplies						
Travel						
Rent / Renovations						
Other		500	0	0	0	0
Total Direct Expenses		36,530	0	0	0	0
Net Projected Surplus/(Deficit)	10,135,934	(4,679)	68,549	68,536	0	0

Notes:

30 cu program to be completed over 3 years - using undergrad category 2 tuition level which is standard for Education
 year 1 = 12cu, year 2 = 9cu, year 3 = 9cu
 projections based on undergrad domestic students



The *Certificate in Career and Guidance Studies* is intended for those who wish to pursue career and guidance work in elementary and secondary schools. Guidance education pertains to career development as well as to social and personal management skills and topics related to wellness and mental health occurring within K-12 schools. The program is designed to meet the *Saskatchewan Professional Teachers Regulatory Board's* requirements for an Additional Qualification Certificate (AQC).

Admission requirements:

Applicants will hold a Bachelor of Education, a valid Professional A Teaching Certificate, and have at least one year of successful classroom teaching experience or the equivalent in education related settings (may or may not be currently employed in a career/guidance role). Applicants will also submit a valid, current Criminal Record Check and supply three letters of reference. This program can be completed on a part-time basis. Some courses are available on-line, others can be taken in the evening, weekends, or during the Spring and/or Summer sessions.

Nine 3-credit unit courses

One elective 3-credit unit 300,400, or 500-level course from Education or Arts & Science

Total: 30-credit units

Course	Cr	Objectives	Delivery	Syllabus
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<i>Knowledge and Skill:</i> EPSE 417 Introduction to Theories of Counselling	3	Introduces students to foundational theories and practices of individual and group counselling. Key theories are surveyed in terms of their major concepts, therapeutic process and practical applications in school, community and health contexts. This is a prerequisite class for the graduate program in school and counselling	On-line	Yes

Certificate in Career and Guidance Studies, 2015
Department of Educational Psychology and Special Education

		psychology in the Department of Educational Psychology and Special Education.		
<i>Knowledge and Skill:</i> EPSE 5XX Career Development and Decision-Making	3	Career development is an important aspect of human development. In this course a number of career development theories will be examined along with a consideration of the decision making process. Students will also become familiar with Saskatchewan Career Education Curriculum, as well as program resources and activities for delivering career education across K-12 grades.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 5XX Ethics in School and Educational Settings	3	This course will address professional and ethical issues in the provision of career and guidance services in school and educational settings. Basic principles such as respect, responsibility, integrity, and systemic responsibilities are addressed in light of relevant codes, standards, and guidelines for ethical decision-making in collaborative contexts.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 5XX Skills for Effective Interpersonal Communication	3	This course will provide review and practice of basic skills necessary for effective communication in both personal and professional settings. It will include analysis of effective interpersonal skills and skill building laboratory experience. Knowledge and skills gained from this course are transferable to a variety of settings, including counselling, education, human development, management, healthcare, psychology, and recreation.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 540 Collaboration Processes and Contexts	3	Examines models of service delivery in special education. Emphasis is placed on collaborative processes and team contexts. Students learn the basic communication and decision-making skills for collaborative team planning	On-line	Yes

		and program implementation. Collaborative teamwork is considered in a variety of team contexts: families, school-based teams, and integrated services.		
<i>Knowledge and Skill:</i> EFDT 5XX Anti-oppressive Education for Helping Professionals	3	This course draws on post-structural theories of subjectivity and difference to critically understand how power, knowledge and privilege normalize systems of social inequality. Provides human services and mental health professionals opportunity to examine how race, culture, ethnicity, class, gender, sexuality and disability impact client/helper relationships in schools and other social service agencies. Students will explore foundational building blocks for becoming anti-oppressive in one's practice.	In-person	TBD
<i>Knowledge and Skill:</i> EPSE 441 Introductory Statistics in Education	3	Provides the student with an overview of descriptive statistics and basic psychometric concepts, with specific attention to problems of measurement and research in education. The emphasis is on application rather than derivation. No specific mathematical background is required.	On-line	Yes
<i>Integration:</i> EPSE 5XX Individual Project in Career and Guidance Studies	3	This course is designed to assist students' integration of content and experiences from other courses through an individual project. The aim is to prepare reflective practitioners capable of conducting a critical review of the research literature, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others within school and educational contexts.	On-line	TBD
Approved Elective: 300, 400, or	3	Emphasis on social and behavioral arts and/or sciences (i.e., College of Education, College of Arts and Science,	May be in-person or on-line	N/A

Certificate in Career and Guidance Studies, 2015
Department of Educational Psychology and Special Education

500-level course		College of Kinesiology)		
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Note: The Diploma in Guidance Studies is not a graduate program.

Note: Students entering the program having already completed any of the required courses will be required to take equivalent credits of approved electives, or receive credit for courses taken with permission of Coordinator.

Note: Successful completion of the Certificate in Career and Guidance Studies will fulfill most prerequisites for application to the Masters in School and Psychology Program. When choosing electives, students take responsibility for ensuring that they have the appropriate prerequisites or permission from the instructor(s).



MEMORANDUM

TO: Dr. Kevin Flynn
FROM: Michelle Prytula, Dean
DATE: October 27, 2015

I fully support the Certificate in Career and Guidance Studies as it addresses the well-established and growing demand from students interested developing their knowledge and skills in school counseling. This demand has been ascertained through conversations with the Ministry of Education, the Saskatchewan Teachers Professional Regulatory Board, and our school division partners. The development of the certificate was informed by the direct needs of school divisions for teachers certified to work as counselors. The implementation of the program will contribute to professionalizing the staff of schools, and to improved learning experiences of students in K-12.

There is a need for this certificate from a programming perspective, in that the course complement is not offered anywhere else in our undergraduate and graduate programs. The certificate will serve a unique need in that it will provide teachers with specialized training to serve the function of counseling support and, if needed, refer students to the certified counselors. As noted in the proposal, certificate graduates will be qualified to offer counseling support; consultation and collaboration; program management, operations, and data-informed decision making; advocacy for guidance related classroom-based learning outcomes; needs assessments; time allotments and caseload management; and school-based planning.

The design of this course falls within our current resources as current electives already exist, and space exists for new students. The anticipated demand for the new courses that need to be developed will provide sufficient resources for instructors. Current leadership has the capacity to mentor these instructors.

Because of the sound design of the program, and its intention to meet an already established need, the Department of Educational Psychology has my support for Certificate in Career and Guidance Studies.

Respectfully,

Dean Michelle Prytula
College of Education

January 29, 2015

Tim Claypool Ph.D., R.D. Psych.
Department of Educational Psychology & Special Education
College of Education – University of Saskatchewan
28 Campus Drive
Saskatoon, SK S7N 0X1

Dear Dr. Claypool:

The Greater Saskatoon Catholic School Division has been collaborating with the College of Education over the past year to create a possible option for teachers who would like to receive training for the role of school counsellor, specifically at the high school level. The role of high school counsellor in our division follows the comprehensive model of service incorporating career education, responsive service to individual or small groups, and guidance education to all students. The current Master's program that requires teachers to take a two year leave from their school division is not a viable option for most. Therefore, our division wishes to express our support for this proposal that would provide a way to transition into having more qualified teachers prepared to serve in this very important role. Moving forward, our school division is committed to seeking out candidates fully qualified to respond all aspects of this role.

We want to express our support for the Notice of Intent to establish a Certificate in Career and Guidance Studies. We would also like to express our thanks and gratitude to members of the College of Education for listening to our needs and responding by initiating this process and to members of our current staff who have assisted in advocating for this proposal.

Sincerely,



Diane Côté
Superintendent of Education



Saskatchewan Professional
Teachers Regulatory Board

October 23, 2015

To Whom It May Concern:

I am pleased to write this letter of support for the *Certificate in Career and Guidance Studies* program proposed by Stephanie Martin. This program meets the Saskatchewan Professional Teachers Regulatory Board's requirements for an Additional Qualification Certificate.

Sincerely,

A handwritten signature in blue ink, appearing to read "T. Smith". The signature is fluid and cursive, with a large initial "T" and "S".

Trevor E. Smith
Registrar



UNIVERSITY OF
SASKATCHEWAN

Planning and Priorities Committee of Council

NOTICE OF INTENT for new programs

November, 2010

Purpose of the Notice of Intent

The Notice of Intent provides an early indication of the nature and aspirations of a proposed program, which will assist the Planning and Priorities Committee of Council (the Committee) in understanding and evaluating the fit of the proposed program with the priorities and strategic directions of the University. The Notice of Intent also provides the Committee with an opportunity to comment on the merit of the proposed program, and to provide input and guidance to the proponent regarding the development of the full proposal. It is generally in the interest of all concerned that the Notice of Intent be submitted, and that the Committee's review is completed, prior to development of the full proposal. Subsequent to its review of the Notice of Intent, the Committee will share its perspective on the proposed program with the proponent, the College of Graduate Studies & Research (when the NOI is for a new graduate program), the Academic Programs Committee of Council, the Provost's Committee on Integrated Planning (PCIP) and the Office of the Registrar. Any issues which the Committee thinks should be addressed by the proponent during development of the full proposal will be highlighted.

A staged process for the submission and approval of program proposals has been adopted by University Council. The first step in the process is the submission of a Notice of Intent to the Planning and Priorities Committee. Once the Committee has reviewed and commented on the Notice of Intent, the proponent, *i.e.* the department, college or school committee, develops and receives college or school approval for the full proposal, which is then submitted to the Academic Programs Committee of Council for its consideration and approval. If the proposal is a graduate level program, the proposal requires approval by the College of Graduate Studies and Research prior to submission to the Academic Programs Committee. The final stage in the process is presentation of the proposed program by the Academic Programs Committee to University Council for approval.

The Notice of Intent is to be submitted to the secretary of the Planning and Priorities Committee of Council, along with a covering letter, which is to include the signature of the appropriate dean, associate dean or executive-director. If the program is a graduate program, the covering letter should indicate that the dean or associate dean of the College of Graduate Studies and Research is aware of, and supports in principle, the development of the program. The Notice of Intent is to be submitted a minimum of three months prior to the anticipated submission of the full proposal to the Academic Programs Committee. This enables the college or school to respond effectively to any issues identified by, and to any input received from, the Planning and Priorities Committee. Normally, the Notice of Intent should be submitted to the Planning and Priorities

Committee no later than the end of October if it is envisioned that the proposed program will be available to students in September of the following year.

Substance of the Notice of Intent

The Notice of Intent should attempt to address the following questions. If a question cannot be fully addressed at the time of submission, an explanation should be provided. An inability to answer a question or questions fully should not deter the proponent from submitting the Notice of Intent, as its purpose is to provide an early indication of program development.

Title of Proposal: Certificate in Career and Guidance Studies

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

- There has been a demand for this type of program for quite some time. Our community partners are composed mainly of our neighboring school divisions (i.e., Greater Saskatoon Catholic Schools, Saskatoon Public School Division, and Prairie Spirit School Division). Repeatedly, there have been requests from these and other school divisions for a program that would help prepare their teachers to provide their students with the appropriate career and guidance services that are in high demand.
- Currently guidance education in our provincial schools aims to be an integrated, developmental experience for students. This includes classroom-based guidance instruction and assessment focused on career development and exploration.** This may be accomplished through group guidance activities or fine-tuned to meet individual students' emerging needs. This is where the expertise and training of individual teachers will be called into action. In particular, a knowledge of professional resources, career focused materials and programs, is essential so that students will be provided the needed support and direction to navigate through a complex maze of programs and websites as well as print and non-print materials.

*** Within the comprehensive model, Guidance education pertains to career development as well as to social and personal management skills and topics related to wellness and mental health.*

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

- This program will offer teachers and other professionals background information, basic skills and related concepts in the specialized field of school guidance. It is intended for those teachers who wish to do guidance work (excluding individual and group counselling) in elementary and secondary schools. Currently, this type of specialized training is not available in our recently revised undergraduate program in the College of Education.
- This certificate will appeal to many teachers who are currently employed but unable to obtain educational leaves or enroll in a graduate program of studies.
- A teacher that complete this certificate will be eligible for an Additional Qualification Certificate (AQC) with the Ministry of Education. This will permit graduates to progress one level on the provincially bargained pay grid for employed teachers who are members of the Saskatchewan Teachers' Federation (STF). The employability of new graduates will be enhanced if they have completed this certificate in addition to their Bachelor of Education degrees.
- Our community partners have requested a program that is flexible in its delivery and employs a scaffolded approach to ensure teachers will be successful while they maintain their full- or part-time employment status.
- Graduates from our certificate would be experts in some of the following areas: counselling support; consultation and collaboration; program management and operations; data-informed decision making; advocacy for guidance related classroom-based learning outcomes; needs assessments; time allotments and caseload management; school-based planning.

3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

Career Education Aims and Goals, SK Ministry of Education:

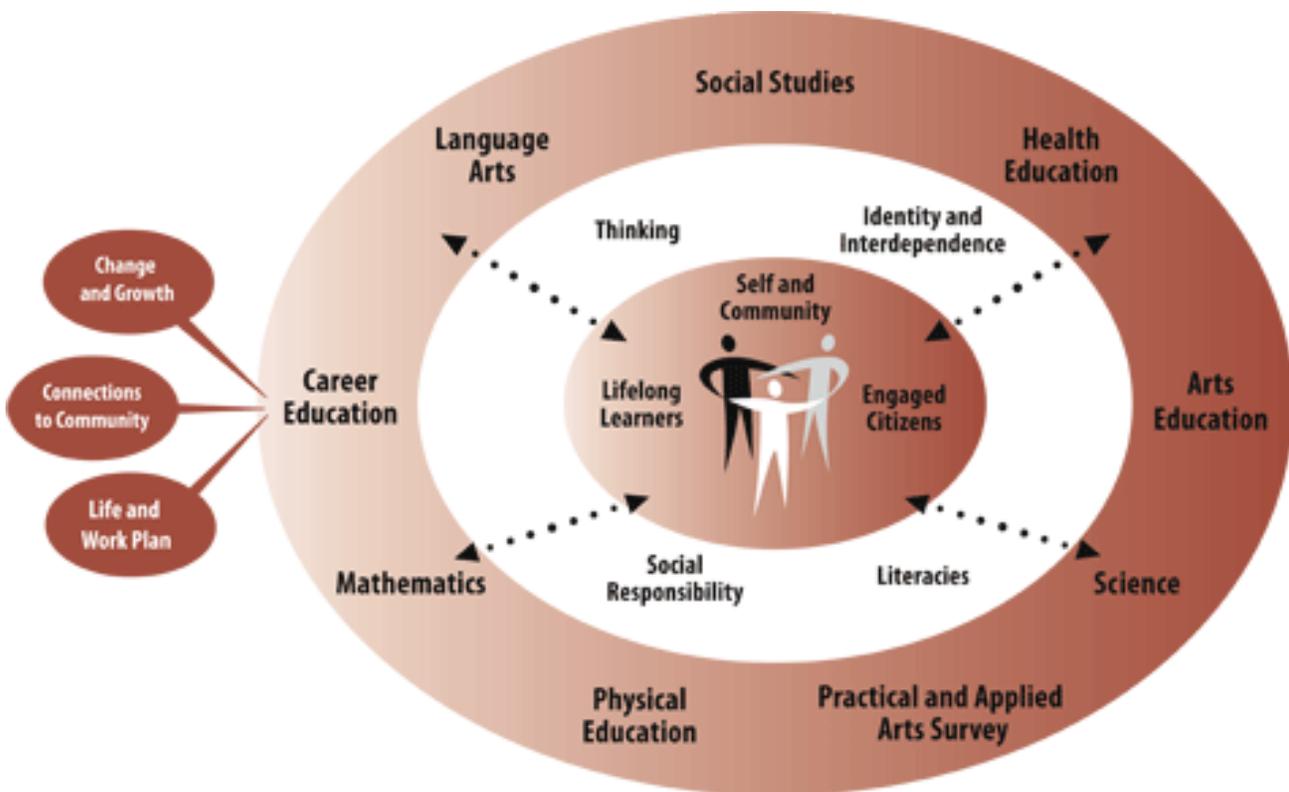
http://curriculum.gov.sk.ca/index.jsp?view=goals&lang=en&subj=career_education&level=9

The certificate needs to address not only career curriculum but all aspects of school guidance and counselling services. Although the Ministry has addressed the career portion, it delegates authority to school divisions to define the role and qualifications for school and guidance counsellors. The STF has a policy regarding this (refer to STF Governance Handbook under Policies and Professional Stewardship and Responsibility 2.19.1 and 2.)

The K-12 aim of Career Education is to enable all Saskatchewan students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study. The three goals of K-12 Career Education are to:

- develop career management competencies through an exploration of personal change and growth
- explore the connections between learning and work pathways and their connections to community
- engage in inquiry to construct a personal life and work plan.



- This certificate program would strive to prepare teachers to deliver SK Ministry of Education curricula in an informed and innovative manner. Additionally, graduates may develop specific areas of expertise that will assist them to become resources within their own schools and school divisions.

- In the **College Plan** there is a call for ***“Innovation in Academic Programs and Service”***. This certificate would be a prime example of an innovative step to better prepare our teachers to meet the growing demands of appropriate career and guidance education in our public school systems. Additionally, this initiative fits with ***Priority #5: Continue to develop and deliver high quality community-based undergraduate and graduate programs***. This certificate program addresses an identified need and responds positively to concerns expressed by our community partners that there is a significant lack of teachers with adequate training to deliver the professional career and guidance services needed in our public school systems.

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

- There is no duplication in other programs offered by the college. This certificate is unique and fills a niche that will be well received by our community partners.

No programs will be deleted as a result of offering this new certificate program.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

- Some of the proposed courses for this certificate currently exist as undergraduate electives, e.g. EPSE 416.3 Comprehensive Guidance and Counselling and EPSE 417.3 Introduction to Counselling. Note: other new courses will be developed as needed.
- Current EPSE faculty have full teaching and research loads. Perhaps some space in current classes could be saved for Certificate students. However, if sufficient numbers of Certificate students enrolled such that a new section of individual course would need to be created for them, additional resources would be required (faculty teaching, administrative and other support, student funding, classroom space, infrastructure).
- To date, PCIP has not been involved in discussions related to resources that may be linked to this proposed Certificate program.

The procedure for submitting a new program for approval is described in the procedures page of the Academic Programs Committee of Council.

**Please submit through the Academic and Curricular Change Portal. For more information, contact:
Sandra Calver, Secretary, Planning & Priorities Committee of Council
c/o Office of the University Secretary
phone 2192;
email sandra.calver@usask.ca**

Approved by Council January 2000; as revised November 2010

**Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)**

Title: Post-Degree Certificate in Career and Guidance Studies

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes No

Is an existing degree, diploma, or certificate being renamed?

Yes No

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

Post-Degree Certificate in Career and Guidance Studies - PDCCGS [suggested code for student system - 6 character max], Post Deg Cert Career Guid Stud [suggested description in student system - 30 character max]

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

Degree

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

Post-Degree Certificate in Career and Guidance Studies - PDCCGS [suggested code for student system], Post Deg Cert Career Guid Stud [suggested short description in student system - 30 character max], Post-Degree Certificate in Career and Guidance Studies [long description of credential in student system]

6 Which College is responsible for the awarding of this degree, diploma, or certificate?

Education

7 programs.

8 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

EPSE [Ed Psych and Special Education] (current major) [one major is required in the student system] (4 characters for code and 30 characters for description)

9 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

Post-Degree Certificate in Career and Guidance Studies - PDCCGS [suggested code for student system], Post Deg Cert Career Guid Stud [suggested short description in student system - 30 character max], Post-Degree Certificate in Career and Guidance Studies [long description of credential in student system]

3 What is the name of this new program?

Post-Degree Certificate in Career and Guidance Studies - PDCCGS [suggested code for student system], Post Deg Cert Career Guid Stud [suggested description for student system - 30 character max]

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

Education / Educational Psychology and Special Education

6 Is this a replacement for a current program?

Yes No

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes No Revised

If you've answered NO, please continue on to the next section.

2 each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

[Empty box]

Section 5: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Yes No

Is an existing college, school, center, or department being renamed?

Yes No

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

[Empty box]

3 If you have renamed an existing college, school, center, or department, what is the current name?

[Empty box]

4 What is the effective term of this new (renamed) college, school, center, or department?

[Empty box]

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

[Empty box]

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

[Empty box]

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

[Empty box]

Section 6: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

No - will use EPSE subject code

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

[Empty box]

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

[Empty box]

4 Does the program timetable use standard class time slots, terms, and sessions?

Yes No

If NO, please describe.

[Empty box]

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 7: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Applicants will apply on-line directly to the program

2 What term(s) can students be admitted to?

[Empty box]

September, January, May

3 Does this impact enrollment?

Slight increase of 20 to 30 students

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Refer to the College of Education and Department of Educational Psychology and Special Education

5 Can classes towards this program be taken at the same time as another program?

No

6 What is the application deadline?

Regular deadlines - Apr 15 for spring, June 1 for fall, Dec 1 for winter

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Bachelor of Education degree and 1 year teaching experience or equivalent

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

Last 120 credit units (or more without breaking up an academic year) (4 year degree equivalent)
Cumulative weighted average of at least 70% on the last 120 credit units of undergraduate work to create an overall average (120 credit units U of S equivalent)
Ranked admission process
Includes international students residing in Canada who meet the criteria

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Regular

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

Online application pushed by Admissions, then forwarded to Department for complete processing

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Department of Educational Psychology and Special Education

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

Department will send out letters of acceptance

13 Will the standard application fee apply?

Yes

14 Will all applicants be charged the fee or will current, active students be exempt?

Applicants who have completed one course at the U of S would not be charged an application fee again

Section 8: Tuition and Student Fees Information

1 How will tuition be assessed?

Per Course	<input type="checkbox"/>
Per Credit Unit	<input type="checkbox"/>
Program Based	<input type="checkbox"/>
Standard Term	<input type="checkbox"/>
Other *	<input type="checkbox"/>

* See attached documents

Will be assessed at standard TC02 rate for Education courses

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?

3 If program-based, will students outside the program be allowed to take the classes?

4 If YES, what should the per credit fee be?

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)?

8 Has IPA Been Consulted?

Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1 What is the start term?

201609 [September 2016]

2 Are students required to do anything prior to the above date?

Yes No

If YES, what and by what date?

Section 12: Registration Information

1 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Will be determined by SESD

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Program Termination

1 Is this a program termination?

Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes No

If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

[Empty box]

6 When do you expect the last student to complete this program?

[Empty box]

Section 17: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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2 Has SESD, Admissions, been informed about this new / revised program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

3 Has CGSR been informed about this new / revised program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

4 Has SESD, Transfer Credit, been informed about any new / revised courses?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

6 Has the Library been informed about this new / revised program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

7 Has ISA been informed of the CIP code for new degree / program / major?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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SIGNED

Date: *Oct. 28, 2015*

Registrar (Russell Isinger): *Russell Isinger*

College / Department Representative(s): *[Signature]*