

AGENDA

2:30 p.m. Thursday, December 17, 2015
Neatby-Timlan Theatre – Arts 241

In 1995, the University of Saskatchewan Act established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2015/16 academic year marks the 21st year of the representative Council.

As Council gathers, we acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of November 19, 2015 pp. 1-16
4. Business from the minutes
5. Report of the President pp. 17-22
6. Report of the Provost pp. 23-28
7. Student societies
 - 7.1 Report from the USSU – Verbal Report
 - 7.2 Report from the GSA pp. 29-30
8. Planning and priorities committee
 - 8.1 Request for Decision – Name Change of the Department of Bioresource Policy, Business and Economics pp. 31-40

It is recommended that Council approve that the Department of Bioresource Policy, Business and Economics be renamed the Department of Agricultural and Resource Economics, effective September 1, 2016, and that Council’s Bylaws be amended to reflect the new name of the department.

 - 8.2 Report for Information – USSU Motion on Indigenous Content in the Curriculum pp. 41-42
9. Governance committee
 - 9.1 Notice of Motion – Requirement that Elected Council Members Serve on the Student Academic Hearing and Appeals Committee pp. 43-52

It is recommended that Council approve that all elected Council members be members of the student academic hearing and appeals committee, and that the Council Bylaws be amended to remove the

Council agenda continued

requirement of the nominations committee to nominate members of Council to serve on the student academic hearing and appeals committee.

9.2 Request for decision – Student Member Terms on Council and Council Committees pp. xx

It is recommended that Council approve that the term of student members elected to Council and appointed to Council committees be from May 1 to April 30 and that the Council Bylaws be amended as shown in the attachments.

10. Nominations committee

10.1 Request for decision – Nomination to the review committee for the Vice-Provost Faculty Relations pp. 59-62

It is recommended that Council approve that Margaret Kovach, Department of Educational Administration and Department of Educational Foundations serve on the review committee for the vice-provost faculty relations.

11. Academic Programs Committee

11.1 Request for Decision – Post Degree Certificate in Career and Guidance pp. 63-110

It is recommended that Council approve the post-degree Certificate in Career and Guidance Studies, effective September 2016.

11.2 Request for Decision - Post Degree Certificate in English as an Additional Language Education pp. 111-204

It is recommended that Council approve the post-degree Certificate in English as an Additional Language Education, effective September 2016

11.3 Request for Decision –Doctor of Pharmacy (Pharm. D.) program in the College of Pharmacy and Nutrition pp. 205-304

It is recommended that Council approve the Doctor of Pharmacy (Pharm. D.) as a replacement program for the Bachelor of Science in Pharmacy (BSP) program in the College of Pharmacy and Nutrition, effective September 2017

11.4 Report for Information – Kanawayihetaytan Askiy Certificate (“Take Care of the Land”) pp. 305-316

11.5 Report for Information – 2016-17 Academic Calendar pp. 317-333

12. Other business

13. Question period

14. Adjournment

Next meeting January 21, 2016 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: January 7, 2016



*Minutes of University Council
2:30 p.m., Thursday, November 19, 2015
Arts Building Room 241 Neatby-Timlin Theatre*

Attendance: See Appendix A for listing of members in attendance.

Roy Dobson, vice-chair of Council called the meeting to order at 2:30 p.m., observing that quorum had been attained, and that he would chair the meeting on behalf of Jay Kalra, Council chair.

Vipen Sawhney, Professor Emeritus of the Department of Biology, College of Arts and Science, delivered a memorial tribute to honour Professor Emeritus Ram Manohar of the Department of Mathematics and Statistics.

1. Adoption of the agenda

WILSON/ZELLO: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Professor Dobson provided opening remarks and outlined the usual procedures for debate and discussion. He expressed it was his great pleasure and privilege to welcome the university's 11th president and vice-chancellor Dr. Peter Stoicheff and asked Council members to join him in welcoming President Stoicheff.

3. Minutes of the meeting of October 22, 2015

FLYNN/KLAASSEN: That the Council minutes of October 22, 2015 be approved as circulated.

CARRIED

4. Business from the minutes

The vice-chair noted one item of business arising from the October minutes in response to the statement in the provost's report that PCIP approved \$11.5M toward supporting institutional research priorities, including graduate scholarships, major research competitions, and Tri-agency compliance. Dr. Dobson indicated that a member had asked about the real cost to the university of ensuring compliance with the Tri-agencies, and at the October meeting Dr. Barber, provost and vice-president academic advised that a response to the question would be provided at the November meeting.

Karen Chad, vice-president research, responded to the question on behalf of Dr. Barber, indicating that \$270,000 in renewal funding was allocated to the university's internal control process to ensure the university remained in continued Tri-agency policy compliance. The internal controls project was initiated several years ago after a Tri-agency audit found the university to be non-compliant in a number of areas and facing the possible result of having its Tri-agency funding withheld. She expressed thanks to those who contributed to business improvements in the

university's internal controls and reported that since the project was established, the university has been recognized by the Tri-agencies as a leading model in best practices for institutional controls.

5. Report of the President

President Peter Stoicheff provided remarks in addition to his written report. He welcomed all present and thanked those who attended his installation ceremony. As a former member of Council, he expressed his appreciation for Council's debate, student reports, and the engagement of its faculty members, administrative members, and of the staff who support Council. He recognized Council as being well supported by many committees and offered recognition and appreciation for their work.

The president offered comments on the role of the university and the role of a president. President Stoicheff spoke of the role of the president in changing discourse to reconcile the culture of an institution with the need for change, and the role of Council as being a higher agent of cultural change, concluding with the statement, "We are a cultural institution; we drive cultural change." He expressed his belief that within a complex and imperiled society, universities are more important than ever to sustain a civil society.

The president articulated many of the other qualities he believed important to elucidate as the university's president and emphasized the importance of students, the research experience, pedagogical innovation, high-quality facilities, working with other post-secondary institutions and government, and building Aboriginal identity into everything the university does and is. He outlined the importance of the university to the city, province, nation and globally, and in select areas of research, scholarly, and artistic work to improve the lives of others.

The university's last collective vision statement was created in 2002 and renewed in 2009, as the vision document approved by Council in 2014 was later rescinded. President Stoicheff outlined his intent to begin the process to develop a new vision, mission, and values statement. The process to arrive at a new statement will begin in the New Year by a committee led by a faculty member and will be consultative, iterative, and efficient. The committee will begin by first reviewing the strategic plans, foundational documents, and agreements which provide a long and complex statement of what are the university's vision, mission, and values. The president indicated he would speak more of the process in the coming months.

President Stoicheff reported on the recent forum "*Building Reconciliation: Universities Answering the TRC's Calls to Action*", which he described as a wonderful success, providing details of the speakers, the purpose of the forum, and how the results will be communicated to the over 50 universities and other bodies that participated in this national event. In particular, he recalled the remarks of the Honourable Justice Murray Sinclair that education is the key to reconciliation, and that the civil service, business sector, education, health and other sectors are all occupied by individuals who come through universities, and that therefore universities can be the nexus for change.

The purpose of the forum was to gather university, student and Aboriginal leaders to talk through the call for actions that were directed to post-secondary education so that these actions could begin to be understood and a means found to implement the calls. President Stoicheff observed there are 24 post-secondary institutions in the province, including regional colleges, and that the presidents and executive directors of these institutions were able to draw up a simple but direct memorandum

of agreement on the importance of reconciliation and working together to close the education gap of Aboriginal peoples.

The president reported on a recent change to the university's financial situation. Due to current financial pressures on the provincial government, the government is adjusting its 2015-16 allocation to the university through one-time budgetary reductions in the areas of capital and scholarship and the deferral of the provincial contribution to one of the Canada Excellence Research Chairs. Greg Fowler, vice-president of finance and resources reported the mid-year adjustments applied to the university by the provincial government in order to meet expenditures for the current year are: a one-time \$0.56M decrease to the Saskatchewan Innovation and Opportunity Scholarship fund, a one-time \$7.9M reduction in capital funding, and a deferral of the province's \$1.35M contribution to the CERC Water Security Chair.

The president emphasized that the reductions are one-time occurrences, do not affect the university's operating budget, and are not a cause of immediate concern as they do not require fundamental shifts to the university mission or work force. He requested the opportunity to speak more fully on university finances at the December 17 Council meeting after the Board of Governors has had the opportunity to consider options of how the university will deal with the adjustments with the least impact on the university.

The vice-chair invited questions of the president. A Council member asked for clarity on the purpose of the vision statement and its relation to planning, recalling that for some individuals the most recent vision document appeared to be as much a planning document as a statement of values. He asked the president to comment on the point of the document and what it would accomplish in a pragmatic way. President Stoicheff clarified that often a simple mission and vision statement does not refer to the underlying values, which give members of the university the important opportunity to express "who we are." The purpose of the document is to enable the president to speak with confidence of the collective mission, vision, and values of the university. Practically, having a statement which has been debated and stands for a period of time closes continuous debate on what the university's mission and vision statement should be.

In response to the question as to how the group which will lead the process will be identified and selected, President Stoicheff indicated that a small committee would be formed and that he would select both the committee members and the chair. Members of the university community will be asked to suggest the names of suitable individuals to serve on the committee.

6. Report of the Provost

Dr. Ernie Barber presented the provost's report to Council. He reported on the Building Reconciliation forum as a significant event and recognized the leadership of Patti McDougall, vice-provost teaching and learning; Blaine Favel, university chancellor; Gordon Barnhart, past interim president; and Peter Stoicheff, president in making the forum a reality. Dr. Dobson invited questions of Dr. Barber.

A Council member spoke of data discrepancies between the tuition figures reported by Stats Canada and those reported by the Canadian Centre for Policy Alternatives (CCPA), and observed that according to the CCPA, the province of Saskatchewan has the worst regime for low-income students with respect to tuition and grants. He asked why the university and the Board of Governors are not taking on a more aggressive role to reduce student tuition and fees, especially within a province and country that is among those with the lowest corporate tax rates in the developed world.

Dr. Barber noted in his response that Saskatchewan is the only province whose universities are not subject to some type of provincial mandated tuition regulation. The cost of student tuition must be considered in conjunction with accessibility to a university education, of which tuition is a factor. Over the coming year, the university will review its tuition policy and there will be the opportunity for debate and discussion on tuition rates.

7. Report of the Vice-president Research

Karen Chad, vice-president research thanked members for the opportunity to present to Council and briefly spoke of the top research priorities and strategies for 2015-16, prior to providing an update on the ongoing work and development of UnivRS, the university's web-based research system. The goal of UnivRS is to serve as a central repository for research-related data and permit individuals within and outside the university to collaborate on research projects in a secure data environment. Dr. Chad clarified that UnivRS is intended to gather information about faculty member activity and research, but also to assist faculty members in sharing information with others about their research to better connect faculty members.

The UnivRS project charter outlines four stages: stage 1 pre- and post-research award stage; stages 2 and 3 ethics, cv and publications; and stage 4 clinical trials and graduate students. The intent is to fully implement UnivRS by 2019. Presently, the colleges of Agriculture and Bioresources, Arts and Science, and Veterinary Medicine are using UnivRS to test its research award management capabilities. A demonstration of UnivRS's capabilities to manage personal and publication data was provided by Ms. Sarah Savage, member of the project team, using the university internet.

8. Student societies

8.1 Report from the USSU

Jack Saddleback, president of the University of Saskatchewan Students' Union, presented the USSU report to Council. Mr. Saddleback reported on USSU activities including support of campaign activities for the upcoming provincial election, the Remembrance Day ceremony at the University Memorial Gates, nominations to the USSU Teaching Excellence Awards, and the new USSU Question Period to hear comments, concerns or questions from students. Mr. Saddleback spoke in support of university efforts in consultation with students to improve campus safety and highlighted the fundraising event titled "Peace of Mind" in support of student mental health.

On November 5th the University Students' Council passed a motion to support a public inquiry into missing and murdered Indigenous women. Given the direction that Council provides to the larger university community, Mr. Saddleback urged Council to put forward a motion to support a national public inquiry into missing and murdered Indigenous women, to combat this issue through societal change and research, and to make campus safer for women. Mr. Saddleback indicated that the message from the Building Reconciliation forum is that this is the right place and time, and that as an Indigenous student leader speaking for the USSU, he would be pleased to walk with the university community in this direction.

A Council member asked for feedback on the net benefit of the Fall Reading Week after its second year. Mr. Saddleback noted the importance of students being able to rest and have reading time, and for instructors to have the same opportunity, but that he could not comment specifically other than to convey the appreciation of students for this time.

8.2 Report from the GSA

Rajat Chakravarty, president of the Graduate Students' Association presented the report to Council, offering congratulations on the Building Reconciliation forum. Mr. Chakravarty highlighted numerous activities of the GSA since the last Council meeting, including a games night, industry talks, health coverage information sessions, and activity to support the GSA 2015 Conference and Awards Gala. The GSA has initiated a tuition consultation project to engage with colleges on the question, "Does the tuition that you are paying for correspond to a satisfactory graduate student experience?" An advocacy project is being explored with the USSU to consider the possibility of having an advocate officer or lawyer helping students.

On February 19, the GSA will host the national graduate caucus for graduate student association executives across Canada. Mr. Chakravarty reported that the police will not lay charges in the fraud investigation of the GSA in March and April, 2014, and therefore the GSA will pursue allegations through civil court.

Concluding his report, Mr. Chakravarty indicated that the GSA also believes strongly that an inquiry into missing and murdered Indigenous women should occur, and that the university is in the position to focus research on this issue. The GSA Council also passed a motion in support of an inquiry.

9. Nominations Committee

Ed Krol, chair of the nominations committee presented the reports to Council.

9.1 Request for decision – Nominations to the Search Committee, Dean, College of Graduate Studies and Research

The vice-chair called three times for nominations from the floor. There were no nominations received.

KROL/D. BRENNNA: That Council approve the appointment of Fred Rémillard, associate dean, research, and graduate affairs, College of Pharmacy and Nutrition as the senior administrator selected by Council to serve on the search committee for the dean, College of Graduate Studies and Research.

CARRIED

9.2 Request for decision – Nominations to the Policy Oversight Committee

The vice-chair indicated that as he was one of the nominees to the policy oversight committee, the university secretary would chair this item. Ms. Williamson called three times for nominations from the floor. There were no nominations received.

KROL/D. BRENNNA: That Council approve the appointments of Roy Dobson, College of Pharmacy and Nutrition and Allison Muri, Department of English as the Council members on the Policy Oversight Committee for terms effective immediately and ending June 30, 2018.

CARRIED

10. Governance Committee

Louise Racine, chair of the governance committee, presented the notice of motion to Council.

10.1 Notice of Motion – Student Member Terms on Council and Council Committees

Dr. Racine indicated the change in student member terms on Council and Council committees is prompted by the desire to enhance student member participation in May and June. The notice of motion proposes that student member terms run from May 1 to April 30 rather than from July 1 to June 30 so that student members begin their service to Council at the same time that they take office. The change is supported by the GSA and USSU.

RACINE/GRAY: That Council approve that the term of student members elected to Council and appointed to Council committees be from May 1 to April 30 and that the Council Bylaws be amended as shown in the attachment.

CARRIED

11. Academic Programs Committee

Kevin Flynn, chair of the academic programs committee presented the committee reports to Council.

11.1 Request for decision – Cross-departmental Ph. D. in the College of Education

The College of Education has four departments. Of these, only the Department of Educational Administration has a regular Ph.D. program; the departments of Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies rely on special-case Ph.D. programs. To enhance cross-disciplinary research and increase the number of Ph.D. students, as enrolment in special-case programs is limited to four Ph.D. students, a regular-case Ph.D. program is proposed that will cross the three departments to create a common site for doctoral graduate student research. Questions of proponents included confirmation of the composition of the graduate affairs committee for the program, clarification of the wording on the degree parchment to award a Ph.D. in Education, and discussion of the rationale to pursue a single regular-case Ph.D. program across the three departments as opposed to a regular Ph.D. program in each of the three departments.

FLYNN/RACINE: That Council approve the Cross-departmental Ph. D. in the College of Education, effective May, 2016.

CARRIED

11.2 Report for information – 1) Changes to the D.V.M Program 2) Deletion of the Project Option for the Master of Public Administration program 3) Deletion of the Veterinary Microbiology Field of study in the Master of Veterinary Science program

Professor Flynn briefly outlined the changes approved by the academic programs committee and reported to Council for information. The changes to the DVM program result from the replacement of two courses in the program, resulting in an overall reduction of total credit units from 127 cu to 125 cu, effective September 2016. The Veterinary Microbiology field of study in the Master of Veterinary Science program (project option) has not had any students registered in it for the past ten years, and is therefore considered obsolete. The preference of students is for

thesis-based degree programs. The termination of the project option within the Master of Public Administration program is proposed due to low enrolment. There have been only two graduates from the program. The program deletion will align the Johnson-Shoyama Graduate School of Public Policy program offerings on both campuses; the option has already been approved for deletion by the University of Regina.

11.3 Report for Information – Thesis Option for the Master of Public Health Program

Dr. Flynn reported the thesis option within the Master of Public Health program is in addition to the existing course-based MPH program offering. Students registered in the thesis option will continue to meet the core competencies required by the Public Health Agency of Canada and in addition, will have the opportunity to publish a thesis. Students will be recruited from within the existing student body in the School of Public Health.

12. Policy Oversight Committee

12.1 Item for Information – Policy Oversight Committee Report 2013-2014 and 2014-2015

Beth Williamson, committee chair, presented the report for information and invited questions. There were none. Ms. Williamson indicated that the report covers two years and apologized for the lack of submission of a report the previous year.

13. Other business

There was no other business.

14. Question period

The chair invited questions from members. Dr. McDougall responded to an earlier question by reporting to members that the registrar will solicit feedback on the impact of the Fall Reading Week through a survey, and that the survey results will be reported to Council.

15. Adjournment

The meeting was adjourned by motion (D'EON/FLYNN) at 4:00 pm.

COUNCIL ATTENDANCE 2015-16

ATTACHMENT 1

Voting Participants


Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Aitken, Alec	P	P	R							
Allen, Andy	P	P	R							
Andreas, Taylor	A	A	A							
Arcand, Jaylynn	A	R	R							
Barber, Ernie	R	P	P							
Barnhart, Gordon	P	P	NA	NA	NA	NA	NA	NA	NA	NA
Baxter-Jones, Adam	P	R	P							
Bilson, Beth	P	P	A							
Bindle, David	A	P	P							
Bonham-Smith, Peta	P	P	P							
Bowen, Angela	P	R	R							
Bradley, Michael	P	R	P							
Brenna, Bev	P	P	P							
Brenna, Dwayne	P	P	P							
Brown, William	P	P	P							
Buhr, Mary	P	R	P							
Butler, Lorna	R	A	P							
Calvert, Lorne	A	A	R							
Carboni, Matteo	P	A	A							
Card, Claire	A	P	A							
Chakravarty, Rajat	P	P	P							
Cheng, Hongming	P	A	P							
Chernoff, Egan	P	R	P							
Chibbar, Ravindra	P	R	P							
Crowe, Trever	P	P	P							
Day, Moira	A	A	A							
De Boer, Dirk	P	P	P							
D'Eon, Marcel	P	R	P							
Deters, Ralph	P	P	A							
DeWalt, Jordyn	A	A	A							
Dick, Rainer	P	P	P							
Dobson, Roy	P	P	P							
Eberhart, Christian	A	A	A							
Ervin, Alexander	P	A	P							
Eskiw, Christopher	P	P	P							
Findlay, Len	P	P	P							
Flynn, Kevin	P	P	P							
Freeman, Douglas	R	R	P							
Gabriel, Andrew	R	R	A							
Ghezelbash, Masoud	A	P	P							
Gill, Mankomal	R	A	A							
Gobbett, Brian	A	A	A							
Gordon, John	P	R	A							
Gray, Richard	P	A	P							
Greer, Jim	P	A	P							
Gyurcsik, Nancy	P	R	P							
Hamilton, Murray	P	P	R							
Havele, Calliopi	A	A	A							
Hayes, Alyssa	P	P	P							
Honaramooz, Ali	A	A	A							
Huckabay, Alana	A	R	R							
Iron, Monica	R	A	A							
Jamali, Nadeem	R	R	P							
Johnstone, Jill	R	P	P							
Julien, Richard	A	A	A							
Kalagnanam, Suresh	P	P	R							

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Kalra, Jay	P	P	R							
Kalynchuk, Lisa	P	P	A							
Khandelwal, Ramji	P	P	P							
Kipouros, Georges	R	R	R							
Klaassen, Frank	P	P	P							
Koob, Tenielle	A	A	A							
Krol, Ed	P	P	P							
Langhorst, Barbara	R	R	R							
Larre, Tamara	P	R	A							
Lindemann, Rob	A	P	A							
Low, Nicholas	P	P	P							
MacKay, Gail	P	P	A							
Makarova, Vernika	A	P	P							
Marche, Tammy	P	P	P							
Martz, Lawrence	A	P	P							
McCann, Connor	A	A	P							
McWilliams, Kathryn	P	R	R							
Muri, Allison	P	P	P							
Nickerson, Michael	P	A	A							
Nicol, Jennifer	R	R	P							
Noble, Bram	P	R	P							
Ogilvie, Kevin	A	A	A							
Osgood, Nathaniel	P	R	R							
Paige, Matthew	A	P	P							
Pelly, Dallas	P	A	A							
Prytula, Michelle	A	P	P							
Racine, Louise	P	R	P							
Rangacharyulu, Chary	A	A	A							
Rezansoff, Evan	A	A	A							
Rodgers, Carol	P	A	P							
Roesler, Bill	P	A	P							
Roy, Wendy	P	P	P							
Sarjeant-Jenkins, Rachel	P	A	P							
Sautner, Alyssa	A	A	A							
Schwab, Benjamin	P	P	P							
Singh, Jaswant	R	R	P							
Smith, Preston	P	P	P							
Soltan, Jafar	P	P	P							
Still, Carl	P	R	R							
Peter Stiocheff	NA	NA	P							
Tait, Caroline	P	A	P							
Taras, Daphne	P	R	R							
Tyler, Robert	R	P	P							
Uswak, Gerry	P	R	P							
Waldram, James	P	P	P							
Wasan, Kishor	R	P	P							
Watson, Erin	R	P	P							
Williamson, Vicki	R	R	R							
Willness, Chelsea	P	P	P							
Wilson, Jay	P	R	P							
Wilson, Ken	P	P	R							
Wotherspoon, Terry	P	P	P							
Yates, Thomas	R	P	P							
Zello, Gordon	P	P	P							

COUNCIL ATTENDANCE 2015-16


Non-voting participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Binnie, Sarah	P	P	P							
Chad, Karen	A	A	P							
Chapola, Jebunnessa	A	A	A							
Downey, Terrence	R	R	R							
Fowler, Greg	P	P	P							
Isinger, Russell	P	P	P							
Saddleback, Jack	P	P	P							
Pulfer, Jim	P	P	P							
Senecal, Gabe	P	P	A							
Williamson, Elizabeth	P	P	P							




**Vice President Research
Presentation to University Council**

Thursday, November 19, 2015




Priorities 2015-2016

- Advancing Internationalization
- Adding to our “innovation cupboard”
- Advancing our Signature Area: Aboriginal Peoples – Engagement and Scholarship
- Developing a UofS Chairs Program
- Implementing Saskatchewan Centre for Patient-Oriented Research
- Addressing Digital Innovation and Support
- Developing a PDF Strategy
- Addressing and advancing Open Access
- Supporting Interdisciplinary Research: Reward Structures and Recognition
- Furthering the implementation of UnivRS



UnivRS Overview

- An campus-wide system intended to:
 - Serve as a ‘one-stop-shop’
 - Act as a central repository to record and maintain research-related data
- System released in stages with a goal to fully implement by 2019



UNIVERSITY OF SASKATCHEWAN

Consultation

- Associate Deans of Research
- Research, Scholarly and Artistic Works Committee
- Deans
- Department Heads
- Faculty
- Staff
- Students

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UNIVERSITY OF SASKATCHEWAN

Project Road Map

- Stage 0: Set-up of Standard System (2013)
- Stage 1: Pre and Post Research Award (2013-15)
 - College of Agriculture and Bioresources (August 2015)
 - Western College of Veterinary Medicine (August 2015)
 - College of Arts and Science (September 2015)
- Stage 2 & 3: Ethics, CV and Publications (2015-17)
- Stage 4: Clinical Trials and Graduate Students (2018-19)

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UNIVERSITY OF SASKATCHEWAN

Publications & CV Activities Road Map

- Publications & UofS Standard CVs (February/March 2016)
- CV Activities & Open Access Functionality (May 2016)
- Researcher Profiles & Expertise Database (August 2016)
- Citation & H-Index Functionality (December 2016)
- Integration with Canadian Common CV and Advanced Reporting (TBD)

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UNIVERSITY OF
SOUTH ALABAMA

Product Review

- Access to UnivRS

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL December 2015

President's Committee on Vision, Mission and Values

As mentioned at the last Council meeting, I have begun to put together a process that will provide the University of Saskatchewan with a proposed new Vision, Mission and Values document building on the history of conversation and dialogue that has shaped the institution's aspirations over the past twenty-two years.

The President's Committee is intended produce a draft vision, mission and values document in an efficient and consultative manner. A small, dedicated group, chaired by a faculty member, that gathers and is informed by the University's planning efforts since 1993, will avoid a cumbersome process and is most likely to achieve the goal in a timely manner.

Drawing from and building on previous documents, the Committee will suggest new vision, mission and values language that honours our earlier efforts and provides strong direction for the future of our University. Members of the Committee will consult documents from other universities where appropriate and consult members of the university community and its collegial bodies. As president I will be a resource in this exercise, but will not be a member of the Committee. It will begin a consultative process early in 2016.

Once the Committee has agreed upon a draft statement, it will be shared with me and, assuming I believe the Committee's work has met the high standard expected, I will share the draft with the Board of Governors, the University Council and the Senate. After fulsome discussion and feedback, all three bodies will be invited to endorse the new statement.

I have decided that committee membership to be as follows:

1. A Committee Chair or Co-chairs drawn from the permanent academic staff
2. A senior member of the University's administrative staff
3. A student leader distinguished by her or his academic accomplishments and university service
4. A member of the Board of Governors
5. A member of Council
6. A member of Senate

I am hope to be able to confirm the chair(s) of the committee in person at Council. I will be working with them to appoint other members of the Committee and should be able to report to the Council, at the January meeting, who those members of the committee will be and what work they will be undertaking in the first part of the new year.

Building Reconciliation Forum Recap

Our forum, titled “Building Reconciliation: universities answering the TRC’s Calls to Action” was highly successful, well attended, and well covered. We had the fortune to have 50 universities represented, 14 presidents there, 20 Aboriginal leaders, and many students.

The first day of plenary discussions included Justice Murray Sinclair, National AFN Chief Perry Bellegarde, Chancellor Favel, USSU president Saddleback and me, and remarks by Minister of Indigenous and Northern Affairs Caroline Bennett.

University Affairs interviewed the chancellor and me for an article appearing in June and we both took the opportunity to write an op-ed piece for the Globe and Mail which ran on Nov. 27th (see copy in appendix 1). Coverage by local and national media outlets was extensive. The presidents of all 24 post-secondary institutions in the province agreed to a statement that we

acknowledge the importance of building reconciliation. While honouring the unique missions and mandates of each of our institutions, we will seek opportunities to collaborate, in consultation with Aboriginal communities, to close the education gap for Aboriginal people.

The University of Alberta will be hosting the next national forum in 2016. Organizers of the forum held here will be communicating shortly the features of the discussions that took place. As well, we are in the midst of designing what internal discussions within the University of Saskatchewan will look like in the new year. An internal forum or series of meetings will give faculty, staff and students the opportunity to discuss what the U of S can specifically do to bring the TRC’s Calls to Action to life.

Update on Advancement and Community Engagement

Recognizing the Advancement and Community Engagement (ACE) team and all of its functions are instrumental to the success of the university, I have made the continued review of the organization a top priority. There is no doubt in my mind that for the U of S to achieve its goals we will need a strong presence in all the functional areas that currently make up what we call ACE (Aboriginal engagement, community engagement, alumni relations, development and marketing and communications). Where I see a challenge is with the organizational structure.

To assist in the reorganization planning I have hired Kathy Arney, a consultant from KEA Canada. Kathy has a breadth of experience having worked at UBC, Carleton University, and the Banff Centre in senior advancement positions and spent her time then, and now, (re)building

advancement offices. Kathy has been charged with providing me a new structure for ACE for my consideration by the end of 2015.

Provost and Vice-President Academic Search

We've held our second meeting of the Provost Search Committee and we are well on our way. As of writing of this report we are drafting the posting and anticipate a wide-spread distribution of advertising occurring the week of December 7th. More information on the search and the provost's position will be able to be found at www.usask.ca/president in the coming weeks.

New Fellows Named to the Royal Society

The University of Saskatchewan had two fellows elected to the Royal Society in 2015 Vice-President Karen Chad and I had the opportunity to go to Victoria and person to see this honour bestowed. The University of Saskatchewan's new Fellows are:

Jeffrey McDonnell, Professor of Hydrology, School of Environment and Sustainability and Associate Director, Global Institute for Water Security

Jeffrey McDonnell is Professor of Hydrology at the University of Saskatchewan and Canada's most-cited catchment hydrologist. His research has fundamentally advanced our understanding of how landscapes store and release water, impacting related fields of water resource engineering, soil science, biogeochemistry and ecohydrology. He has received awards and medals from the American Geophysical Union, the European Geophysical Union, the British Geomorphological Research Group, the Association of American Geographers, the British Hydrological Society and the Canadian Geophysical Union.

Ken Coates, Canada Research Chair in Regional Innovation, Professor, Johnson Shoyama School of Public Policy, and Director, International Centre for Northern Governance and Development

Ken Coates is one of Canada's most diverse scholars, whose research and commentary helps inform many national debates. He is one of Canada's leading researchers on Indigenous rights, and his Canada Research Chair at the University of Saskatchewan has also seen him focus on the future of innovation, skills training and entrepreneurship in rural areas. A prolific author, Coates has also written 25 books and edited 12 others.

The Royal Society of Canada was established in 1882 as the senior Canadian collegium of distinguished scholars, artists and scientists. It is Canada's National Academy. The primary objective of the society is to promote learning and research in the arts, the humanities and the natural and social sciences.

Universities must take large steps toward aboriginal reconciliation

Blaine Favel is chancellor at the University of Saskatchewan, a Calgary lawyer and a former grand chief of the Federation of Saskatchewan Indian Nations. Peter Stoicheff is president of the University of Saskatchewan.

In what is believed to be the first province wide commitment of its kind in Canada, Saskatchewan's 24 postsecondary institutions have pledged to work together on closing the aboriginal education gap – a gap largely due to the residential school system and its intergenerational consequences.

The accord was announced on the eve of a significant national forum held last week at the University of Saskatchewan – the first time university presidents and aboriginal leaders from across Canada have gathered to discuss how universities will address the Truth and Reconciliation Commission's (TRC) calls to action for postsecondary education.

The joint statement acknowledges the importance of building reconciliation and of working in consultation with aboriginal communities. It's a sign of the momentum building across Canada for universities and colleges to help reset the relationship between aboriginal and non-aboriginal peoples and address the education gap.

That gap is wide: Less than 10 per cent of indigenous people aged 25 to 64 across Canada have a university degree – about one-third the national rate of around 27 per cent, according to 2011 Statistics Canada data.

In the wake of the TRC's calls to action last June, Canada's universities are examining how they can make changes within the core of their institutions, engage more effectively with indigenous communities and become leaders and partners in building reconciliation.

"Education is the key to reconciliation at all levels," Justice Murray Sinclair, chairman of the commission, told the University of Saskatchewan forum, echoing a statement he made a few years ago that "education, or what passed for it, got us into this situation, and education is what will get us out." Reconciliation, which is fundamentally about engendering mutual respect, is imperative if we are to make Canada a better place for us all living and working together.

To its credit, the new federal government seems to see this clearly. Carolyn Bennett, the new Minister of Indigenous and Northern Affairs, reminded the forum that "reconciliation is not an aboriginal issue; it is a Canadian issue."

We all have a role to play, and it is imperative that the country's leading cultural change institutions – the nation's universities – take up the challenge issued by Perry Bellegarde, national chief of the Assembly of First Nations, to "do more to bring about a reconciliation in Canada." With their research, teaching and community engagement mandates, universities are uniquely positioned to change the national conversation.

Universities are the places where tomorrow's influential teachers, lawyers, doctors, civil servants, journalists and other professionals are trained and educated. These graduates will be change agents.

Closing the education gap is particularly important at the University of Saskatchewan, where we have one of the largest aboriginal student populations in the country, with almost 2,500 First Nations, Métis, and Inuit students in 2014-15 –12 per cent of our student body.

The disparity in educational outcomes makes a huge difference for the economic prospects of indigenous peoples. With a university degree, indigenous graduates can earn 50 per cent more than their peers with only a high-school diploma.

And we need to see much higher aboriginal graduation rates in all parts of the university, not just the traditional ones of education, nursing and law.

Two-thirds of Canada's universities now offer programs to help indigenous students transition into university studies. But once they arrive on campus, the curriculum often does not feel welcoming and respectful of aboriginal history, languages and ways of knowing.

The many innovative ideas generated at our forum on how to make universities a more welcoming place for aboriginal students and how to better enable aboriginal students to succeed and excel will be captured in a report to Universities Canada.

It is encouraging that this critical conversation between university presidents and aboriginal leaders will continue; the University of Alberta plans to hold a similar forum next year. Meaningful change and rebuilding trust in the education system will not happen overnight, but it must happen.

Universities must be at the forefront of valuing the many ways to be Canadian. We need to do a better job of educating all students about the treaties, the residential school system and indigenous rights. Dr. Bennett recalled that when she was at university, everyone had to swim a length of the pool to graduate. "I don't think it's too much to ask that everyone graduating from a Canadian university should have some exposure to indigenous studies," she said.

We cannot deem our role in the fostering of a civil society a success unless we become demonstrably, and with commitment, the best place we can possibly be for the aboriginal people of this country. The question is no longer "why," but "how" and "if not now, when?" Canada's 150th birthday is coming up in 2017 and we must be sure that there is something for the country's indigenous people to celebrate.

PROVOST'S REPORT TO COUNCIL

December 2015

MESSAGE FROM THE VICE-PROVOST, TEACHING AND LEARNING

Student Gender Reporting and Name Preference

Registrarial Services began working with the Provost's Advisory Committee on Gender and Sexual Diversity and the Pride Centre about a year ago in response to 1) indications that other universities and colleges were planning to make changes to their information systems, in some cases as the results of legal or human rights cases, regarding gender reporting and name preference, and 2) student and instructor feedback indicating a high level of interest in changing our forms and processes to make our University a more welcome and safe place for students. We are pleased that, as of September this year, we were able to implement changes to various information systems (largely through Sirius+ and DegreeWorks, though other integrated systems were affected as well), to use preferred name instead of legal name (these changes actually apply to the name display of everyone on campus - students, instructors, advisors and staff - within these systems, and not just students). Printed documents that require the legal name such as tax forms, parchments, and transcripts will continue to use the legal name for the time being, though we are investigating this further as several universities have also announced they are allowing preferred name on some official documents. We have also made changes to the options for gender identification that is initially collected on the online admissions application form (for those colleges that utilize Banner central admissions forms). It is our understanding that provincial and federal governments are already planning for use of these options for reporting purposes. Questions and comments can be directed to Russ Isinger, University Registrar and Director of Student Services – 966-6723; registrar@usask.ca - or Maxine Kinakin, Manager and Associate Registrar (Accommodation) - 966-5673; maxine.kinakin@usask.ca.

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met three times in November. On November 5, PCIP had preliminary discussions regarding the president's planned approach to developing a statement of Mission, Vision and Values and how that exercise will relate to the development of integrated plans. PCIP discussed the use of metrics and institutional performance indicators as they relate to a new project led by the Government of Saskatchewan. PCIP had discussions surrounding the 2015/16 mid-year funding adjustments and investment returns. On November 16, PCIP discussed the procurement policy, support for Huskie athletes, and received a draft of the proposed tuition rates for 2016/17. PCIP also discussed their upcoming and annual work plans. On November 30, 2015 PCIP reviewed the December Board of Governors material.

2016/17 Tuition Consultations with colleges and schools

Institutional Planning and Assessment completed consultations on 2016/17 tuition rates with all colleges and schools as of November 23, 2015. Consultations took into account analysis of comparative information and assessment against the University of Saskatchewan’s tuition principles of comparability, affordability and accessibility, and quality. These meetings provided further opportunity to discuss operating budget expectations for the 2016/17 year, gain insight and commentary on the draft tuition policy document, consider enrolment plans, and provide a high level update on the RCM project. Deans and executive directors provided information on tuition consultations with students as well as any issues brought up during these consultations. The Board of Governors will consider proposed tuition rates at the December 15, 2015 meeting, and tuition rates will be announced to the campus community in January 2016.

Budget Workshops

The leadership team of IPA are presenting a series of workshops for deans and executive directors examining and receiving feedback on the Transparent Activity Based Budget (TABBS) model. Outcomes of the workshops will inform refinements to the model, including the operating revenue and indirect costs modules. Further workshops with the deans, executive directors, and planning and finance staff in the colleges will support the implementation of Responsibility Centre Management at the University of Saskatchewan. The next phase of meetings are planned for the New Year.

COLLEGE AND SCHOOL UPDATES

College of Pharmacy and Nutrition

PharmD proposal submitted to Academic Programs Committee of University Council for initial review

We are pleased to report that the Pharmacy and Nutrition Faculty Council approved the Entry to Practice Doctor of Pharmacy (PharmD) proposal for submission to the University! We have forwarded the proposal and all the supporting documentation to the Academic Programs Committee of University Council for initial review and feedback. Hopefully, it will move through the various stages of the approval process by April 2016. This will ensure that we can make the appropriate announcement about prerequisites and have the new program published in the 2017-18 University Calendar. But this does not mean the work is done! We will now move into the ‘course development phase’. Faculty will be planning course details, developing integrated professional skills activities and determining teaching and assessment strategies. We’ll also be working with preceptors to develop the experiential education program more fully. Watch this site for more information on how you can participate!

U of S trains pharmacists to give flu vaccine



By the end of November, more than 800 pharmacists in Saskatchewan will be trained to administer injections like the flu vaccine.

The College of Pharmacy and Nutrition's Continuing Professional Development for Pharmacists (CPDP) office at the University of Saskatchewan (U of S) has been training provincial pharmacists since April in preparation for the upcoming flu season. The training program combines online and in-person educational components to ensure pharmacists have the required skills to properly administer medications and the flu vaccine by injection.

"The Pharmacist Immunization and Injection training program is important because it means an increase in accessibility for patients," said Lisa Bagonluri, manager of the CPDP at the U of S. "This makes it easy for more people to get vaccinated, which will decrease their risk of getting influenza."

The Pharmacy Association of Saskatchewan provided \$350,000 in funding to train pharmacists to administer injections. This training support was put in place to remove any financial barriers and to ensure as many pharmacists as possible are trained to provide injections for the 2015-16 flu season. To receive the flu vaccine from a pharmacist, members of the public can visit their nearest participating pharmacy. A valid Saskatchewan health services card is required and you must be at least nine years old. For a list of participating pharmacies, visit: <https://www.skpharmacists.ca/patients/flu-shots>

College of Arts & Science

Recently named the **Interdisciplinary Centre for Culture & Creativity's Aboriginal Fellow in Creativity**, Susan Aglukark will mentor students in the Aboriginal Student Achievement Program, delivers a Fine Arts Research Lecture Series in Music and conduct a class titled "In the Company of Music.": <http://words.usask.ca/news/2015/11/20/surviving-the-road/>

USSU President and Arts & Science student **Jack Saddleback** was recently featured in a Globe and Mail article looking at the state of Aboriginal student education in universities across Canada.

The SSRL 2014-2015 Annual Report: Enhancing Capacity outlines the bold steps taken by our unit to advance our collective mission to, "*facilitate the design, delivery and dissemination of cutting-edge social science research*".

College alumna Senator Lillian E. Dyck (BA'66, MA'70, PhD'81) is doing her best to make sure the issue of missing and murdered indigenous women gets the attention it needs:

<http://www.thestarphoenix.com/life/senator+still+pushing+inquiry/11476907/story.html>

In conjunction with The Department of Physics & Engineering Physics free public lecture: **100 Years of Einstein's General Relativity: From the Big Bang to Black Holes**, a series of public tours on campus will also be offered. - See more at:

http://artsandscience.usask.ca/news/articles/162/Physics_Tours#sthash.5h2SWe1P.dpuf

The college is actively seeking an Indigenous person for a full-time tenure-track position in the Department of Indigenous Studies for nomination as a **Tier 2 Canada Research Chair (CRC) in Indigenous Community-Engaged Scholarship**. The selected candidate will be appointed to the Department of Indigenous Studies at an academic rank commensurate with experience:

<http://artsandscience.usask.ca/indigenoustudies/news/news.php?newsid=5244>

A&S Social Media Directory: to find out who's tweeting, posting instagrams, who has YouTube channels, and which FaceBook pages to follow or groups to join, please visit:

<http://artsandscience.usask.ca/college/socialmedia.php>

OFFICE OF THE VICE-PRESIDENT RESEARCH

The research highlights for the month of December are reported in the attachment by the office of the vice-president, research.



FUNDING SUCCESSES

AGENDA ITEM 6.0
ATTACHMENT 1

Funding for Wheat Breeding Program

The **Crop Development Centre** (Agriculture and Bioresources) has received \$5,256,329 from the Western Grains Research Foundation to fund its wheat breeding research program during the 2015-2019 term.

Pozniak Awarded Genome Funding

Curtis Pozniak (Crop Development Centre) has been awarded \$1,707,991 by Genome Prairie for use at the University of Saskatchewan for his project entitled "*Canadian Triticum Applied Genomics (CTAG2)*".

INITIATIVES

SSHRC Grant Repository Now Available to Faculty

The Office of the Vice-President Research has expanded its **online grant repository** to include SSHRC grants. This NSID-protected site provides U of S faculty members with samples of successful SSHRC grants and CVs voluntarily uploaded by colleagues. Expansion to additional funding programs is in development. The repository is available at: http://share.usask.ca/go/ovpr/grants_repository.

Survey on Collaborative Research Completed

The Office of the Vice-President Research and the Social Sciences Research Laboratories have completed a campus wide-survey investigating how the U of S currently recognizes and rewards collaborative research. The survey was sent to faculty across campus and will now be analyzed to gain a full understanding of U of S perspectives and experiences with collaborative research.

Undergraduate Research Workshops Launched

The **Undergraduate Research Initiative** has launched a new series of free workshops promoting opportunities for students to get involved in research. Led by mentors from the Peer Assisted Learning (PAL) program of Student Learning Services at the University Library, the workshops inform students about research topics relevant across all disciplines. During last year's series, the most popular workshops were *How to Create a Research Poster* and *How to Approach a Research Supervisor*. To register, students can visit: <http://library.usask.ca/studentlearning/workshops/undergraduate-research.php>.

REPUTATIONAL SUCCESSES

Gordon MacKay Appointed Co-Chair of Ethics Boards

Effective November 1st 2015, **Gordon MacKay** (Professor Emeritus, Pharmacy and Nutrition) has been appointed co-chair of the two U of S Biomedical Research Ethics Boards. MacKay joins current chair **Ildiko Badea** (Pharmacy & Nutrition) as co-chair until January 2016. In the new year, Badea will become vice-chair and MacKay will serve as the chair of both boards.

U of S Names New Feed Research Chair

The U of S has appointed **Rex Newkirk** to the *Saskatchewan Ministry of Agriculture Endowed Research Chair in Feed Processing Technology*, effective November 1st. Newkirk will be working to develop improved feed and pet food products, new markets for Saskatchewan-grown crops, and profitability for the agriculture sector. Prior to this appointment, Newkirk was the vice-president, research and innovation, at the Canadian International Grains Institute in Winnipeg. For more information visit: <http://goo.gl/OZEyQP>.

PARTNERSHIPS

U of S Welcomes International Delegations

In the past month, the following international visitors were welcomed to the U of S:

- A delegation from **Malaviya National Institute of Technology** (MNIT) in Jaipur, India visited from October 26th to 28th. In addition to meeting with various colleges, MNIT signed a general collaboration agreement with the U of S.
- A delegation from **Huazhong University** in China visited on October 27th and 28th. The visit led to the signing of an academic agreement on a Dual Degree Program in Sociology.
- The **Indian High Commissioner** visited November 16th and presented a public lecture on "*Expanding India-Canada Engagement: Dimensions of Energy and Nuclear Cooperation*".
- A delegation from **Meijing University** in Japan visited on October 29th. The delegation renewed an MOU between the two universities and further discussed dual-degree documents with the College of Agriculture and Bioresources.
- Hosted by Agriculture and Agri-Food Canada, a Chinese delegation of agricultural researchers and governmental leaders visited on November 2nd.

International Agreements Signed

In the past month, the U of S signed the following types of agreements with 12 different universities:

- Exchange agreements with **Universidade Estadual Paulista** in Brazil.
- Undergraduate student exchange agreements with **VU University Amsterdam**, in the Netherlands.
- Dual degree agreements with **Iwate University United Graduate School of Agricultural Sciences** in Japan, and **Huazhong Agricultural University** in China.
- Training agreements with the **University of Surrey** in the United Kingdom, and **Agrocampus Ouest** in France.
- Renewals of cooperation agreements with **Jilin University** in China, and **Northeast Normal University** in China.
- MOU agreements regarding future collaborative activities with **Northeast Normal University**, **Beijing Normal University**, **Hong Kong Baptist University**, and **Jilin Agricultural University**, all in China, as well as with **Malaviya National Institute of Technology** in India.

GSA Report – Rajat Chakravarty

As the year draws to a close, the GSA is preparing for the holidays with a few events as well as some strategic planning for next year. Hopefully, we get some more guidance from GSA Council on our future events, advocacy and campaigns.

Campaigns and Engagement

- Saskatoon is preparing for up to 800 Syrian refugees to arrive in the next four months. The needs of refugees to settle into a new country with limited resources can be wide-ranging. The GSA Executive is proud to set up a donation bin at the GSA Commons to collect non-monetary donations to support incoming refugees. Donations may be in the form of canned food, clothing and household items. We will collect these items until Friday, December 18th 2015 and deliver it to those in need.
- The Graduate student health chat this month will focus on the theme of 'New Year Resolutions'. We will be chatting with graduate students on their foreseeable health goals for the coming year and how to stay motivated and well next year.
- The GSA has received a positive response from its monthly newsletters. Graduate students now feel more informed and engaged with the various GSA activities as can be witnessed with an increased attendance in almost all our events. The GSA looks forward to continue this in the next semester as well.
- The GSA will now be looking for new Campus Rec teams for the winter semester. Registrations are already open. The GSA Guppies have been a roaring success this semester with close to 50 graduate students participating in various sporting activities, and we look forward to carrying this enthusiasm next semester as well.
- The GSA is actively collaborating with FNU and the University of Regina to reinstate the provincial component of the CFS (Canadian Federation of Students). We are hoping for access to resources to run student campaigns for advocacy at the provincial level in the coming year.

Collaboration

- The plans to have a Graduate Student Achievement Week is finally taking shape – mark your calendars for the week of February 29 – March 4 and encourage all graduate students you know to attend. Our highlight events for the week will be the GSA Conference, the GSA Gala and the 3-Minute Thesis. In other events, we will also be organizing an Industry talk during that week.
- The GSA is currently working on a collaboration with the Alumni Association to have an event during the GSA week inviting influential graduate student alumni for a tete-a-tete with our members. With the current scenario in academia, with a lot of graduate students looking to diversify from an academic portfolio, the focus of this session would primarily be to find alumni who have gone in varied fields from their academic disciplines and how they made this transition. Also, an interesting idea that is being explored is to find alumni who may be interested in offering short-term or long-term internships or employment opportunities to graduate students. A special focus is also being placed on aboriginal recruitment and to find alumni who could speak specifically on what those challenges look like.



UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Lisa Kalynchuk, chair
Planning and priorities committee of Council

DATE OF MEETING: December 17, 2015

SUBJECT: **Name change of the Department of Bioresource Policy,
Business and Economics**

DECISION REQUESTED:

It is recommended:

That Council approve that the Department of Bioresource Policy, Business and Economics be renamed the Department of Agricultural and Resource Economics, effective September 1, 2016, and that Council's Bylaws be amended to reflect the new name of the department.

PURPOSE:

The Department of Bioresource Policy, Business and Economics has found that the name of the department is difficult for individuals outside the department to remember, and therefore has proposed a new name for the department.

CONSULTATION:

The Department of Economics was consulted about the change in name and supports the new name. The name change has been discussed over the past three years within the department, and all undergraduate and graduate students were surveyed about the name change. The College executive supports the change.

DISCUSSION SUMMARY:

The planning and priorities committee met with the department head who presented the name change to the committee at its meeting on November 18, 2015 explaining that

although the current name describes the activities of the department well, the combination of words in the name has proven difficult to remember. This is of concern to the department, particularly as it relates to external stakeholders.


The proposed name of the Department of Agricultural and Resource Economics is relatively common in the field, and resource economics is a discipline within the profession that is gaining greater depth and popularity. Currently, there are two full-time resource economics professors in the department. The department considered and voted on numerous choices for a new name and identified the new name by a process of elimination.

SUMMARY:

The planning and priorities committee supports the change of name of the Department of Bioresource Policy, Economics and Business to the Department of Agricultural and Resource Economics as the new name continues to describe the activities of the department and will be easier to remember.

ATTACHMENTS:

1. *Request for Change of Name for the Department of Bioresource Policy, Business and Economics*

	UNIVERSITY OF SASKATCHEWAN	Request for Change of Name
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This Request form and attachments will be the basis for decision-making about this change. Submitted by: Bill Brown Date October 1, 2015

College: Agriculture and Bioresources

College approval date:

Proposed effective date of the change May 1, 2016

1. Proposed change of name

	From:	To:
College		
Department	Bioresource Policy, Business and Economics	Agricultural and Resource Economics
Program name		
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)		
Course label (alphabetic)	BPBE	AREC
Building		
Street		
Other		

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

The department name changed to the current name “Bioresource Policy, Business and Economics” (from the previous name “Agricultural Economics”) a number of years ago. Over the years it has become very apparent that “Bioresource Policy, Business and Economics” is too complicated, and too difficult to remember by the Department’s stakeholders both internally (students, faculty, staff) as well as externally (academics in other universities, representatives of the provincial and federal government, and the agribusiness community). There was a general consensus that the department needed a simpler name that still communicates what we do to our stakeholders and better aligns us with our sister departments within our profession. Discussions of a name change have taken place within the department over a series of department meetings over the last three years. At a department meeting on March 6, 2015 a variety of options for the new name were discussed at length and voted upon. A final motion to change the Department name to **Agricultural and Resource Economics** was passed with 7 votes in favour, 1 opposed, and 0 abstentions. A copy of the minutes from that meeting recording the votes is attached.

A discussion was also held on the preferred abbreviation of the department name for communication purposes and for use as subject code/course modifiers. A motion was also passed “to have a 3 letter course descriptor designation (**ARE**) as preference and (**AREC**) as an alternative” – 8 in favour, 0 opposed, 0 absentions.

The name “**Agricultural and Resource Economics**” (abbreviating to **ARE** or **AREC**) was chosen as the new name for several reasons:

- (i) it describes two main focus areas within the department, and within the “agricultural economics profession” is broadly recognized to encompass agribusiness, agricultural and food policy, resource and environmental economics, which are the primary teaching and research foci of the department.
- (ii) The department’s programs include undergraduate degrees in Agribusiness, Agricultural Economics, and Renewable Resource Management (Economics and Policy stream), as well as graduate degrees in Agricultural Economics (M.Sc. and Ph.D.). The proposed new name of “Agricultural and Resource Economics” ties in closely with both our undergraduate and graduate programs. Informal discussion with and polling of students (discussed below) revealed strong support for a name change.
- (iii) The name “**Agricultural and Resource Economics**” is more inclusive of the interests and activities of the department than reverting to our old name of “Agricultural Economics”: at least four faculty have a research focus in resource economics and management issues; in the years since the department was called “Agricultural Economics”, the department has added an undergraduate program with a focus on resource issues (B.Sc. in Renewable Resource Management); a number of our graduate students (past and present) have M.Sc. and Ph.D. thesis research focusing on resource economics issues.

(iv) The name "**Agricultural and Resource Economics**" is simpler, easier to remember, and should resonate more strongly with our key internal and external stakeholder groups. Agricultural and Resource Economics is a fairly common name in our profession in use by a number of equivalent departments, for example, at the University of California-Berkeley, University of California-Davis, University of Arizona, Colorado State University, University of Connecticut, University of Maryland, North Carolina State University, West Virginia University. Sister departments in Canada feature names that are variations on the agricultural, resource economics theme, for example: Department of Food, Agricultural and Resource Economics (U. Guelph), Food and Resource Economics (UBC), Resource Economics and Environmental Sociology (U Alberta), Agribusiness and Agricultural Economics (U Manitoba). The proposed name of "**Agricultural and Resource Economics**" is therefore well within the norm in our discipline.

(v) The name "**Agricultural and Resource Economics**" abbreviates to the easily remembered and pronounceable ARE (the preferred subject code) or to AREC (an alternative abbreviation if a four letter subject code is required), which should assist with communication.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- affect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

It is envisioned that the impact of this change on students, faculty, staff and alumni will be minimal to positive and will be welcomed by the Department's stakeholders. Informal discussions and polling with undergraduate and graduate students in the Department's programs showed that the current name, "Bioresource Policy, Business and Economics" was unpopular, and there was widespread support for a change in the department name. Faculty report having avoided using the current Department name in introductions at conferences due to its complexity, and welcome the move to a simpler name that was more recognizable within the agricultural and resource economics profession. It is anticipated that alumni, many of whom graduated under our previous name (Agricultural Economics), will welcome the change.

The new name should not affect other programs, departments, colleges or centres on campus or impact any industry-wide systems such as SiRIUS, UniFi, PAWS, the Library, etc). We anticipate that the proposed new name will make it easier for prospective graduate students seeking a graduate program in Agricultural or Resource Economics, to connect with the department and learn about its name. Indeed this was one feedback comment received from a current graduate student who recently graduated from the department's undergraduate program in Renewable Resource Management. The external impact of the proposed new name in terms

of reputation and making a clearer association between the department and equivalent departments at other universities, is anticipated to be positive for the reasons outlined in the Rationale above.

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

Any additional costs should be minimal. These may include updating a sign in the Agriculture Building, and updating electronic records on campus (subject codes, web site information, letterhead, business cards, etc.)

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

Informal discussions and polls with undergraduate and graduate students showed that the current name Bioresource Policy, Business and Economics was one of the least popular of all names suggested (which included variations on Agricultural, Resource, Food Economics and Agribusiness) .

The new name of **Agricultural and Resource Economics** is very close to the previous name of the Department (Agricultural Economics) and therefore it is not anticipated that this change should be the cause for any concern on campus. The Department of Economics has been consulted and is supportive of our proposed name change. (See attached email)

Consultation with SESD has occurred with regard to the proposed new name and subject code and AREC has been decided upon.

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

The department name changed to the current name “Bioresource Policy, Business and Economics” (from the previous name “Agricultural Economics”) a number of years ago. Over the years it has become very apparent that “Bioresource Policy, Business and Economics” is too complicated, and too difficult to remember by the Department’s stakeholders both internally (students, faculty, staff) as well as externally (academics in other universities, representatives of the provincial and federal government, and the agribusiness community). There was a general consensus that the department needed a simpler name that still communicates what we do to our stakeholders and better aligns us with our sister departments within our profession. Discussions of a name change have taken place within the department over a series of department meetings over the last three years. At a department meeting on March 6, 2015 a variety of options for the new name were discussed at length and voted upon. A final motion to change the Department name to **Agricultural and Resource Economics** was passed with 7 votes in favour, 1 opposed, and 0 abstentions. A copy of the minutes from that meeting recording the votes is attached.

A discussion was also held on the preferred abbreviation of the department name for communication purposes and for use as subject code/course modifiers. A motion was also passed “to have a 3 letter course descriptor designation (**ARE**) as preference and (**AREC**) as an alternative” – 8 in favour, 0 opposed, 0 absentions.

From: Bruneau, Joel
Sent: Tuesday, April 07, 2015 4:24 PM
To: Brown, Bill
Subject: RE: name change to Agricultural and Resource Economics

Hello Bill, I have distributed the email to the department.

I fully endorse your name change. Your rationale is sound.

As you know, we often still refer to your department as AG ECON so the BPBE name never really stuck in our minds. I am sure this new (old) name will resonate better with us.

I fully endorse including Resources in your name as it clearly represents a large part of what you actually do especially given the new undergrad programming you have. It reflects much of the research you do.

I do not see any reason why this name change should not be adopted. I do not see any damage to other departments in any way. I do see benefits for marketing due to clarity.

Cheers and good luck

Dr. Joel Bruneau
Associate Professor
Acting Department Head
Department of Economics
University of Saskatchewan
ARTS 816, 9 Campus Drive
Saskatoon, SK, S7N 5A5
CANADA

joel.bruneau@usask.ca
Office: 306-966-5228
Fax: 306-966-5228

From: Brown, Bill
Sent: Tuesday, April 07, 2015 3:17 PM
To: Bruneau, Joel
Subject: Department of Bioresource Policy, Business and Economics name change to Agricultural and Resource Economics

Hi Joel:

On March 6, 2015 the faculty of the Department of Bioresource Policy, Business and Economics voted to change its name to The Department of Agricultural and Resource Economics. Below is our reasoning for the change. Could you please ask your colleagues as to whether they would support this name change and let me know their comments.

Bill



UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

College of Agriculture and Bioresources
51 Campus Drive Saskatoon SK S7N 5A8 Canada
www.agbio.usask.ca

November 17, 2015

Professor Bill Brown
Department of Bioresource Policy, Business
And Economics

Re: Department Name Change

The request to change the name of your department to *Department of Agricultural and Resource Economics* was unanimously approved by the College Executive Committee at its November 12 meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary M. Buhr".

Mary M. Buhr
Dean and Professor

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Lisa Kalynchuk, chair
Planning and priorities committee of Council

DATE OF MEETING: December 17, 2015

SUBJECT: **USSU Motion on Indigenous Content in the Curriculum**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

On November 19, 2015, the University of Saskatchewan Students' Council carried the following motion about Indigenous content in the university's curriculum:

Motion: That the University of Saskatchewan Students' Union call on the University of Saskatchewan to:

1. Commit to implementing Indigenous content into the curriculum of every University of Saskatchewan College and degree;
2. Strike a coordinating committee made up of relevant students, faculty, Indigenous leaders and elders, and other important voices to consider the logistics and implementation of the incorporating Indigenous content in curricula.
 - a. The above committee would be charged with conducting a proper consultative process to ensure all relevant viewpoints and considerations are addressed appropriately.
3. Make the commitment by January 31st, 2016, and strike the committee by May 31st, 2016.

On December 2, 2015, the planning and priorities committee discussed the motion and subsequently carried the following motion:

Motion: That the planning and priorities committee supports that the USSU motion be submitted to University Council for information and to recognize the leadership of students on this initiative.

DISCUSSION SUMMARY:

The planning and priorities committee was in favour of submitting the USSU motion to Council to signify the importance of this issue for our institution and to provide an opportunity for Council to discuss the motion and ask questions. The committee recognizes the many logistical, practical, and other challenges associated with implementing Indigenous content throughout the curriculum of the university. The committee also recognizes the authority and responsibility of colleges to develop their own curriculum. Notwithstanding the many considerations that would need to occur to make the motions a reality, the committee supports the spirit of the USSU motion and submits the motion to Council as a significant step forward in realizing the university's strategic Aboriginal initiative.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: December 17, 2015

SUBJECT: Notice of Motion – Requirement that Elected Council Members Serve on the Student Academic Hearing and Appeals Committee

DECISION REQUESTED:

It is recommended

That Council approve that all elected Council members be members of the student academic hearing and appeals committee, and that the Council Bylaws be amended to remove the requirement of the nominations committee to nominate members of Council to serve on the student academic hearing and appeals committee.

PURPOSE: The requirement to have all elected members of Council serve on the student academic hearing and appeals committee will ensure that this committee has sufficient members from which to constitute student disciplinary and appeal boards.

DISCUSSION SUMMARY:

The governance committee met with Dr. Ed Krol, chair of the nominations committee of Council, on October 27 to discuss the suggestion of the nominations committee that all elected members to Council serve on the student academic hearing and appeals committee. Professor Krol cited the increase in the number and complexity of student appeals and the difficulty of populating this committee with sufficient members as factors prompting the nominations committee to make this recommendation. The Council *Regulations on Student Academic Misconduct* and Council's *Procedures for Student Appeals in Academic Matters* require that appeal boards "be composed of three members of Council, one of whom is a student." Although the requirement applies equally to GAA elected members and to student elected members, the nominations committee only nominates GAA members to Council for approval. A list of all elected student members to Council is already used by the university secretary for the purpose of selecting a student member to serve.

SUMMARY

The governance committee supports the change for the reasons outlined, noting that any elected member of Council (GAA or student) may decline to serve when contacted by the university secretary.

ATTACHMENTS:

1. Council Bylaws Part One III.4., showing revisions to require all elected members of Council to serve on the student academic hearing and appeals committee.
2. Council Bylaws Part Two V., showing consequential revisions to the terms of reference of the nominations committee.
3. Memo from Ed Krol, chair of the nominations committee of Council
4. Current faculty membership of the student hearing and appeals committee

ATTACHMENT 1

Council Bylaws - Part One III.4.

4. Council Membership

- (a) Annual elections for Council will be completed by March 31.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment
- (c) Terms of student members will be one year beginning July 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a dean, the acting dean or a new dean appointed during the term of the incumbent dean will occupy the position of dean with voice and vote until the expiration of the incumbent dean's term on Council when a new election or appointment occurs.
- (e) A vacancy occurs on Council when:
 - (i) a member resigns from Council or ceases to be an employee of the University, or
 - (ii) a member is unavailable to attend meetings of Council for a period of greater than six months during his or her term.
- (f) All elected Council members are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.



Council Bylaws - Part Two V. – CONSEQUENTIAL AMENDMENT**V. NOMINATIONS COMMITTEE****Membership**

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)

The President

The Chair of Council

Administrative Support

The Office of the University Secretary

The Nominations Committee is responsible for:

- 1) Nominating members of the General Academic Assembly and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council to serve on other committees on which Council representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council Committees as required.
- ~~5) Nominating members of Council to serve on student academic hearing and appeals panels as set out in Sections 61(2) of *The University of Saskatchewan Act, 1995*.~~
- ~~56) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.~~
- ~~67) Nominating individuals to serve on the search and review committees for senior administrators.~~
- ~~78) Advising the University Secretary on matters relating to Council elections.~~
- ~~89. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.~~

**MEMORANDUM**

TO: Dr. Louise Racine, chair, governance committee of Council

FROM: Ed Krol, chair, nominations committee of Council

DATE: September 4, 2015

RE: **Student academic hearing and appeals panel**

The secretary to the nominations committee spoke to the committee this year about the difficulty at times in constituting student hearing and appeal boards due to the increase in the number of and complexity of student hearings. Given that Council is the responsible to students for the delivery of academic programs, committee members suggested that every elected GAA member on Council also be placed on the student academic hearing and appeals panel as an additional outcome of being elected to Council. Members noted that GAA members would continue to have the ability to decline to serve when contacted if their schedule or other commitments prevented their service at the time.

There is no set limit to the size of the student academic hearing and appeals panel, and therefore the nominations committee could also nominate additional members to serve, a course which it has already initiated over the past several years. For instance, members of the nominations committee for the past several years have all agreed to serve on the panel. However, members saw no reason why all faculty members on Council would not benefit from being called to serve or have the necessary attributes required to serve on these judicial boards by virtue of being elected to Council. The nominations committee submits this suggestion to the governance committee for its consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ed Krol".

Attached: Student academic hearing and appeals panel (as approved by Council May 2015)
2015-16 Council membership

c Jay Kalra, Council chair

ATTACHMENT 4

CURRENT STUDENT ACADEMIC HEARING AND APPEALS PANEL MEMBERSHIP – 2015-16

The faculty representatives for student disciplinary and appeal committees are selected from this panel. This panel is mandated by the *Council Regulations on Student Academic Misconduct*, the *Council Procedures for Student Appeals in Academic Matters*, and by the *Senate Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals*. Only members of Council are eligible for membership on this panel.

John Gordon Medicine 2018
Jim Greer Computer Science 2018
Bill Roesler Biochemistry 2018
Tamara Larre Law 2017
Nancy Gyurcsik Kinesiology 2017
Chary Rangacharyulu Physics and Engineering Physics 2017
Ed Krol Pharmacy & Nutrition 2016
Ravi Chibbar Plant Sciences 2016
Terry Wotherspoon Sociology 2017
Ramji Khandelwal Biochemistry 2018
Dwayne Brenna Drama 2017
Alexander Ervin Anthropology and Archaeology 2017
Len Findlay English 2017
Tammy Marche Psychology, St. Thomas More 2017
Lawrence Martz Geography and Planning 2017
Rachel Sarjeant-Jenkins Library 2017
Jaswant Singh Veterinary Biomedical Sciences 2017
Gord Zello Pharmacy and Nutrition 2017
Moir Day Drama 2016
Dirk de Boer Geography and Planning 2016
Ranier Dick Physics and Engineering Physics 2016
Bram Noble Geography and Planning 2016
Michelle Prytula Educational Administration 2016



UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: December 17, 2015

SUBJECT: Request for Decision– Student Member Terms on Council
and Council Committees

DECISION REQUESTED:

It is recommended

That Council approve that the term of student members elected to Council and appointed to Council committees be from May 1 to April 30 and that the Council Bylaws be amended as shown in the attachments.

PURPOSE: The change to the start and end dates of student member terms on Council and on Council committees are proposed so that these align with the terms to which these students are elected by their respective governing bodies.

DISCUSSION SUMMARY:

The current bylaws have all student Council member terms and the terms of all student members on Council committees running from July 1 to June 30. Elections for the USSU and GSA executives, whose members typically serve on Council committees, and those student members elected by each college to serve on Council are held in March, with elected members taking office May 1. The governance committee recommends that student member terms commence May 1, thereby enhancing student member participation on Council and on Council committees in May and June so that the student members begin their service to Council at the same time upon which they take office. The *1995 University of Saskatchewan Act* is silent on the start and end dates of the student member terms on Council except to say that student members “*hold office for a term of one year. (sec. 58.1.b)*”

The governance committee consulted on the change with the presidents of the GSA and USSU, who in turn consulted with their respective bodies. The change is supported by the GSA and USSU.

ATTACHMENTS:

1. *Council Bylaws Part One III.4.c showing revisions to student member terms on Council*
2. *Council Bylaws Part One IV.1.j showing revisions to student member terms on Council committees*

Council Bylaws - Part One III.4.c

4. Council Membership

- (a) Annual elections for Council will be completed by March 31.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.
- (c) Terms of student members will be one year beginning ~~July~~May 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a dean, the acting dean or a new dean appointed during the term of the incumbent dean will occupy the position of dean with voice and vote until the expiration of the incumbent dean's term on Council when a new election or appointment occurs.
- (e) A vacancy occurs on Council when:
 - (i) a member resigns from Council or ceases to be an employee of the University, or
 - (ii) a member is unavailable to attend meetings of Council for a period of greater than six months during his or her term.



Council Bylaws - Part One IV.1.j**IV. THE COMMITTEES OF COUNCIL****1. Creation and Composition of Council Committees**

- (a) Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council members.¹ Council is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.
- (b) The committees specified in Part Two of these bylaws are created as standing committees.
- (c) The Governance Committee will nominate the members and chairperson of the Nominations Committee.
- (d) The Nominations Committee will nominate members, including the chairpersons, of Council committees. Except where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.
- (e) The Nominations Committee will present its nominations to the Council at the May meeting and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations Committee itself. The Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation from the various sectors of the campus. It will review the names of potential nominees submitted by Faculty, Department Heads and Deans and if necessary canvas additional individuals in order to develop an able, representative slate.

The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The Chair of Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor there will be an election held within two weeks. The election will be held only for those committees which have received nominations exceeding the available positions. The ballot will be prepared and distributed by the University Secretary. The ballots will include the names of the slate presented by the Nominations Committee and the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of

¹ The only statutory restriction on the committee structure is prescribed by section 61(2) of the *Act* which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

positions available. Eligible candidates with the greatest number of votes will be declared elected.

- (f) The President and the Chairperson of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting.
- (g) An *ex officio* member may designate an individual to serve in her or his place on a committee of Council with the same powers as the designator. Such designations shall last for a twelve month period of time subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in his or her place. To initiate the designation, the *ex officio* member will inform the Chairperson of Council and the Chairperson of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote.
- (h) The U.S.S.U. and G.S.A. will name their appointees to Council committees for the ~~entire academic year~~ from May 1 to April 30.
- (i) Resource personnel and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting.
- (j) Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee, except for student committee members whose terms of office will begin May 1.
- (k) The term of office of a faculty member of a standing committee is three consecutive years, renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chairperson will be one year, renewable annually for up to two additional one-year terms. Once the Chairperson has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chairperson of that same committee. The renewal of the Chairperson is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex-officio* members of a committee.
- (l) The terms of student and sessional lecturer members will be one year.
- (m) When a committee member is appointed as a member of Council, the term of such person will be completed even if the person ceases to be a member of Council provided the member is and remains a faculty member.
- (n) In the event of a vacancy on a Council committee, the vacancy will be filled so that the balance between Council and General Academic Assembly members on the committee as specified in Part Two of the bylaw is maintained.

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Ed Krol, Chair
Nominations committee of Council

DATE OF MEETING: December 17, 2015

SUBJECT: **Nomination to the Review Committee for the Vice-Provost
Faculty Relations**

DECISION REQUESTED:

It is recommended:

That Council approve that Margaret Kovach, Department of Educational Administration and Department of Educational Foundations serve on the review committee for the vice-provost faculty relations.

PURPOSE:

The Search and Review Procedures for Senior Administrators call for the following members to serve on the review committee of the vice-provost faculty relations: five members of the GAA, with one of the five members to hold a senior administrative position in the university. Council approved the appointment of these members to the review committee in June, 2015. A replacement member is now needed due to a resignation of a member.

ATTACHMENTS:

1. Review committee composition for the vice-provost faculty relations



SEARCH COMMITTEE FOR THE VICE-PROVOST FACULTY RELATIONS

REVIEW COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Ernie Barber

One member of the Board selected by the Board: Grit McCreath

One dean or executive director of a school appointed by the provost: Vicki Williamson, dean of
the University Library

One member of Council, selected by Council and who holds a senior administrative position in the
university: Kishor Wasan, dean of Pharmacy and Nutrition

Four members of the GAA selected by Council: Angela Kalinowski, History; Bill Roesler,
Biochemistry; Doug Chivers, Biology; Verna St. Denis, Educational Foundations (resigned)

One undergraduate student selected by the USSU: Gabe Senecal, USSU vice-president academic

One graduate student selected by the GSA: David Bennett, GSA vice-president finance

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, 2012-1016*, 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.

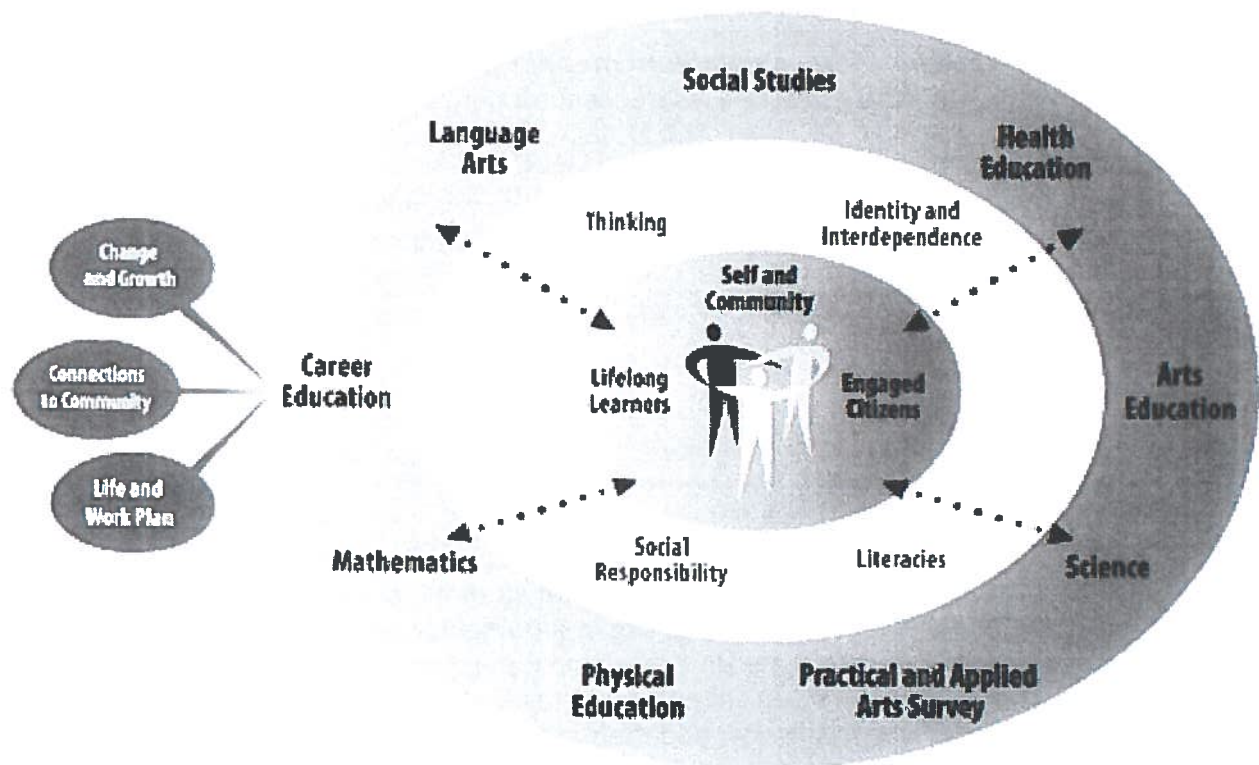
b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format. A developmental, strength-based framework undergirds each 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 personal 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

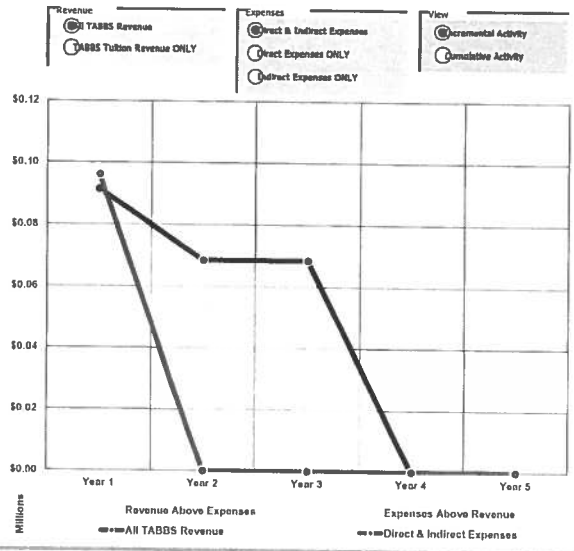
N = new students, C = continuing students
30 cu program to be completed over 3 years
Year 1 = 12cu, Year 2 = 9cu, Year 3 = 9cu
Projections based on undergraduate domestic students
There is already a demand for this program so we are projecting a consistent intake of 25 students per year
Administrative 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 Figure	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
Operation Grant						
Instruction	11,825,212	39,315	29,473	29,460	0	0
Research	2,657,793					
Targeted Funding	0					
Directed Funding	(1,823,879)					
Tuition						
Undergraduate - Enrollment	1,222,804	13,025	9,709	9,709	0	0
Undergraduate - Instruction	2,883,839	39,076	29,307	29,307	0	0
Graduate - Enrollment	491,897					
Graduate - Instruction	249,123					
Graduate - Supervision	499,733					
Total Revenues *	19,995,212	91,416	69,549	69,536	0	0
Allocated Expenses						
Research Support	218,560					
General Student Support	4,789,403	51,294	0	0	0	0
Graduate Support	742,403	(85)	0	0	0	0
Faculty/Staff Support	833,981	5,384	0	0	0	0
General Occupancy	477,400					
Utilities	199,500					
Caretaking	199,190					
Losses	0					
Health Sciences	0					
General Support	1,272,888	2,882	0	0	0	0
Total Indirect Expenses	8,449,378	69,985	0	0	0	0
TABBS Model Surplus/(Deficit)	10,135,834	31,431	69,549	69,536	0	0
Direct Operating Expenses						
ASPA						
Casual		15,000	0	0	0	0
CUPE Local 1975						
Exempt						
Faculty Association						
Seasonal		21,030	0	0	0	0
Operational Supplies						
Travel						
Rent / Renovations						
Other		500	0	0	0	0
Total Direct Expenses	36,530	36,530	0	0	0	0
Net Projected Surplus/(Deficit)	10,135,834	(4,879)	69,549	69,536	0	0

Notes:
 * All programs to be completed over 3 years - using unreserved category 2 tuition level which is standard for Education
 year 1 = 12cu, year 2 = 9cu, year 3 = 6cu
 projections based on unreserved domestic students

TABBS Revenue & Expense Impact



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

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
<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 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

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

		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
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<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

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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).



**UNIVERSITY OF
SASKATCHEWAN**

**Office of the Dean
College of Education
28 Campus Drive
Saskatoon SK S7N 0X1**

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



GREATER SASKATOON CATHOLIC SCHOOLS

ST. PAUL'S RCSSD #20
420 - 22ND STREET EAST SASKATOON SK S7K 1X3 CANADA
306.659.7000 INFO@SCS.SK.CA WWW.SCS.SK.CA

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,

A handwritten signature in cursive script, appearing to read "Diane Cote".

Diane Côté
Superintendent of Education



SPTRB

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,

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:

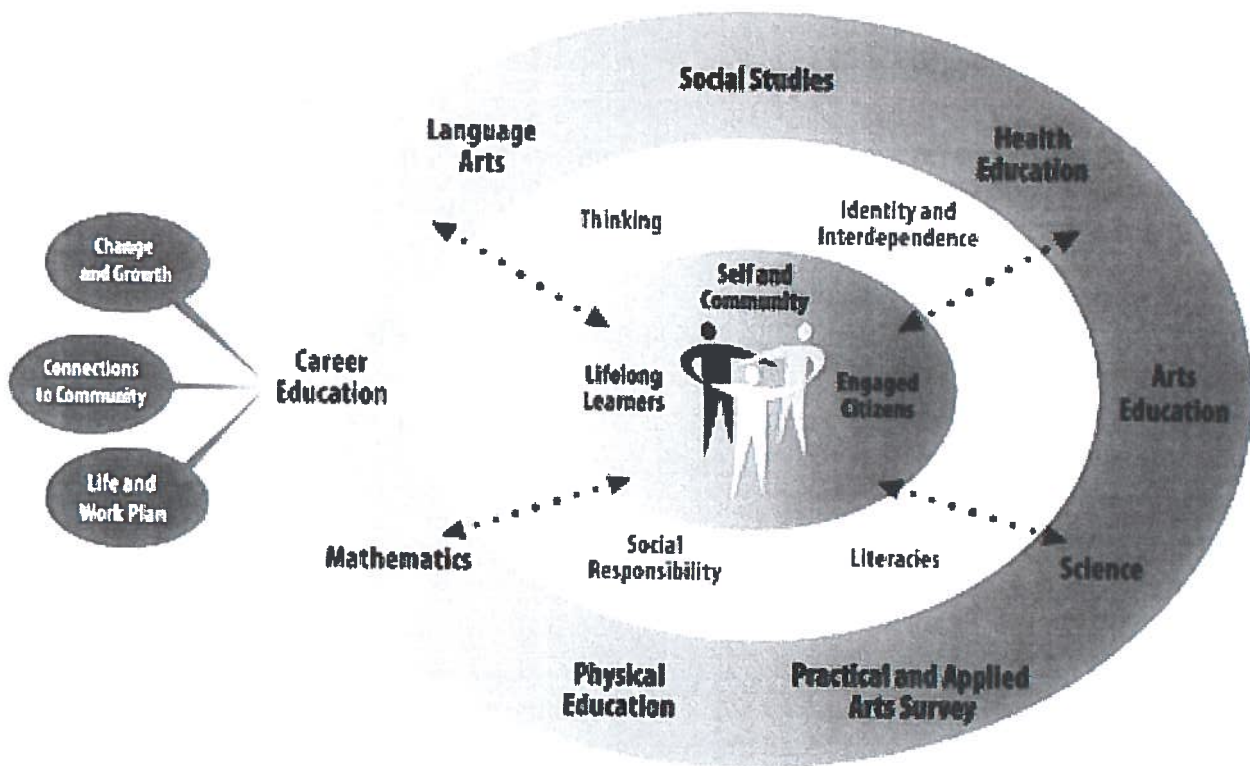
(http://curriculum.gov.sk.ca/index.jsp?view=goals&lang=en&subj=career_education&level=9)

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?

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

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

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

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?

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?

Yes No

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?

Is an existing program being revised?

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

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?

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

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

Yes No
Yes No

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 (i.e. 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

[Empty box]

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?

If NO, please describe.

[Empty box]

Yes No

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

[Empty box]

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

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"/>

Current Set-Up

• 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?

Yes - TC02

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)?

Yes

6 Do standard cancellation fee rules apply?

Yes

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

No

8 Has IPA Been Consulted?

Yes

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?

Yes

Section 10: Convocation Information (only for new degrees)

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

Will attend convocation ceremony

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

College of Education will be handling this

3 When is the first class expected to graduate?

June, 2018

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

30

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?

If YES, what and by what date?

Yes No

Section 12: Registration Information

1 Will students register themselves?

If YES, what priority group should they be in?

Will be determined by SESD

Yes No

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

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

As per current set-up

Yes No

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?

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

Yes No

Section 16: Program Termination

1 Is this a program termination?

If yes, what is the name of the program?

Yes No

2 What is the effective date of this termination?

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

If yes, what courses?

Yes No

4 Are there currently any students enrolled in the program?

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

Yes No

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

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

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

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has CGSR been informed about this new / revised program?
- 4 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 6 Has the Library been informed about this new / revised program?
- 7 Has ISA been informed of the CIP code for new degree / program / major?

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

SIGNED

Date: Oct. 28, 2015

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): [Signature]



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 English as an Additional Language Education**

DECISION REQUESTED:

*It is recommended:
That Council approve the Post-degree Certificate in English as an Additional Language Education, effective September 2016.*

PURPOSE:

The post-degree certificate in English as an Additional Language (EAL) Education is being developed to address a gap in teacher education in the province of Saskatchewan. There is currently no certificate available for teachers working with EAL learners in the K-12 context, and educators must search for alternate forms of training. This certificate program will provide K-12 teachers with specialized knowledge about EAL, which will improve decision-making about necessary EAL support in the province's school and thus facilitate classroom learning.

This proposed 10-course post-degree certificate in English as an Additional Language Education will meet the requirements of the Saskatchewan Professional Teachers' Regulatory Board for Additional Qualifications Certificate (AQC).

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:

Since 2008, Saskatchewan's population has experienced significant growth due to a provincial fast-tracking program that enables skilled workers from other parts of the world to immigrate to Saskatchewan. Skilled workers rarely arrive alone; they bring spouses and children. School divisions have felt the cumulative effects of immigration and interprovincial migration over the past seven years. Ministry of Education data indicates that approximately 15,000 students in K-12 are receiving EAL support during the 2015-16 school year.

In past years, the practice of creating segregated "ESL programs" in schools resulted in pockets of English language learners who were labelled as outsiders or foreigners. As a result of this segregation, ESL students had difficulty making transitions to mainstream

English classrooms. In terms of classroom readiness, ESL programs prepared students for conversational language, but fell short of building the academic language required for comprehension of text-dense reading material, particularly in the upper grades.

With the rise in EAL learners in the K-12 system, teachers have been seeking specialized education through existing programs, such as CERTESL. (CERTESL is the acronym for Certificate in Teaching English as a Second Language, and the goal of the CERTESL program is to provide education and certification for instructors working with older learners and adults.) This certificate program does not address EAL in a provincial curricular context. In 2011, the College of Education hired a full-time faculty member in Curriculum Studies who could provide EAL and second-language methodology courses at the undergraduate and Masters' level; however, the CERTESL program is still in demand by working teachers because of its distance-delivery format, which allows accessibility from all parts of the province.

The target population for this certificate program is teachers working in Saskatchewan school divisions. The College of Education's community partners have indicated a need for more teacher education in the area of EAL. Candidates for this certificate program will require a Bachelor of Education degree, a valid Professional "A" teaching certificate, and at least one full year of teaching experience. The anticipated enrollment for the program is 20 students in the first year, with increased enrolments in subsequent years.

There are five objectives for the Post-Degree Certificate in EAL Education. Students will be provided with:

- A foundational understanding of the purpose, process, and approaches to learning second or additional languages;
- Instructional approaches to support elementary and high school EAL learners, with a specific focus on transitions from communicative to academic language related to the school curriculum;
- Approaches to assessment that are culturally and linguistically appropriate for K-12 EAL learners, as well as those transitioning out of high school;
- An analytical look at first language learning, the stages of learning an additional language, and first language delays and challenges that may impact EAL learners;
- Educational practices that support cross-cultural learning and cultural diversity in the classroom.

All required courses in the Post-Degree Certificate for EAL Education are delivered online, with the exception of the language course. Some electives are already available online, and a redesign of other elective courses will result in more online options by September 2017.

IMPLICATIONS:

For instructional support, the College will support the certificate with our current EAL Education assistant professor, ECUR TESL distance instructors, and sessional instructors within the College or outside the College who are teaching related courses in literacy, languages, linguistics, and cross-cultural studies. The Distance Education Unit (DEU) will continue to provide a full range of distance course delivery and development services to support this program.

The College of Education will provide classroom space as required and the DEU will continue to be housed in the R.J. Williams building.

The College anticipates that most, if not all, prospective students will attend part-time. This means that there will be a broad window of time for development of new courses while students are enrolled in existing courses offered within the college and through the CERTESL program.

CONSULTATION:

Consultation occurred with the Ministry of Education as well as with community partners such as the Saskatoon Public School Division, the Greater Saskatoon Catholic School Board, and the Prairie Spirit School Division to ascertain the demand for the program. These meetings indicated that there is a great demand for EAL education for teachers. The concept of an ACQ for EAL Education was presented to the Ministry of Education and has been accepted.

A notice of intent was provided to the Planning and Priorities Committee of Council on October 28, 2015 and was presented to the Academic Programs Committee on November 25, 2015. APC found this to be a thorough and important proposal.

SUMMARY:

The overall goal of the Post-Degree Certificate in EAL Education is to increase the number of teachers who have the knowledge and expertise required to work with English language learners at all grade levels so that these students can successfully meet credit requirements and graduate from Saskatchewan K-12 schools.

FURTHER ACTION REQUIRED:

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

ATTACHMENTS:

1. Proposal – Post-degree Certificate in English as an Additional Language Education.





UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Post-Degree Certificate in English as an Additional Language

Field(s) of Specialization: Curriculum Studies

Level(s) of Concentration: Undergraduate Level

Option(s): None

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Jay Wilson, 306-966-7617;
jay.wilson@usask.ca

Proposed date of implementation: September 2016

Proposal Document

1. Academic justification

Addressing a Gap in Teacher Education

Specialized education and certification in the area of EAL will address a gap in teacher education within our province. Currently, this type of certification for teachers working with EAL learners in K-12 contexts is not available through the College of Education at the U of S or the Faculty of Education at the U of R. Educators must search for alternate forms of certification, such as:

- the Certificate in Teaching ESL (CERTESL) regular program and extended program offered through the former Centre for Continuing and Distance Education;
- Masters' level programs that focus on second language acquisition, sociolinguistic topics, and related pedagogical issues; or,

- out-of-province certification in TESL, which is aimed primarily at ESL instruction for adults in Canada or EFL instruction in non-Canadian contexts.

The lack of EAL certification for K-12 educators has impacted the ability of school divisions to hire teacher specialists to work in schools with high numbers of EAL learners. Educational administrators are actively seeking teacher candidates with in-depth knowledge of EAL to inform decision-making, planning, instruction, and assessment practices with students who are linguistically and culturally diverse.

A common belief is that EAL support is only required by students who are newcomers to Canada (e.g., immigrants, refugees, fee-paying international students). This is not the case. Many EAL learners are Canadian-born students who live in homes and communities where languages other than English are used (e.g., Hutterian, First Nations and Metis, Francophone students). Teachers with specialized knowledge about EAL are able to use their knowledge for decision-making about the type of EAL support that will meet student needs and bring about successful classroom learning. They can also determine how best to report progress and share information with EAL learners and their families.

The proposed 10-course Post-Degree Certificate in English as an Additional Language will meet the requirements of the Saskatchewan Professional Teachers' Regulatory Board (SPTRB) for an Additional Qualifications Certificate (AQC), thus enabling graduates to gain the necessary credentials for one step up on the provincial K-12 teachers' salary grid.

Demographic Changes in Classrooms and Schools

Since 2008, Saskatchewan's population has experienced significant growth due to a provincial fast-tracking program that enables skilled workers from other parts of the world to immigrate to Saskatchewan. Skilled workers rarely arrive alone; they bring spouses and children. School divisions have felt the cumulative effects of immigration and interprovincial migration over the past seven years. Ministry of Education data indicates that approximately 15,000 students in K-12 are receiving EAL support during the 2015-16 school year. Teachers are faced with larger classes as well as pressures that include the provision of English language support, differentiated instruction, settlement support, and attention to cultural diversity.

In past years, the practice of creating segregated "ESL programs" in schools resulted in pockets of English language learners who were labelled as outsiders or foreigners. As a result of this segregation, ESL students had difficulty making transitions to mainstream English classrooms. They were often the targets of racial discrimination due to first language accents, physical appearance, and cultural differences. In terms of classroom readiness, ESL programs prepared students for conversational language, but fell short of building the academic language required for comprehension of text-dense reading material, particularly in the upper grades.

Transitions to inclusive education in Saskatchewan have taken place over the past three decades. All students with diverse needs, including students who are learning English, are

integrated into age and grade appropriate classrooms. Classroom teachers are tasked with providing language support to EAL learners within the context of regular classroom instruction. The College of Education has a responsibility to address this new reality through a specialized program of study for EAL.

Alternate Choices

Due to the rapid rise in the number of EAL learners in schools, K-12 teachers sought out specialized education through the "CERTESL" program mentioned earlier in this proposal. "CERTESL" is the acronym for *Certificate in Teaching English as a Second Language*. The goal of the CERTESL program is to provide education and certification for instructors of English working with older learners or adults. The program also provided a path for K-12 educators to gain specialized skills, albeit not specific to EAL in the provincial curricular context. In the past five years, a shift in CERTESL enrolments has taken place, with 49 percent, or 347 of 710 CERTESL students being from the K-12 sector. CERTESL instructors have accommodated classroom teachers by allowing some flexibility with course topics and field experiences.

The College of Education took an important step forward in 2011 by hiring a full-time faculty member in Curriculum Studies who could provide EAL and second language methodology courses at the undergraduate and Masters' level. The course offerings have been well-received by a select group of international students and local educators. However, there is a continuing demand for certification through the CERTESL program due to a distance delivery format that allows accessibility from all parts of the province and flexibility with course schedules for students with full-time employment.

Saskatchewan educators have also sought out-of-province certification through the online Second Language Certificate program offered by the University of Calgary, "SIOP" training from USA-based consultants ("Sheltered Instruction Observation Protocol" methodology), and workshops offered at national and international TESL conferences. While valuable and informative, these professional learning opportunities fall short of providing knowledge and expertise tailored to the Saskatchewan context. The most current research and best practices for planning, instruction and assessment are most effective when explicit connections are made between EAL learners and the school curriculum in our province.

Target Population

In 2008, the number of EAL learners in Saskatchewan schools was identified as less than one percent, with the majority of these learners being tuition-paying international students attending high schools in Saskatoon and Regina. Since 2008, the number of EAL learners in K-12 schools has grown to nine percent. Currently, 24 of 28 school divisions in Saskatchewan have EAL learners in all grades, with varying levels of English language ability. Teachers face the greatest challenges with refugee learners, who have no formal schooling (or interrupted schooling), have

experienced physical or psychological trauma, are displaced from their former homes, and require specialized counselling to prepare them for learning.

The College of Education's community partners, specifically its partner school divisions Saskatoon Public Schools, Greater Saskatoon Catholic Schools, and Prairie Spirit School Division, have requested more teacher education in the area of EAL. These three school divisions provide instruction to 33% of the province's total EAL student population. The STF special subject council *SK-TEAL*, the *Saskatchewan Teachers of English as an Additional Language*, also supports the introduction of an EAL AQC in one or both of the teacher education colleges in Saskatchewan.

School Division Needs

School divisions have been very supportive of professional staff who want to register in EAL courses and pursue certification. Some divisions have provided bursaries, conference funding, and release time for courses and workshops. However, options for EAL education and certification continue to be very limited. Administrators in school divisions with high numbers of EAL learners have indicated that they need to place one teacher with EAL certification in each elementary school and three to five educators with EAL certification at each high school. This would allow for co-teaching (to meet language learning needs and subject-specific needs), teacher mentoring, tutorials, and one-to-one support for classroom teachers. Such placements are currently not possible due to the lack of certified EAL specialists.

Administrators are most concerned with the lack of specialized support to high school EAL learners who have a compressed time frame to learn English and to gain 24 credits for graduation. Teacher specialists with a high level of expertise in the area of EAL can provide the kind of intensive language support that will make a real difference and enable older EAL learners 16 to 22 years of age to complete high school.

The Post-Degree Certificate in EAL at the College of Education will include courses that specifically highlight the language learning patterns of indigenous learners, who may also be adding English to one or more aboriginal languages or dialects. School divisions with First Nations and Metis learners will experience the positive effects of specialized EAL knowledge that includes support for indigenous learners.

2. Admissions

Candidates for the Post-Degree Certificate in EAL must be post-degree Education students with a Bachelor of Education Degree, a valid Professional "A" Teaching Certificate and one full year of teaching experience.

Applicable courses that have been taken and successfully completed within a five year window prior to the start of the AQC will be honoured.

Courses that have been completed for the student's Bachelor of Education degree or any other degree program and are listed on the student's transcript cannot be counted toward an AQC, as per regulations of the Saskatchewan Professional Teachers' Regulator Board (SPTRB).

CERTESL Courses

If a student has completed the regular CERTESL program and wishes to pursue the current Post-Degree Certificate in EAL, three courses from CERTESL (ECUR 291.3, ECUR 391.3 and ECUR 393.3) will be recognized for transfer to the certificate program; the remaining seven courses must be taken to complete the Post-Degree Certificate in EAL.

If a student has completed the CERTESL Integrated Program and has already received Ministry of Education AQC recognition for the Integrated Program, the student will not be able to pursue the Post-Degree Certificate in EAL.

3. Description of the program

The overall goal of the Post-Degree Certificate in EAL is to increase the number of teachers who have the knowledge and expertise required to work with English language learners at all grade levels so that these students can successfully meet credit requirements and graduate from Saskatchewan schools.

Objectives

The objectives of the EAL AQC program are to provide students with:

- A foundational understanding of the purpose, process and approaches to learning second or additional languages;
- Instructional approaches to support elementary and high school EAL learners, with a specific focus on transitions from communicative to academic language related to the school curriculum;
- Approaches to assessment that are culturally and linguistically appropriate for K-12 EAL learners, as well as those transitioning out of high school;
- An analytical look at first language learning, the stages of learning an additional language, and first language delays and challenges that may impact EAL learners;
- Educational practices that support cross-cultural learning and cultural diversity in the classroom.

All required courses in the AQC are delivered online, with the exception of the language course*. Some electives are already available online and a redesign of other elective courses will result in more online options by September 2017.

**If a language course is available online, the credit will be accepted. However, for the purposes of this AQC, it is preferred that students experience learning an additional language in a classroom setting.*

Certificate Requirements

Required Courses – 24 credit units

ECUR 291.3 – Introduction to Teaching of English as Second Language

Prepares elementary, secondary and community college teachers to teach English as a second language to non-English speaking children and adults. Students will have an opportunity to study and examine: background; socio-cultural considerations; theoretical considerations about language learning comparison of L1 and L2; analysis of the structure of English; issues and problems inherent in the acquisition of second language; and introduction to specific instructional techniques for teaching a second language.

ECUR 391.3 – Theory of Second Language Learning and Methods of Skills Development

The second of a 3-course sequence designed to prepare elementary, secondary, and community college teachers to teach English as a second language to non-English speaking children and adults. Includes second language learning theories, the psychology of second language learning, ESL Materials, analysis of written language, materials of teaching, and oral language in the ESL program and the evaluation of oral language.

ECUR 393.3 – Advanced Methods in Teaching English as Second Language

This course encourages teachers to critically examine the many approaches and methods of teaching second languages through a solid understanding of the principles behind each approach. Topics include development of materials; techniques used in the various methods; and assessment, development, and evaluation of language skills in the ESL classroom. Teachers are encouraged to develop a personal, eclectic approach that responds to their learners' needs.

ECUR 415.3 – Current Issues in English as an Additional Language

This course examines the social, political and pedagogical issues pertaining to English as an additional language and other second/foreign language education, primarily from a sociolinguistic perspective. Emphasis is placed on how to prepare teachers to better address linguistic and cultural diversity that actually exists in the classrooms.

ECUR 491.3 – Language and Content: Instructional Approaches for EAL Learners

The purpose of this course is to explore instructional approaches and strategies that are effective with EAL learners in PreK-12 classrooms. The course will focus on the learner's linguistic and cultural profile, the shift from conversational to academic language, the role of vocabulary-building, and the selection of instructional strategies and resources to support English language learning in classroom contexts. Students will have opportunities for classroom observation and reflection. They will also examine current research and evidence-based strategies for EAL support, with specific attention given to early years and high school EAL learners, and local target populations that include indigenous and heritage language speakers.

ECUR 492.3 – Approaches to Assessment with EAL Learners

This course provides a comprehensive overview of approaches to assessment that impact English language learners in school-based contexts. Students will compare major language reference scales and their applicability to classroom curricular needs. Current approaches to EAL initial assessment and ongoing assessment in Saskatchewan schools will be examined. Students will have opportunities to discuss research on assessment practices with EAL learners and to identify vulnerability factors that affect the progress of linguistically and culturally diverse learners at school.

ECUR 493.3 – Individual Project: English as an Additional Language

The purpose of this course is to provide an opportunity for students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of EAL as related to K-12 or adult education contexts. The central goal is to prepare the student as a reflective practitioner capable of conducting a critical review of the research, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others. Cohort groups will address evolving needs within their particular contexts.

Individual Language Learning Experience – 3 credit units

Students are required to take one university level class in a language other than English. Any recognized language course offered for credit at the University of Saskatchewan or another Canadian university will be acceptable, including credit courses in indigenous languages. Through the process of being a language learner, students will gain practical insights into the daily experiences and needs of students who are learning English as an additional language. Comparisons between the forms, functions and structure of English and other languages will allow for reflection and analysis of strategies that can support EAL learners in the classroom.

Arabic	ARBC 114.3; ARBC 117.3
Chinese	CHIN 114.3; CHIN 117.3; CHIN 202.3; CHIN 204.3; CHIN 214.3; CHIN 216.3; CHIN 217.3; CHIN 218.3
Cree	CREE 101.6; CREE 110.3; CREE 120.6
French	FREN 103.3; FREN 106.3; FREN 122.3; FREN 125.3; FREN 128.3; FREN 212.3; FREN 218.3
German	GERM 114.3; GERM 117.3; GERM 202.3; GERM 204.3; GERM 214.3; GERM 217.3; GERM 272.6; GERM 273.6; GERM 274.6; GERM 275.6; GERM 314.3; GERM 317.3
Greek	GRK 112.3; GRK 113.3; GRK 202.3; GRK 203.3
Hebrew	HEB 114.3; HEB 117.3
Hindi	HNDI 114.3; HNDS 117.3
Japanese	JPNS 114.3; JPNS 117.3; JPNS 214.3; JPNS 217.3
Latin	LATN 112.3; LATN 113.3; LATN 202.3; LATN 203.3; LATN 400.3
Russian	RUSS 114.3; RUSS 117.3
Sanskrit	SNSK 114.3; SNSK 117.3
Spanish	SPAN 114.3; SPAN 117.3; SPAN 202.3; SPAN 204.3; SPAN 214.3; SPAN 217.3; SPAN 275.3; SPAN 314.3; SPAN 317.3; SPAN 325.3
Ukrainian	UKR 114.3; UKR 117.3; UKR 214.3; UKR 217.3; UKR 314.3; UKR 317.3

Elective Courses* – 6 credit units

**6 credit units of elective courses will be chosen by the student in consultation with the Program Advisor.*

- **ECUR 475.3** – Study of Language for Secondary Teachers
- **EIND 380.3** Incorporating Cultural Arts of Indian Metis and Inuit People into School Programs
- **EPSE 510.3** – Supporting Students with Language and Communication Needs in the Classroom
- **ECUR XXX.3 (formerly TESL 33)** – Grammar and Phonology – This course is currently awaiting redevelopment.
- **ECUR XXX.3 (formerly TESL 34 and EIND 375)** – Teaching English Skill Development for Aboriginal Learners – This course is currently awaiting redevelopment.
- **LING 110.3** – Introduction to English Grammar
- **LING 111.3** – Structure of Language
- **LING 244.3** - Sociolinguistics
- **LING 248.3** Second Language Acquisition Theory
- **LING 251.3** – Intercultural Communication
- **LING 252.3** - Languages and Cultures of Canada
- **LING 342.3** – Aboriginal Languages of Canada

Students may select a course that is not listed above if approved by the Department Head of Curriculum Studies.

AQC Requirements - Saskatchewan Professional Teachers' Regulatory Board (SPTRB)

If a required course has been taken as part of the B.Ed. program or any other degree program, students may select an additional language class or elective course from the lists provided.

A non-standard university schedule will be developed to accommodate educators who are employed in various parts of the province.

Upon completion of the ten courses in the AQC and notification of approval from the Saskatchewan Professional Teachers Regulatory Board (SPTRB), successful students will be presented with their certificates at the university's fall or spring convocation ceremony.

Success of this program will be measured by an increase in the number of educators in Saskatchewan schools with formal certification as EAL specialists through the SPTRB. It will also be measured by an increase in the number of high school graduates with an EAL background who can go on to achieve career and post-secondary goals.

4. Consultation

There is no duplication with other programs offered by the College of Education. This certificate is unique in that it fills an educational gap for EAL certification that will meet the needs of K-12 educators in all parts of the province. The AQC will be well-received by the College's community partners, school division administrators, and educators.

The concept of the EAL AQC was presented to the former Teacher Education Certification Committee (TECC) in March 2014 by Ministry of Education personnel. The TECC Board was comprised of representatives from the ministry (Educator Services Branch), the two universities and school divisions. The TECC Board was supportive of the concept and this resulted in a favourable dialogue between Ministry of Education officials and the Department of Curriculum Studies at the U of S to move the AQC forward within the College of Education. Letters of support attached to this proposal indicate that school divisions and educators would like greater levels of professional support and increased knowledge in this area.

Preliminary meetings took place to discuss development of the EAL AQC with representatives of the *Department of Curriculum Studies*, the *Department of Psychology and Special Education*, *CERTESL program personnel*, and *Ministry of Education representatives*. These meetings affirmed that no programs would be deleted as a result of the introduction of this new certificate program. The Masters' courses for EAL can continue to be supported within the College of Education. The existing six-course CERTESL program (recently transferred to the College of Education) will continue to be offered as a certificate program to train ESL instructors of adult English learners. The Department of Curriculum Studies will ensure that the CERTESL program and EAL AQC are complementary, not competitive, by including CERTESL courses within the EAL AQC, where appropriate. The EAL AQC will have a positive effect on CERTESL program renewal with the movement toward full online delivery.

Consultations have taken place with the *Department of Linguistics and Religious Studies* in the College of Arts and Science, with a view to include several linguistics courses as electives within the AQC. These courses provide teachers with professional options for enrichment in the area of linguistics, sociolinguistics, and intercultural communication. Communication was also established with professors in the *Department of Languages, Literatures and Cultural Studies* to enable inclusion of a 3-credit unit language requirement into the AQC proposal.

Finally, consultations have taken place between the College of Education, Ministry of Education and EAL specialists and administrators from three school divisions: *Saskatoon Public Schools*, *Greater Saskatoon Catholic Schools*, and *Prairie Spirit School Division*. During the June 2015 meeting (agenda attached to this proposal), Ministry of Education representatives shared provincial EAL data to illustrate rising numbers, while school division representatives spoke about current classroom realities and the shortage of trained professionals to work with EAL learners. Parallels were drawn between the benefits that have been achieved through Special Education certification and the benefits that could be realized with certification for EAL. As with Special Education certification, ten courses for the EAL AQC will result in one step up to Class

Five on the Saskatchewan Teachers' Federation salary grid for teachers with a Bachelor of Education degree.

Two professional education councils, the *Saskatchewan Teachers of English as a Subsequent Language (TESL-SK)* and the *Saskatchewan Teachers of English as an Additional Language (SK-TEAL)*, a Special Subject Council of the STF, were informed of the possibility of an AQC as early as December 2012. An article appearing in the 2012-13 Winter Issue of the TESL SK Newsletter (attached to this proposal) outlined the initial stages of consultation with the College of Education and Centre for Continuing and Distance Education. The professional membership of TESL SK and SK-TEAL firmly support the establishment of an EAL AQC at the College of Education (letter attached).

Faculty of Education, University of Regina

Currently, the Faculty of Education at the University of Regina offers a Masters' Certificate in TESOL (Teachers of English to Speakers of Other Languages). The certificate is designed to improve professional qualification for in-service teachers and candidates with a background in education, language studies, linguistics or a related field. Certification through an AQC is not available. There are no immediate plans for the creation of an EAL AQC at the University of Regina.

Across Canada

The University of Calgary continues to offer a certificate program for TESL that has been popular with Saskatchewan educators due to its accessibility through online delivery. The *Teaching English as a Second Language Certificate (Level 1)* offers fundamental information about teaching students and adults who are English language learners. *Level 2* goes beyond the fundamentals to more in-depth study about the process of learning English as a Second Language. Level 2 also offers a practicum course for observation and supervised instruction.

Other major universities across Canada offer TESL (Teachers of English as a Second Language) certificate programs, undergraduate and graduate programs that focus on ESL education and certification linked to TESL Canada Standards. The standards ensure that instructors are aware of the Canadian Language Benchmarks (CLB) scale designed for adult learners of English. Achieving certain language levels on the CLB scale are required by speakers of other languages who are seeking employment or career goals in Canada. The CLB is not designed for use with students in schools.

Although TESL programs at universities may weave in topics that are relevant to K-12 education, these programs are not designed to meet the educational needs of the elementary and secondary student population. Therefore, a gap exists across Canada for preparation of EAL teacher specialists for school settings. The College of Education is being innovative and responsive to its community partners by proposing the creation of an EAL AQC.

5. Budget

For the ten proposed courses in the EAL AQC, standard Education undergraduate student tuition (TC02) will be applied.

For instructional support, the College will support the certificate with our current EAL assistant professor, ECUR TESL distance instructors, and sessional instructors within the College or outside the College who are teaching related courses in literacy, languages, linguistics, and cross-cultural studies. The College will arrange sessional lecturers, as required, for courses specifically linked to classroom-based EAL instruction and assessment needs. The College will engage school division partners in courses requiring classroom observation and field experiences to add a practical dimension to this specialized education program. No courses within the college are being eliminated or adversely affected by this Post-Degree Certificate. The CERTESL program will continue to address training needs for Canadian adult ESL and overseas EFL (adult and youth) contexts. Access through online delivery facilitates enrolment from all locations at a reasonable cost.

The Distance Education (DE) Unit (formerly part of the Centre for Continuing and Distance Education, and the administrative home of the CERTESL Program) will continue to provide a full range of distance course delivery and development services, essential given the primarily distance-delivered mode of the program. In terms of delivery, this entails the services of course instructors currently attached to the CERTESL program; academic coordination and advising currently vested within the CERTESL program (with a shift to the College anticipated in the future); administration of instructor contracts; maintenance and administration of student records and, with oversight from the College of Education, continued provision of academic coordination and advising services until the Post-Degree Certificate becomes established within the college. In terms of development, this means the provision of Subject Matter Experts, Instructional Design expertise and Copyright Clearance services for all distance-delivered courses. The program will also benefit from the ability of the DE Unit to provide assistance in promoting the program to regional colleges and other potential off-campus delivery sites and contractual arrangements with such sites.

The College of Education will provide classroom space as required. Administration of the CERTESL program in the DE Unit of the University will remain in the R.J.D. Williams Building location in the interim, and distance delivery services will continue to reside at this location. Both buildings will be utilized to the fullest extent. Field experiences will take place in school locations as designated by partner school divisions.

In terms of IT support, the initial courses are anticipated to be offered online through the Blackboard Learning Management System. The DE Unit will continue to provide full support for Blackboard-based course delivery and orientation of instructors and students to the system and will extend this support to match the needs of the Post-Degree Certificate.

The College will take advantage of expertise and funding offered by the Gwenna Moss Centre with a view to making an application to the University's Curriculum Innovation Fund.

The Department anticipates that most, if not all, prospective students will attend part-time. This means that there will be a broad window of time for development of new courses while students are enrolled in existing courses offered within the college and through the CERTESL program.

Anticipated Enrolment

Given the needs and numbers in both rural and urban areas and historic enrolment trends in CERTESL, the college believes that the Post-Degree Certificate in EAL will have a minimum of 20 enrolments in the first year and increasing enrolments in subsequent years. The potential for enrolment can be seen through student registration in the CERTESL program and in programs offered by the University of Calgary. Online delivery will enable students with full-time employment to access course material in the evening, on weekends or during the summer months. The college expects interprovincial enrolments once the program is well-established. There is a shortage of EAL certification programs for school-based educators across Canada.

Program Start Date

The College of Education plans to offer the program beginning in September 2016. Given that some CERTESL courses are suitable for inclusion in the Post-Degree Certificate and available in an online format, the start date will be possible. During the coming year, other courses offered by the college will be reviewed or developed for the certificate program to ensure that all ten courses are in place by September 2017.

College Statement

The College of Education firmly supports and recommends approval of this proposal. The proposal aligns with the College Plan for 'Innovation in Academic Programs and Services'.

- The Post-Degree Certificate in EAL is an example of an innovative step to improving professional expertise for the new reality within Saskatchewan schools. The college has a responsibility to provide educators with professional expertise that is aimed at support for students who are linguistically and culturally diverse. Whether learners are newcomers to Saskatchewan or local students with EAL needs, teacher specialists must be able to select from a range of evidence-based instructional and assessment practices for EAL learners that are aligned to the curriculum.

This proposal aligns with College of Education Priority #5 which supports continued development and delivery of high quality community-based undergraduate and graduate programs.

- This certificate program addresses a provincial need that has been articulated by school division partners, post-graduate students, ministry personnel, and professors within the College of Education. There is a significant gap in educational expertise for EAL needs in the K-12 context. Teachers with EAL expertise are needed in all parts of the province for intensive language support, instructional support, and selection of culturally-appropriate assessment strategies.

To develop a high quality certificate program aligned with K-12 education in Saskatchewan, the College of Education created a strategic alliance with the Ministry of Education. A Letter of Understanding (attached to this proposal) between the ministry and college appoints an EAL expert advisor from the Ministry of Education to work directly with college personnel for development of the AQC. The ministry advisor plays a key role in creating linkages with school divisions and education partners, thereby ensuring that courses selected for the EAL AQC target the professional needs of educators in provincial schools.

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
 - Courses offered through the CERTESL program have resources readily available in the library. These resources will provide adequate support to the EAL AQC.
- Physical Resource Requirements form
- Budget Consultation form (attached).

Budget Consultation Form

- 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 5 course instructors within the Distance Education Unit currently supporting ECUR 291,391, and 393. One faculty member is in ECUR. The Department of Curriculum Studies anticipates hiring 4-5 sessional instructors to deliver this certificate.*
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?
 - *None*

- c. How are the teaching assignments of each unit and instructor affected by this proposal?
- *The certificate is part of regular ATD for one EAL full time faculty member. Within ECUR 291, 391 and 393 two streams are being developed: PreK-12 and adult learners. All required courses will be delivered online and the majority of elective courses will also be available at a distance.*
- d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms, laboratory/clinical or other instructional space requirements).
- *Courses are online. Please refer to Appendix A.*
- 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.
- *DE Unit is supporting the re-design and development of courses.*
- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.
- *There are options to access courses from other Colleges within the elective portion, but they are not mandatory. There are Education electives that are also accessible.*
- 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?
- *Students can access the usual financial support and there are no scholarships specific to this certificate. The Post-Degree Certificate is designed for practicing teachers who will have access to professional development funds.*
- 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).
- *Standard tuition, College of Education (TC02)*
- 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 see Appendix A.*
- j. What is the enrolment target for the program?
- *40*
- How many years to reach this target?
- *2*
- What is the minimum enrolment, below which the program ceases to be feasible?
- *15*
- What is the maximum enrolment, given the limitations of the resources allocated to the program?

- 40

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives?

- \$59,884

What portion of this expected revenue can be thought of as incremental (or new) revenue?

- \$59,884

l. At what enrolment number will this program be independently sustainable?

- 20

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?

- *The college is able to sustain the program with tuition, given the scalable online delivery mode and the ability to hire sessional instructors.*

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as:

1. total cost of resources needed to deliver the program: Indirect Expenses: \$3,678.00 Direct Expenses: \$45,250.00
2. existing resources (including in-kind and tagged as such) applied against the total cost: *30 days of support from the Ministry of Education; an EAL Advisor has been provided at no cost to the College of Education*
3. a listing of those resource costs that will require additional funding (including new in-kind support) *.25 CUPE support \$14,069 & ASPA Instructor maximum \$70,000. See Appendix A*

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 indicated any anticipated surpluses/deficits associated with the new program.

- *Appendix A*

Summary of TABBS Model Inputs

NEW ACTIVITY

		Year 1	Year 2	Year 3	Year 4	Year 5
Student Activity	Undergrad - Domestic Undergrad - International Grad - Domestic Grad - International	20N	20C + 20N	20C + 20N	20C + 20N	20C + 20N
Faculty & Staff	ASPA Casual CUPE Local 1975 Exempt Faculty Association Sessional	25,000.00 .25FTE	70,000.00 .25FTE	70,000.00 .25FTE	70,000.00 .25FTE	70,000.00 .25FTE
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	\$ -	\$ 250	\$ 250	\$ 250	\$ 250

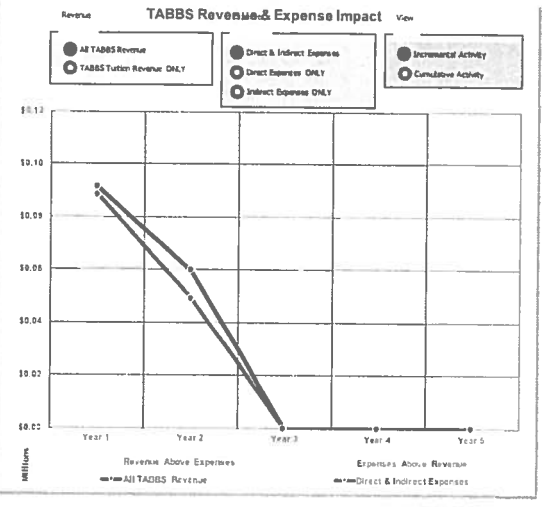
Notes & Assumptions

N = new students, C = continuing students
30 cu program to be completed over 2 years: 24 cu in the College of Education and 6 cu in other college
Of the 24 cu in the College of Education, 21 cu are on-line and 3cu are blended (combination of on-line and face to face)
Year 1 = 15cu in College of Education; Year 2 = 9cu in College of Education + 6 cu in other college
Projections based on undergraduate domestic students at standard category 2 tuition level
Projecting a consistent intake of 20 students per year
Instructors are paid under ASPA based on the number of students in the class (\$192 per student per class)
Administrative support projected at .25 FTE of a CUPE phase 4 position
In year 2 of the program there will be some travel costs related to the 3cu blended course
No additional occupancy costs required. Classes can fit into existing classroom space
It is anticipated we will be at full capacity in year 2 with an intake of 20 new students per 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 Items						
Instruction	(1,628,317)	29,315	23,379			
Research	2,687,793					
Targeted Funding	0					
Directed Funding	(1,923,079)					
Tuition						
Undergraduate - Enrollment	1,222,806	13,525	12,829			
Undergraduate - Instruction	2,963,000	28,276	21,444			
Graduate - Enrollment	491,687					
Graduate - Instruction	349,123					
Graduate - Supervision	488,732					
Total Revenues *	19,895,312	91,410	88,684	0	0	0
Allocated Expenses						
Research Support	218,950					
General Student Support	4,708,402	41,028	(19)			
Graduate Support	742,482	(53)	(2)			
Faculty/Staff Support	832,981	5,427	(2)			
General Occupancy	477,690					
Utilities	188,990					
Printing	166,114					
Lesses	0					
Health Services	0					
General Support	1,272,884	3,190	3,762			
Total Allocated Expenses	8,668,372	46,372	3,370	0	0	0
TABBS Model Surplus/Deficit	10,715,934	41,844	86,194	0	0	0
Other Non-Operating Expenses						
ASPA		25,033	47,000			
Cesal		14,069	0			
CUPE Local 1875						
Eventz						
Faculty Association						
Seasonal						
Operational Supplies						
Travel						
Rent/Renovations			250			
Other						
Total Other Expenses	0	39,102	47,250	0	0	0
Net Projected Surplus/Deficit	10,715,934	2,772	18,944	0	0	0

Notes:
See assumptions
*Current TABBS Model Figures are in millions of dollars and are rounded to the nearest dollar.





UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

Dean

28 Campus Drive Saskatoon SK S7N 0X1 Canada

Phone: (306) 966-5253 Fx : (306) 966-7644

September 16, 2015

Dear Colleagues,

It is with pleasure that I write this letter in support of the Additional Qualifications Certificate for English as an Additional Language (EAL) being proposed by the Department of Curriculum Studies. I know that this certificate will fill a growing need for specialized training among classroom teachers who are working with growing numbers of linguistically and culturally diverse students.

The College of Education is aware of the demographic shift that has taken place in classrooms and schools since 2008. Increased immigration to Saskatchewan has resulted in an influx of newcomer students with English language needs. In addition, we have a significant population of local students who require EAL support. The provincial government has responded with more funding and professional support to school divisions. However, the provision of teacher training and certification in the area of EAL is the responsibility of the College of Education.

School division administrators are actively seeking to hire teachers with EAL training to meet current needs. Due to the existing gap in training in Saskatchewan, teachers have searched out other options, including certification outside the province. The College of Education is committed to filling this gap through this AQC. We are very pleased that the Ministry of Education is supportive of EAL certification. Through a partnership agreement, the ministry has provided an EAL advisor to facilitate development of a certificate program that aligns with PreK-12 education in school divisions.

I'm very pleased to provide my support to this proposal. I know that the provision of specialized training for teachers working with a growing population of English language learners in schools will be well-received in the province.

Sincerely,

Michelle Prytula
Dean, College of Education
University of Saskatchewan



Government
of
Saskatchewan

Ministry of Education
5th Floor, 2220 College Ave.
Regina, Canada S4P 4V9

October 21, 2015

Dr. Michelle Prytula
Dean, College of Education
28 Campus Drive
University of Saskatchewan
SASKATOON SK S7N 0X1

Dear Dr. Prytula:

The Ministry of Education is pleased that the College of Education is moving forward with development of an Additional Qualifications Certificate (AQC) for English as an Additional Language (EAL). This is a worthwhile initiative that will serve to enhance PreK-12 teacher education across the province.

The availability of certified EAL specialists can make a tremendous difference in the classroom, within a school and at the division level. Knowledgeable EAL specialists can assist with planning and decision-making for language support at various grade levels. They can also work with professional learning communities, foster mentorships, participate in classroom co-teaching and provide guidance for resource selection to meet EAL needs.

The population of Saskatchewan continues to grow due to the economy, immigration and an expanding labour force. Newcomers arrive with young families and, as a result, so have EAL needs. At this time, over eight per cent of the total student population receives support for EAL. From all indications, this percentage will continue to increase. An AQC through the College of Education is warranted and timely, because it will better prepare teachers to support diverse learners in the classroom.

Our ministry supports a certificate program for EAL at the College of Education and we look forward to the introduction of the AQC in the near future.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Greg Miller'.

J. Greg Miller
Associate Deputy Minister

October 28, 2015

To: Academic Programs Committee of Council

The Department of Curriculum Studies in the College of Education is proposing the development and implementation of a Post-Degree Certificate in English as an Additional Language (EAL).

The AQC is conceptualized as a 30 cu certificate that will address the growing demand for specialized EAL training among K-12 educators. The number of newcomer arrivals to Saskatchewan each year added to the number of local students with EAL needs has increased classroom diversity. Teachers feel unprepared for the demands of diversity in the classroom, as stated in *Understanding and Exploration of Teacher Time and Workload Intensification – Final Report of the Joint Committee*. The report, a collaborative project between the Ministry of Education, the Saskatchewan Teachers' Federation and the Saskatchewan School Boards Association, was a clear indicator of the need for more specialized training in the area of EAL.

The vision for the certificate is that, with few additional resources, the Department of Curriculum Studies can offer an entry point into a certificate program for EAL. This specialized training certificate will have a dual benefit of building greater capacity for EAL support to meet future growth. Numbers have increased significantly since 2008, when the province's EAL population in schools was less than one percent. Currently, 14,000 students from K-12 require EAL support (Data Source: Ministry of Education), which is more than eight percent of the total student population. As a result of this rapid growth, we have a gap in teacher training in the province.

The implementation of the program will not only contribute to increased professional skills among educators and administrators, but will also lead to enhanced understanding of our increasingly diverse student population. Teachers will benefit from courses aimed at evidence-based practices for working with multicultural and multilingual learners. Administrators would, ideally, like to place one EAL specialist in every school, but this is not possible due to the current shortage of trained EAL personnel.

This post-degree certificate will focus on five broad areas of EAL training: foundations of second/additional language learning, instructional strategies for EAL learners, assessment and EAL, learning challenges and EAL learners, and support for multicultural classrooms. In keeping with the provincial definition of EAL learners as "newcomers from other parts of the world or local speakers of other languages", the certificate program will offer opportunities to incorporate intercultural competencies and the linguistic needs of First Nations, Metis and Inuit learners.

The progress of this initiative can be measured by educator satisfaction with teacher training to meet current EAL needs in school divisions. When students receive timely and targeted support for English language needs from trained specialists, they will experience success with the curriculum and graduate.

The Department of Curriculum Studies is well-positioned to offer programming to students who are employed full-time through flexible time-tabling using blended and online learning technologies, face-to face evening, weekend and summer course schedules. It is envisioned that all courses for the EAL AQC can be completed within a two-year time frame.

Thank you for considering this proposal.



Dr. Jay Wilson

Department Head and Graduate Chair

Department of Curriculum Studies

College of Education

University of Saskatchewan

LETTER OF UNDERSTANDING

This Letter of Understanding between the College of Education, University of Saskatchewan and the Ministry of Education reflects the understandings and actions to be undertaken by the parties to the Agreement during the terms of the contract with respect to:

English as an Additional Language – Additional Qualifications Certificate

The parties agree that certification for English as an Additional Language (EAL) will enable Saskatchewan teachers to gain professional expertise and knowledge to support a growing population of linguistically and culturally diverse learners in Saskatchewan schools. The availability of certification for EAL through an Additional Qualifications Certificate (AQC) will increase the number of educators who are trained to meet the educational needs of students who speak other languages and are learning English at school. Educators will be more adept at using language learning strategies, instructional approaches and assessment practices that combine language and content learning so that students can achieve grade level outcomes.

An EAL AQC will increase the provincial selection pool of EAL specialists. Provincial school divisions, including the College of Education's partners; Prairie Spirit, Saskatoon Public and Greater Saskatoon Catholic School Divisions administrators have struggled historically to find educators with EAL qualifications. The lack of qualified teachers with certification in the province has resulted in a very small pool of educators with EAL training for the PreK-12 sector. Given the growing numbers of EAL learners in schools and expected arrival of more newcomers as a result of the provincial immigration strategy, educators with EAL training are needed in all 28 school divisions.

To that end, the parties agree:


- to work collaboratively to create an EAL program which will fulfill an AQC; within the Department of Curriculum Studies, College of Education, University of Saskatchewan;
- to develop a mutually agreed upon work plan of timelines and tasks that align with institutional deadlines;
- to divide tasks accordingly between an EAL advisor provided by the Ministry of Education and various College of Education faculty and staff;
- that the EAL advisor will assist with the development of the Notice of Intent, Formal Proposal, and will determine the sequencing of the 10 courses and with the development of course creation forms associated with each;
- that the College of Education will provide academic support to the EAL advisor and will facilitate all University of Saskatchewan processes associated with the development of the EAL Certificate and will ensure the facilitation of this Certificate, upon approval;
- that the College of Education will retain all intellectual property created as a result of this collaboration; and,
- that total of 30 (thirty) days of ministry support (through the EAL advisor) will be utilized to complete the above tasks; between September 1, 2015 and January 31, 2016.

The parties further agree to target September 1, 2016 for introduction of the EAL AQC at the U of S.

This Letter of Understanding takes effect on the 11th day of August, 2015.



Signed: Saskatchewan Ministry of Education



Signed: College of Education, University of
Saskatchewan



Saskatoon Public Schools
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7
Tel: (306) 683.8200 Fax: (306) 657.3900
saskatoonpublicschools.ca
Barry MacDougall, Director of Education

October 15, 2015

Department of Curriculum Studies
28 Campus Drive, Rm 3020
Saskatoon SK S7N 0X1

Dear Dr. Wilson,

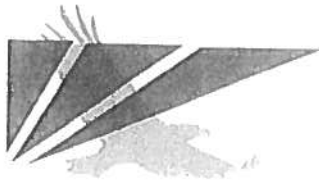
Thank you for your letter dated October 5th, 2015 highlighting the development of a 10 course certificate in the area of English as an Additional Language. We are fully in support of this initiative and are very pleased to hear that this certificate may be available to classroom teachers as early as fall, 2016.

On behalf of our school division I wish to commend you for identifying the need for more teacher education in the area of EAL. This 10 course certificate will support classroom teachers in meeting the diversity of needs in classrooms across the province.

Sincerely,

Donnalee Weinmaster
Superintendent of Education
Saskatoon Public Schools
Saskatoon, SK

Copy to: Barry MacDougall
Director of Education, Saskatoon Public Schools



PRAIRIE SPIRIT
SCHOOL DIVISION

Box 809 • 121 Klassen St. E.
Warman SK CAN • S0K 4S0
Phone: 306-683-2800
Fax: 306-934-8221
www.spiritsd.ca

October 21, 2015

University of Saskatchewan
Department of Curriculum Studies
College of Education
28 Campus Drive, Room 3020
Saskatoon, SK S7N 0X1

ATTENTION: Dr. Jay Wilson
Head and Graduate Chair

Dear Dr. Wilson:

Thank you for your letter explaining the recent University of Saskatchewan program initiative to provide English as an Additional Language (EAL) certification for teachers.

Prairie Spirit has, along with many other school divisions in the province, experienced a growth in the number of EAL students enrolling in our schools. Specific classes to teach English as an Additional Language would provide teachers with the skills, knowledge and practical application of developmental language understandings to meet the growing and diverse needs of our immigrant students and families.

On behalf of Prairie Spirit School Division, I applaud and endorse the EAL certification initiative.

Sincerely,

John Kuzbik
Director of Education

JK/nm



**GREATER
SASKATOON
CATHOLIC
SCHOOLS**

GREATER SASKATOON CATHOLIC SCHOOLS

ST. PAUL'S RCSSD #20

420 - 22ND STREET EAST SASKATOON SK S7K 1X3 CANADA

306.659.7000

INFO@SCS.SK.CA

WWW.SCS.SK.CA

October 6, 2015

To Dr. Jay Wilson:

It has come to our attention that the University of Saskatchewan is considering offering a Certificate in the area of English as an Additional Language. This course would support many of our teachers in meeting the changing needs of our students. The 10-course certificate would provide classroom, and English as an Additional Language teachers, a broad set of skills and competencies in the area of EAL.

Our understanding is that the certificate will combine offerings from the Departments of Curriculum Studies and Linguistics and from the existing Certificate of Teaching English as a Second Language (CERTESL). The fact that teachers who complete the certificate would also be eligible for a class increase under the Additional Qualifications Certification (AQC) provision is seen as a positive incentive for our staff.

As a school division, Greater Saskatoon Catholic Schools is a strong supporter of such a course offering for our present and future staff members. Our school division is proudly home to more than 1 800 English Language Learners. The certificate would support our teachers in being responsive to the needs of the students as they work within our classrooms and schools. As more of our staff receive specialized training, it is anticipated that we will also see improved outcomes for our students.

If you have any questions or need clarification please feel free to contact Greg Chatlain, Director of Education or Scott Gay, Superintendent of Education.

Thanks

Sincerely,

A handwritten signature in cursive script that reads "Scott Gay".

Scott Gay on behalf of
Mr. Greg Chatlain
Director of Education
Greater Saskatoon Catholic Schools
gchatlain@gscs.sk.ca

Dr. Jay Wilson
Head and Graduate Chair
Department of Curriculum Studies
College of Education
University of Saskatchewan

October 27, 2015

Dear Jay,

I am writing this letter to show my support for the development of a Certificate in the area of English as an Additional Language at the University of Saskatchewan. The executive of Saskatchewan Teachers of English as an Additional Language (SK TEAL) believes strongly that our beginning and experienced teachers will benefit from this additional training in the area of EAL. Our world is changing and Canada is currently welcoming many new immigrants and refugees from many different countries. This will have a huge impact on our schools. Today's classrooms are diverse and teachers face the challenges and experience the joys of teaching children from around the globe. Having specialized instruction to meet the needs of our English language learners would be an extremely useful skill set. Our teachers need to be prepared and the professional learning that they would gain from this certificate would prove invaluable. SK TEAL strongly supports the development of a certificate in EAL.

Sincerely,

Gisele Carlson

President, SK TEAL
Instructional Consultant
Regina Public Schools
Regina, SK
gisele.carlson@rbe.sk.ca

Winter 2012-13

TESL Saskatchewan

Box 21107
Saskatoon, SK S7H 5N9
teslsask@gmail.com

Find us on the Web:
<http://www.teslsask.com/>



Follow our blog discussion
"What inspires you or
keeps you going as a
teacher?" at
www.teslsask.com/blog/

Training Standards Considered for K-12 EAL Teachers Submitted by Shannon Storey

The Ministry of Education is in the early stages of considering the establishment of clear standards of training for K-12 teachers assigned responsibility for EAL assessment, resource teaching, specialized classroom teaching and program planning.

Although the Ministry is still some distance away from establishing a specific guideline for teachers with explicit EAL responsibilities, staff responsible for EAL are considering a standard similar to that established in 2002 for Special Education teachers. The Special Education qualifications guidelines prescribe a minimum of six courses (18 credit units) of training in the field, with a teacher being approved by the Educator Services branch of the Ministry on the basis of a review of the precise Special Education courses the candidate has completed. Completers of recognized Master's or Additional Qualification Certificates in the Special Education field do not have to go through the individual review process in order to be recognized as Special Education specialists.

Standards for K-12 EAL specialists have been slow to emerge, in part because the province does not yet have nearly enough appropriately trained EAL teachers to meet the quickly growing need. TESL Saskatchewan and SKTEAL members can hope that the Ministry's move towards a provincial standard will increase the speed at which teachers begin to earn TEAL credentials, in the same way that the establishment of Special Education standards has contributed to a significant increase in the availability of well-qualified Special Education teachers. Appropriate TESL courses are already available on campus at the University of Regina, which offers two undergraduate courses and five Master's-level courses in TEAL, and at a distance from the University of Saskatchewan, which offers a six-course Certificate program that ladders into its 10-course Additional Qualification Certificate in TEAL. A menu of on-campus TEAL courses at the 400 and 800 levels is also in development at the University of Saskatchewan.

Fundamentals for Success (F4S), U of R ESL Program by Deborah Hulston, Academic Coordinator

The University of Regina ESL program has expanded its offerings to meet the needs of students who can only attend our program part-time in the evenings, or who want to fast track their academic success by studying in the evenings during our regular semester, or intensively during the day between our regular semesters. The group of courses is called Fundamentals for Success, and currently includes Fundamentals for IELTS Success, Fundamentals for Writing Success, Fundamentals for Communicative Success, and Fundamentals for Literacy Success.

We are looking to expand these classes, and are always open to suggestions. If you or someone you know is in need of part-time study in Regina, feel free to send them to us! Our trained, experienced, and TESL Saskatchewan or TESL Canada accredited instructors are here to help students meet their language learning goals!

Meeting to Review Course Selection for the Proposed EAL AQC

Date: 3:15 pm – 4:45 p.m., October 6th, 2015

Location: Saskatoon Public School Division Office, Room 1806

Invited Representatives:

SPSD: Shauna Tilbury, Laurie Anderson, Donnalee Weinmaster

GSCS: Scott Gay, Wendy Hyshka

Prairie Spirit SD: Karen Campbell

College of Education: Dr. Jay Wilson, Dr. Hyunjung Shin

CERTESL Program: Shannon Storey

SK TEAL Representative: Shauna Jurgenson

Greetings,

The EAL AQC initiative is moving forward at a rapid pace. At the end of October, the College of Education will be submitting its EAL AQC proposal to the university's Planning and Priorities Committee for approval. This means that we need to prepare a list of courses for the 30 credit units within the AQC. Your input will be very valuable to our decision-making process as we identify essential courses for EAL certification.

A SWIS (Settlement Workers in Schools) Advisory is scheduled for Oct. 6th immediately before the meeting time I've selected. Some of you will already be at SPSP for the SWIS meeting in Room 1806. Rather than choosing yet another meeting date, time and location, I am hoping that it will be possible for you to stay a little longer for the EAL AQC meeting. I have my fingers crossed that others on the invitation list will be able to join us at 3:15 p.m. on October 6th.

If there is someone else from your school division or from the university who should attend the meeting, please feel free to share this invitation.

Regards,

Nadia Prokopchuk

EAL Advisor to the College of Education

EAL & Languages, Ministry of Education

EAL ADDITIONAL QUALIFICATIONS CERTIFICATE (AQC) – PRELIMINARY CONSULTATION WITH EDUCATION PARTNERS

Date: June 18, 2015, 1:00 – 2:00 p.m.

Location: Rm. 3041, College of Education, U of S Campus

Attending: College of Education – **Michelle Prytula**, College Dean; **Jay Wilson**, Department Head, Curriculum Studies
Greater Saskatoon Catholic Schools – **Scott Gay**, Assistant Superintendent;
Wendy Hyshka, EAL Consultant
Prairie Spirit School Division – **Trish Reeve**, Coordinator of Learning
Saskatoon Public School Division – **Shauna Tilbury**, EAL Coordinator; **Laurie Anderson**, EAL Lead Assessor, Newcomer Student Centre.
Ministry of Education – **Nadia Prokopchuk**, Senior Program Manager, EAL & Languages

Discussion Items

1. Introductory Comments – Michelle
2. Ministry Background to the AQC Initiative – Nadia
3. Demographics - Nadia
4. What are the Needs? - School Division perspectives ; College perspective - Jay
5. What's in an AQC? – Outline of Possibilities (Chart); Current Course Descriptors
6. Open Dialogue
7. Next Steps

Thank you very much for attending this consultation meeting. Your input is very valuable to the process of creating an EAL AQC at the U of S.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:
2. Information required for the Catalogue
 - 2.1 Label & Number of course: ECUR 491.3
 - 2.2 Title of course: Language and Content: Instructional Approaches for EAL Learners
 - 2.3 Total Hours: Seminar (39 hrs.)
 - 2.4 Weekly Hours: Independent Studies – Seminar (3 hrs.) Online
 - 2.5 Term in which it will be offered: T1 or T2
 - 2.6 Prerequisite: ECUR 291.3, ECUR 391.3
 - 2.7 Calendar description:

The purpose of this course is to explore instructional approaches and strategies that are effective with EAL learners in PreK-12 classrooms. The course will focus on the learner's linguistic and cultural profile, the shift from conversational to academic language, the role of vocabulary-building, and the selection of instructional strategies and resources to support English language learning in classroom contexts. Students will have opportunities for classroom observation and reflection. They will also examine current research and evidence-based strategies for EAL support, with specific attention given to early years and high school EAL learners, and local target populations that include indigenous and heritage language speakers.

- 2.8 Any additional notes
3. Rationale for introducing this course.

Newcomer EAL learners arrive in Saskatchewan classrooms at any age and any time of the school year. They represent diverse languages, cultures, backgrounds and circumstances. Local learners may also be linguistically and culturally diverse. In order to provide effective instruction and support to all English language learners, classroom teachers must be prepared to adjust or adapt instruction in a way that is meaningful to EAL learners and gradually increases their level of English proficiency. This course will give teachers a repository of instructional approaches to support EAL learners as they learn English, and learn in English, in PreK-12 classrooms.

4. Learning Objectives for this course.
 - Examine ways to create inclusive environments for linguistically and culturally diverse learners in K-12 schools.

- Explore literacy development for dual language learners in the early years and primary grades.
- Investigate vocabulary building strategies that transition learners toward academic language for subject area needs.
- Consolidate knowledge about instructional strategies and adaptations aligned to proficiency levels.
- Investigate approaches to instructional planning that combine language outcomes with subject area outcomes.
- Identify the EAL needs of specific target populations, including indigenous learners, refugee learners or students with learning challenges.

5. Impact of this course.

The programs of other departments or Colleges are not affected by this course. The course is new and is specifically targeted at the instructional needs of K-12 learners of English as an Additional Language.

As part of the course, students will have opportunities for classroom observation and reflective journaling. This process allows students to consolidate knowledge gained through course modules with practical insights from the classroom. Students will be able to reflect on their learning, expand their repertoire of instructional strategies and increase their ability to understand which strategies are most appropriate for specific ages, grades and language backgrounds.

6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

Is this course to be required by your majors, or by majors in another program? No, this course will be required for the Post-Degree Certificate in English as an Additional Language. It may also be taken as an elective by M. Ed. candidates in the Department of Curriculum Studies, College of Education.

7. Course outline.

Modules	Readings	Weekly Schedule
Introductory Module (1 week)	See course content in Blackboard for information on Textbook Readings and links to online material	Week 1
Module 1 (1 week) Creating Inclusive Environments	Week 2 – Chumak-Horbatsch, R. (2012). <i>Linguistically appropriate practice: A guide for working with young immigrant children</i> . Chapter 2 Coelho, E. (2004). <i>Adding English. A guide to teaching in multilingual classrooms</i> . Chapter 2	Week 2 Assignment: School profile: Will newcomers feel welcomed?
Module 2 (1 week) EAL Learners in the Early Years	Week 3 – Baker, C. (2011). Chapter 5. The early development of bilingualism. <i>Foundations of bilingualism and bilingual education</i> . Chumak-Horbatsch, R. (2012). Chapter 3 Saskatchewan Ministry of Education. (2015). Module 8: Emerging literacy development and EAL learners.	Week 3 Assignment Due
Module 3 (3 weeks)	Week 4 – Baker, C. (2011). Chapter 8. Beck, I. L., McKeown, M.G., & Kucan, L. (2002). <i>Bringing words to life:</i>	Week 4, 5, 6 Observation and journal entries

<p>Vocabulary-building for academic success</p>	<p><i>Robust vocabulary instruction</i>. New York: Guilford. Chapter 2.</p> <p>Hart, B., & Risley, T. (2003). The early catastrophe. The 30 million word gap by age 3. <i>American Educator: Spring</i>.</p> <p>Biemiller, A. (2001) Teaching vocabulary: Early, direct and sequential. <i>American Educator, Spring 2001</i>.</p> <p>Week 5 – Coelho, E. (2007). How long does it take? Lessons from EQAO data on English language learners in Ontario schools. Ontario Ministry of Education</p> <p>Cummins, J. (n/d). BICS and CALP. Online source.</p> <p>Roessingh, H. & Elgie, S. (2009). Early language and literacy development among young English language learners. <i>TESL Canada Journal</i>, 26(2), Spring</p> <p>Week 6 – Coelho E. (2012). Chapter 10. Vocabulary instruction in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters</p> <p>Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL)</i></p>	<p>Week 6 Assignment Midterm – Individual Inquiry Project</p>
<p>Module 4 (2 weeks)</p> <p>Instructional Strategies for Language Progress</p>	<p>Week 7 – Coelho E. (2012). Chapter 8</p> <p>Gibbons, P. (2002). <i>Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom</i>. Chapter 6</p> <p>Week 8 – Coelho, E., (2012). Chapter 9</p> <p>Roessingh, H. (2011). Family Treasures: A dual-language book project for negotiating language, literacy, culture and identity. <i>Canadian Modern Language Review</i>.</p>	<p>Week 7, 8</p> <p>Week 7 Midterm Project Due</p> <p>Observation, journal entries</p>
<p>Module 5 (2 weeks)</p> <p>Approaches to Learning Language Through Content</p>	<p>Week 9 – Coelho. (2004). Chapter 12</p> <p>Cummins, J. & Early, E. (2015). <i>Big ideas for expanding minds. Teaching English language learners across the curriculum</i>. Chapter 3</p> <p>Gibbons, P. (2002). Chapter 7</p> <p>Week 10 – Roessingh, H. (2008). Variability in ESL Outcomes: The Influence of Age on Arrival and Length of Residence on Achievement in High School. <i>TESL Canada Journal</i></p> <p>Guest Speaker(s) Overview of Two Approaches: Sheltered Instruction Observation Protocol (SIOP) and Content and language integrated learning (CLIL)</p>	<p>Week 9, 10</p> <p>Observation, journal entries</p> <p>Week 10 Reflective Journal Due</p>
<p>Module 6 (2 weeks)</p> <p>EAL and Specific Target Populations</p>	<p>Week 11 – Guest Speaker(s) TBA: Indigenous languages and EAL needs; Hutterian learners</p> <p>Babae, N. (2011). Language challenges of aboriginal students in Canadian public schools.</p> <p>Week 12 – Helmer, S., & Eddy, C. (2012). <i>Look at me when I talk to you</i>. Chapter 6</p> <p>Manitoba Education. (2012). <i>Life after war: Manitoba resource on refugee learners</i>.</p>	<p>Week 11,12</p>

	Robertson, K. (n/d). <i>How to address special education needs in the ELL classroom.</i>	
Final Exam		Week 13 Final Exam

8. Enrolment. Expected enrollment: 20

From which colleges? Course candidate will be teachers with a B. Ed. Degree and at least one year of teaching experience. It will also be available as an elective for M. Ed candidates in the Department of Curriculum Studies, College of Education.

9. Student evaluation.

Assignment	Marks
School Profile	5%
Midterm Individual Inquiry Project	25%
Reflective Journal	25%
Final Exam	45%
Total	100%

10. Required text:
Required texts and readings are listed in the course outline.

11. Resources:
Access to a PreK-12 classroom with EAL learners (1 hour x 6 observation sessions).

Proposed Instructor: TBD

How does the department plan to handle the additional teaching or administrative workload?
As this is an on-line course, a sessional instructor will be hired.

Are sufficient library or other research resources available for this course? Yes.

- Online readings
- Stewart Resources Centre, STF Building
- College of Education library
- University Language Centre library

Are any additional resources required (library, audio-visual, technology, etc.)?

- No

12. **Date of Implementation**

To be offered: Annually, with course to be available September 2016.



**UNIVERSITY OF
SASKATCHEWAN**

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:
2. Information required for the Catalogue
 - 2.1 Label & Number of course: ECUR 492.3
 - 2.2 Title of course: Approaches to Assessment with EAL Learners
 - 2.3 Total Hours: Seminar (39 hrs.)
 - 2.4 Weekly Hours: Independent Studies – Seminar (3 hrs.) Online
 - 2.5 Term in which it will be offered: T1 or T2 Intersession and Summer Session (as necessary for program)
 - 2.6 Prerequisite: ECUR 291.3, ECUR 391.3
 - 2.7 Calendar description:

This course provides a comprehensive overview of approaches to assessment that impact English language learners in school-based contexts. Students will compare major language reference scales and their applicability to classroom curricular needs. Current approaches to EAL initial assessment and ongoing assessment in Saskatchewan schools will be examined. Students will have opportunities to discuss research on assessment practices with EAL learners and to identify vulnerability factors that affect the progress of linguistically and culturally diverse learners at school.

- 2.8 Any additional notes
3. Rationale for introducing this course.

Classroom assessment practices and large-scale assessments used in North American schools are generally designed for English-speaking students. Research indicates that, in past years, use of English language assessment tools has resulted in inaccurate profiling of the academic capabilities of linguistically and culturally diverse students, resulting in an overrepresentation of EAL learners in special education categories. There is a need to examine the design, selection, and administration of assessments in schools and classrooms, so that assessment processes can more accurately reflect the academic abilities of EAL learners and support their learning goals. First language literacy, prior schooling, cultural background, former location and lived experiences are a few of the factors that impact assessment results.

4. Learning Objectives for this course.

- Demonstrate an understanding of assessment and evaluation, achievement of curriculum outcomes, and the addition of language outcomes for EAL learners.
- Compare the developmental stages of learning a first language with the process of learning an additional language.
- Examine major reference scales, their origins, target audience, and benchmarks of language progress.
- Examine approaches to assessing EAL learners in Saskatchewan: Initial Assessment Toolkit; Early Years Evaluation (EYE); Common Framework of Reference (CFR).
- Explore approaches to reporting EAL learner progress to students, parents and stakeholders.
- Investigate vulnerability factors that impact language progress for specific EAL populations, including indigenous, Hutterian, or refugee learners, and those with specific learning challenges.
- Examine the purpose of large scale assessments and their use with linguistically and culturally diverse learners.
- Identify English language forms, functions, code-based skills and meaning-based skills that require explicit instruction and assessment with EAL learners.

5. Impact of this course.

The programs of other departments or Colleges are not affected by this course. The course is new and is specifically targeted at assessment of EAL learners in the classroom and school context. Given the current focus on provincial reading targets and the use of evidence-based practices for classroom learning, this course is timely and meets the ministry's education priorities as well as school division needs.

6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

Is this course to be required by your majors, or by majors in another program? No, this course will be required for the Post-Degree Certificate in English as an Additional Language. It may also be taken as an elective by M. Ed. candidates in the Department of Curriculum Studies, College of Education.

7. Course outline.

Topics	Readings	Assignments
Week 1 Introduction to course	See course content in Blackboard for information on Textbook Readings and links to online material	
Week 2 Understanding Assessment and Evaluation through an EAL lens	Saskatchewan Ministry of Education. (2011). <i>Assessing, evaluating and reporting student progress. Supporting English language arts.</i> Coelho, E. (2004). <i>Adding English. A guide to teaching in multilingual classrooms.</i> Toronto, ON: Multilingual Matters. Chapter 13	Assignment: Oral Presentation (varied presentation dates)
Week 3 First Language(s) and the addition of English	Freeman, D. & Freeman, Y. (2011). <i>Between worlds: Access to second language acquisition.</i> Chapter 6. Coelho, E. (2012). <i>Language and learning in multilingual classrooms: A practical approach.</i> Chapter 4	Week 3
Week 4 Examining	Council of Ministers of Education in Canada. (2012). <i>Working with the Common European Framework of Reference (CEFR) for Languages in</i>	Weeks 4

Language Reference Scales	<p><i>the Canadian context. Guide for policy-makers and curriculum designers.</i></p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012: Listening, Speaking, Reading, and Writing.</p> <p>Canadian Language Benchmarks (CLB) – Guest presenter from CERTESL</p> <p>International English Language Testing System (IELTS) – guest presenter from SK Polytechnic</p>	Assignment: Language Scale Comparison
<p>Week 5 SK Context: Initial Assessment</p> <p>Week 6 SK Context: Use of the EYE For PreK, K</p> <p>Week 7 SK Context: Use of the CFR in Gr. 1-12</p>	<p>Ontario Ministry of Education. (2012). STEP Initial Assessment.</p> <p>Presentation: Saskatchewan Ministry of Education: Initial Assessment Toolkit. Guest speakers ministry and/or school division assessor</p> <p>Guest presenter: School division (EYE) administrator or assessor.</p> <p>Saskatchewan Ministry of Education. (2013). <i>The Early Years Evaluation for Children Learning English as an Additional Language.</i></p> <p>Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL).</i></p> <p>Related documents: CFR Writing/Reading companion documents</p>	<p>Week 5, 6, 7</p> <p>Week 7</p> <p>Midterm Assignment: Interview</p>
<p>Week 8</p> <p>Reporting to students, parents, and stakeholders</p>	<p>Law, B. & Eckes, M. (2007). <i>Assessment and ESL. An alternative approach.</i> 2nd Edition. Chapter 6</p> <p>Law, B. & Eckes, M. (2007). Chapter 9</p>	<p>Week 8</p> <p>Begin work on Final Project.</p>
<p>Week 9 Vulnerable Learners: EAL Indigenous learners</p> <p>Week 10 Vulnerable Learners: EAL plus Learning Challenges</p>	<p>Epstein, R. (2009). <i>The languages we speak: Aboriginal learners and English as an additional language. A literature review of promising approaches and practices.</i></p> <p>Law, B. & Eckes, M. (2007). Chapter 4</p> <p>Fernandez, N., Insera, A. (2013). Disproportionate classification of ESL students in U.S. Special Education. TESL Electronic Journal.</p>	<p>Week 9, 10</p> <p>Week 10 Assignment: Referral Checklist</p>
<p>Week 11</p> <p>Assessing English: Forms, functions, code-based, meaning-based skills</p>	<p>Lesaux, N. & Marietta, S. (2012). <i>Making Assessment Matter. Using Test Results to Differentiate Reading Instruction.</i> Chapter 2</p> <p>Coelho, E. (2004). Chapter 3</p> <p>Coelho, E. (2004). Chapter 4</p>	Week 11
<p>Week 12</p> <p>Large Scale Assessments and EAL Learners</p>	<p>Law, B. & Eckes, M. (2007). Chapter 2</p> <p>Presentations on two large-scale assessments: Fountas and Pinnell (F & P) // Diagnostic Reading Assessment (DRA)</p>	Week 12
<p>Week 13</p> <p>Final Project</p>		Week 13 Final Project

8. Enrolment. Expected enrollment: 20

From which colleges? Course candidate will be teachers with a B. Ed. Degree and at least one year of teaching experience. It will also be available as an elective for M. Ed candidates in the Department of Curriculum Studies, College of Education.

9. Student evaluation.

Assignment	Marks
Oral Presentation	5%
Language Scale Comparison	10%
Midterm Interview	20%
Referral Checklist	20%
Final Project	45%
Total	100%

10. Required text:

Required texts and readings are listed in the course outline.

11. Resources:

Proposed Instructor: TBD

How does the department plan to handle the additional teaching or administrative workload?
As this is an on-line course, a sessional instructor will be hired.

Are sufficient library or other research resources available for this course? Yes.

- Online readings
- Stewart Resources Centre, STF Building
- College of Education library
- University Language Centre library

Are any additional resources required (library, audio-visual, technology, etc.)?

- No

12. **Date of Implementation**

To be offered: Annually, with course to be available September 2016.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:
2. Information required for the Catalogue
 - 2.1 Label & Number of course: ECUR 493.3
 - 2.2 Title of course: Individual Project: English as an Additional Language
 - 2.3 Total Hours: Seminar (39 hrs) Online
 - 2.4 Weekly Hours: Independent Studies – Seminar (3 hrs) online
 - 2.5 Term in which it will be offered: T1, T2, Intersession and Summer Session (as necessary for program)
 - 2.6 Prerequisites: ECUR 291.3, ECUR 391.3 ECUR 393.3, ECUR 491.3, ECUR 492.3
 - 2.7 Calendar description:

The purpose of this course is to provide an opportunity for students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of EAL as related to K-12 or adult education contexts. The central goal is to prepare the student as a reflective practitioner capable of conducting a critical review of the research, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others. Cohort groups will address evolving needs within their particular contexts.

2.8 Any additional notes

3. **Rationale for introducing this course**

As reflective practitioners working on an individual project that is of personal interest, students will have the opportunity to direct their own learning and gain in-depth knowledge about an EAL topic that is particularly relevant to their own professional practice. The course will use inquiry-based learning techniques to support teacher reflection. This is a required course for completion of the Post-Degree Certificate in English as an Additional Language. It is also required as one of two course options for completion of the CERTESL program.

4. **Learning Objectives for this course**

By completing the course, students will:

- direct their own learning on a topic of professional interest or relevance related to EAL;
- conduct a literature review on the selected topic;
- demonstrate applicability of current research to the classroom context;
- reflect on ways to incorporate the learning into their own professional practice;

- prepare to deliver a presentation on the topic to staff or colleagues; and,
- demonstrate specialized knowledge by presenting the topic to a class cohort.

The intent of the individual project is to personalize the learning experience so that students gain in-depth knowledge about an area of study related to EAL that will be an asset to classroom planning, instruction or assessment of English language learners in K-12 and adult learning contexts. As Saskatchewan schools are open to students until they reach the age of 22, extended knowledge about English language support programs for various age groups is beneficial for transitions within and beyond schooling to post-secondary or career goals.

5. **Impact of this course**

Students will have opportunities to grow in their understanding of an area of specific interest, while integrating content and experiences from their own teaching practice into the selected project. This course allows for an introspective look at ways to provide meaningful, effective support to students who are learning English and learning in English in the context of K-12 schooling or in adult learning settings.

6. **Other courses or program affected** (please list course titles as well as numbers).

The programs of other departments or Colleges are not affected by this course. The course presents an opportunity to strengthen professional support to both K-12 educators and CERTESL candidates working in diverse educational settings. No courses will be deleted.

Is this course to be required by your majors, or by majors in another program?

This course will be required for the Post-Degree Certificate in English as an Additional Language. It will also be available as an elective for M. Ed candidates in the Department of Curriculum Studies, College of Education. The course is one of two required courses for CERTESL program completion at the U of S.

7. **Course outline and schedule** - The course has four major phases to be completed in 13 weeks.

Phase		Readings	Schedule and Assignment Due Dates
	Getting Started	See course content in Blackboard for information on Textbook Readings and links to online material Perdue Online Writing Lab (OWL) https://owl.english.purdue.edu/ Conducting a Literature Review http://www.waikato.ac.nz/library/study/guides/literature_review	Week 1 • Getting Started Introductory Module. • Information to be posted in Blackboard. • An <i>Individual Project Content Outline</i> will be posted in Blackboard.
1	Development of the Individual Project Proposal	Communities of Practice (CoP) http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/ OWL – APA Style https://owl.english.purdue.edu/owl/resourc	Week 2 • CoP cohort groups established; • Literature review guidelines and topics are discussed Week 3 • Present Draft Individual Project Proposals to

		e/560/01/	CoP cohort group • <u>CoP Feedback on proposals</u>
2	Development of Individual Project Proposal and Literature Review	http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx	Week 4 • Refine Individual Project Proposal • Conduct Literature Review Week 5 • Individual Project Proposal and abbreviated Literature Review
3	Preparation and Presentation of the Staff Development Module		Weeks 6, 7, 8, 9 • Preparation of Staff Development Module • Continued work on Individual Project Weeks 10, 11 • Presentation of Staff Development Modules • <u>CoP Discussion</u>
4	Submission of the Final Product for Evaluation	Final Product The Individual Project is a paper that includes a literature review, analysis of the topic, and a reflection on ways to incorporate the knowledge effectively into professional practice. The Staff Development Module is a presentation package that is ready to be shared with staff or colleagues at a professional learning workshop or event.	<u>Week 12: Final Product Due</u> Submission of the Individual Project Staff Development Module posted on Blackboard. Week 13 <u>CoP: Shared PL Activity</u>

8. **Enrolment:** Expected enrollment is 20.

From which colleges? College of Education and CERTESL Program.
Students from other education colleges or faculties may enroll in coming years due to online delivery and accessibility.

9. **Evaluation:** Grading Scheme

Assignment	Marks
Individual Project Proposal and Literature Review	20%
Presentation of the Staff Development Module	30%
Final Product (Parts 1 and 2)	45%
CoP Discussion	5%
Total	100%

10. **Required Reading**

OWL – APA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/560/01/>

Conducting a Literature Review

http://www.waikato.ac.nz/library/study/guides/literature_review

Communities of Practice – a brief introduction

<http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf>

Troyka, L.Q., & Hesse, D. (2012). *Quick access reference for writers* (4th Canadian Edition). Pearson Canada. ISBN: 978-0-205-00225-2.

Supplementary Resources

APA – The Basics of APA Style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Jean Lave, Etienne Wenger and communities of practice

<http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/>

11. **Proposed instructor(s): TBA**

How does the department plan to handle the additional teaching or administrative workload?
As this is an on-line course, distance facilitators will be hired under ASPA tutor-marker contract.

The current course will replace TESL 43, which is a requirement for the CERTESL program. The CERTESL course is taught by a distance instructor. This new course will add another sessional instructor specifically for the K-12 cohort group.

Are sufficient library or other research resources available for this course?

- Online readings
- Stewart Resources Centre, STF Building
- College of Education library
- University Language Centre library

Are any additional resources required (library, audio-visual, technology, etc.)?

- No

12. **Date of Implementation**

To be offered: Annually, with course to be available September 2016.



UNIVERSITY OF
SASKATCHEWAN

COURSE SYLLABUS

COURSE TITLE: Individual Project: English as an Additional Language
COURSE CODE: ECUR 493.3
COURSE CREDITS: 3
CLASS SECTION: 01
CLASS LOCATION:
CLASS TIME:
WEBSITE:

Course Description

The purpose of this course is to provide an opportunity for students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of EAL as related to K-12 or adult education contexts. The central goal is to prepare the student as a reflective practitioner capable of conducting a critical review of the research, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others. Cohort groups will address evolving needs within their particular contexts.

Prerequisites: ECUR 291.3, ECUR 391.3 ECUR 393.3, ECUR 491.3, ECUR 492.3

Learning Outcomes

Students will be guided, with the support of an on-line instructor, into investigating a topic of personal interest. By completing the course, students will:

- direct their own learning on a topic of professional interest or relevance related to EAL;
- conduct a literature review on the selected topic;
- demonstrate applicability of current research to the classroom context;
- reflect on ways to incorporate the learning into their own professional practice;
- prepare to deliver a presentation on the topic to staff or colleagues; and,
- demonstrate specialized knowledge by presenting the topic to a class cohort.

➤ **Instructor(s)**
TBD

Course Overview

As reflective practitioners working on an individual project that is of personal interest, students will have the opportunity to direct their own learning and gain in-depth knowledge about an EAL topic that is particularly relevant to their own professional practice.

The intent of the individual project is to personalize the learning experience so that students gain in-depth knowledge about an area of study related to EAL that will be an asset to classroom planning, instruction or assessment of English language learners in K-12 and adult learning contexts. As Saskatchewan schools are open to students until they reach the age of 22, extended knowledge about English language support programs for various age groups is beneficial for transitions within and beyond schooling to post-secondary or career goals.

Students will be guided by the course instructor in the selection of their topic and in the writing of the project proposal.

The selection of EAL topics is widespread. For K-12 education, topics may include, but are not limited to: linguistic and cultural profiles of learners; settlement needs; vulnerability factors; instruction and assessment practices; content-based language learning; language reference scales, including the Common Framework of Reference (CFR); EAL learners and math; EAL learners and science; EAL for primary learners; EAL for elementary learners; EAL for secondary learners or young adults; EAL support for target populations (e.g., Indigenous, Hutterian, Francophone learners); parent engagement; community engagement; policies, practices and procedures related to EAL; selection and development of EAL courses, materials or resources; language difference or learning challenge/disability; the needs of refugee learners; the effects of interrupted schooling, trauma or war; faith-based practices and the school curriculum.

Topics for EAL in the adult learning context may include, but are not limited to: linguistic and cultural profiles of older learners; adult literacy and numeracy development; age, disability, or other factors in language development and/or cultural adaptation; vulnerability factors and systemic barriers for immigrant, refugee and/or Indigenous learners in education, employment or society in Canada; the immigrant learner and cultural pluralism in Canada; language program development; English for academic purposes; applications of language reference scales, particularly the Canadian Language Benchmarks (CLBs); applications of the Essential Skills for employment in the adult EAL context; alternative assessment models including Portfolio-based Language Assessment; resource selection for particular adult populations or for particular adult learning priorities; materials development for adult learners; curriculum development for adult learners; intercultural learning and cultural adaptations; community integration; community engagement; policies, practices and procedures related to adult EAL program and learner populations (federal, provincial or institutional); trauma-related needs.

The above suggestions were developed with explicit reference to Canadian contexts. However, participants who teach or are planning to teach outside of Canada will be encouraged to explore topics that may be more relevant to their particular professional needs.

ECUR 493.3 is a required course for completion of the Post-Degree Certificate in English as an Additional Language. It is also required as one of two course options for completion of the CERTESL program.

Course Schedule

The course has four major phases to be completed in 12 weeks.

Phase		Readings	Schedule and Assignment Due Dates
	Getting Started	See course content in Blackboard for information on Textbook Readings and links to online material Perdue Online Writing Lab (OWL) https://owl.english.purdue.edu/ Conducting a Literature Review http://www.waikato.ac.nz/library/study/guides/literature_review	Week 1 <ul style="list-style-type: none"> Getting Started Introductory Module. Information to be posted in Blackboard. An Individual Project Content Outline will be posted in Blackboard.
1	Development of the Individual Project Proposal	Communities of Practice (CoP) http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/ OWL – APA Style https://owl.english.purdue.edu/owl/resource/560/01/	Week 2 <ul style="list-style-type: none"> CoP cohort groups established Literature review guidelines and topics are discussed. Week 3 <ul style="list-style-type: none"> Present Draft Individual Project Proposals to CoP cohort group CoP <u>Feedback</u> on proposals.
2	Development of Individual Project Proposal and Literature Review	http://www.apastyle.org/learn/tutorials/basic-tutorial.aspx	Week 4 <ul style="list-style-type: none"> Refine Individual Project Proposal Conduct Literature Review on the selected topic Week 5 <ul style="list-style-type: none"> Individual Project Proposal and abbreviated Literature Review Due
3	Preparation and Presentation of the Staff Development Module		Weeks 6, 7, 8, 9 <ul style="list-style-type: none"> Preparation of Staff Development Module Continued work on Individual Project Weeks 10, 11 <ul style="list-style-type: none"> Presentation of Staff Development Modules CoP Discussion – comments, observations after each week's

			presentations
4	Submission of the Final Product for Evaluation	<p>Final Product The Individual Project is a paper that includes a literature review, analysis of the topic, and a reflection on ways to incorporate the knowledge effectively into professional practice.</p> <p>The Staff Development Module is a presentation package that is ready to be shared with staff or colleagues at a professional learning workshop or event.</p>	<p>Week 12: Final Product Due Submission of the Individual Project Staff Development Module posted on Blackboard.</p> <p>Week 13 <u>CoP Shared PL Activity</u>: Cohort groups present project summaries as one class. Students have access to a repository of new knowledge about EAL in K-12 and adult learning contexts.</p>

➤ Midterm and Final Examination Scheduling

Week 5 - Students are expected to submit their Individual Project Proposal and abbreviated Literature Review for evaluation.

Weeks 10, 11 – Students are expected to present their Staff Development Module to the CoP cohort group and instructor.

Week 12 – Students are expected to submit their Final Product for evaluation.

➤ Length and Mode of Final Examination

The final products to be submitted are the **Individual Project** and the **Staff Development Module**.

Students will participate in a culminating CoP activity that allows for a brief exchange of project summaries across cohort groups.

Instructor Information

- **Contact Information** TBD
- **Office Hours** TBD
- **Instructor Profile** To be supplied.

Required Resources

- **Readings/Textbooks**

Troyka, L.Q., & Hesse, D. (2012). *Quick access reference for writers* (4th Canadian Edition). Pearson Canada. ISBN: 978-0-205-00225-2.

Textbooks are available from the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

Additional required readings will be listed in the course outline.

➤ Electronic Resources

OWL – APA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/560/01/>

Conducting a Literature Review
http://www.waikato.ac.nz/library/study/guides/literature_review

Communities of Practice – a brief introduction
<http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf>

➤ Supplementary Resources

APA – The Basics of APA Style
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Jean Lave, Etienne Wenger and communities of practice
<http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/>

Grading Scheme

Assignment	Marks
Individual Project Proposal and Literature Review	20%
Presentation of the Staff Development Module	30%
Final Product – Individual Project	45%
CoP Discussion	5%
Total	100%

Evaluation Components

Writing Support

Students taking ECUR 493.3 online can use the free service provided by the Distance Education Writing Centre. The Writing Centre provides tools and support to help you write effective essays, reports or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the Writing Centre at: <https://ccde.usask.ca/distanceeducation/ccdewritingcentre>

The Student Learning Centre provides a similar service:
<http://library.usask.ca/studentlearning/academic-help/writing-help.php#WritingCentreWorkshops>

Students on campus may access the Writing Help Centre in the Murray Building
(<http://library.usask.ca/studentlearning/academic-help/writing-help.php>)

➤ Midterm Assignment

Value: 20% of final grade

Due Date: Week 5 - See Course Schedule

Type: Students present their Individual Project Proposal and abbreviated Literature Review on the selected EAL topic.

Description:

Phase 1 – Weeks 2 & 3 - Through a *dialogue* with the instructor, the student develops the draft project proposal. The proposal should include the following:

- an outline of content (three to five pages in length)
 - topic of study
 - six to ten key references to be consulted
 - purpose of the project
 - list of questions to be answered and a plan for how they will be answered
- a short reference list
- a brief summary of the components of the final product (e.g., written paper, written paper plus video recording, online presentation, etc.)

Phase 2 – The student receives feedback from the CoP in Week 3. The student refines the project proposal and develops an abbreviated literature review. In Week 5, the student will submit the Individual Project Proposal (at least five pages in length), which will include:

1. Working Title
2. Statement of Purpose
3. Research Questions
4. Abbreviated Literature Review
5. References (6-10)

Please note that #1-5 are live links in the Blackboard Course.

The proposal must be submitted via Blackboard email to the instructor using Word or Adobe PDF.

➤ **Presentation Module**

Value: 30% of final grade

Due Date: Weeks 10, 11 - See Course Schedule

Type: Students present a Staff Development Module to the CoP cohort group and instructor.

Description:

Phase 3 - The literature review should have applicability to the role of the EAL specialist in either the K-12 or adult-based context. The task here is to develop a professional learning (PL) module that reflects salient points in the literature that are applicable to the field of EAL and that have been learned through this process. Such a PL module should identify the intended audience, for example: fellow teachers, administrators, human service professionals from other educational sectors, community partners or agencies, parents, or students. The PL module should also clarify in what ways this information improves our understanding of our students, fellow educators, classroom instruction, assessment, K-12 curricular needs or adult education needs.

The presentation module should be delivered in synchronous online mode using a workshop or webinar* format. It may include some or all of the following components: agenda or overview; slide presentation; handout material; group activity; opportunities for feedback; personal experiences or testimonials; list of references; additional resources; evaluation form.

Students should create the type of presentation that they would enjoy attending!

**Webinar – a live online educational presentation during which participating viewers may submit questions or comments.*

Workshop Sample (to be adapted for online presentations)

Introduction	Personal Introduction Purpose of the workshop Outline of workshop Motivational set (e.g., short survey, true/false question, visual representation)
Information	Theory and Practice Reference to posted materials or handouts
Demonstration	Link information to a visuals, artifacts, or hands-on learning
Summary/debrief	Key research points, details, findings, conclusions
Personal sharing	Invite participants to share personal stories Testimonials linked to the presentation
References	Reference sheet Additional resources or sources of support

Evaluation Feedback on the workshop

➤ **Participation (Discussion Forums for online classes)**

Value: 5% of final grade

Due Date: Due dates will be included in the Course Schedule.

Type: A Discussion will be a thread created by each student and contributed to the CoP. Students will post ideas within their own thread and provide input or feedback to students in the cohort group, as outlined in the course schedule.

Description: Students may contribute comments to their own discussion thread at any time. Posts for CoP discussions will generally be due one week following each CoP discussion opportunity (Week 4; Weeks 11-12; Week 13). During each CoP discussion phase, students will be required to post a comment on their own discussion thread as well as on the discussion thread of at least 3 student presenters. A minimum number of postings will be required to earn the full participation mark.

Comments in discussion threads must be objective, constructive or positive (encouraging, supportive, etc.). Information that is shared should be relevant to the topic.

The CoP discussion threads are separate from comments or discussions with the instructor.

➤ **Submission of Final Project for Evaluation**

Value: 45% of final grade

Date: See Course Schedule

Length: The Individual Project should include the content as outlined in the Project Content Outline. The length requirements of the body of your Individual Project are 25 to 30 pages.

Type: The Individual Project is a paper that includes a literature review, analysis of the topic, and a reflection on ways to incorporate the knowledge effectively into professional practice.

Description:

Phase 4 – The Individual Project must be emailed to your instructor through the course email. The Staff Development Module will be submitted for posting in Blackboard. These items are the products of hard work and much research. There will be an opportunity to share information about each student's Individual Project during Week 13. Staff Development Modules will be available for review on Blackboard until the end of the term.

Should you wish to retain copyright protection of your Staff Development Module, this must be identified on the introductory page (or opening slide) of the module.

Submitting Assignments

All components of the course will be submitted to the instructor via Blackboard Mail Tool.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the Course Content within Blackboard. Consult the course calendar to find out the exact due dates for assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper. Contact the instructor at any time if you have questions.

Carefully read the instructions below so that you know what is expected in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
2. Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics. APA style is required for all citations including personal correspondence. If you are unsure of your writing, contact the Writing Centre using the link provided in this Syllabus.
4. Plagiarism is a serious offense. If you use resources (books, journals, newspaper articles, discussions with others, etc.), you must cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct.
5. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in the event that they are misplaced or lost.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;

- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Attendance Expectations

The university calendar states that:

“Regular and punctual attendance is expected of students in their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work may be excluded from the final examination”.

When applied to this course, this statement shall mean that a student is allowed to be absent from at most 4 hours of class time per 3-credit course (10% of the total number of class hours.

When the student has been absent for 3 hours of class time without providing the instructor with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. After five hours of absenteeism, the instructor can exercise the right to exclude the student from submitting the final product. Students having valid reasons for being absent from class (illness, accident, death of family member, etc.) shall provide the instructor with appropriate evidence to support the reasons given. For College of Education Professional Accountability Statement, see: <http://www.usask.ca/education/current-students/undergraduate/first-year-candidates/student-responsibilities.php>

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are

strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php> , or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

➤ Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

➤ Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

➤ College Supports

Support is provided through the CERTESL program and DOC.

Acknowledgements

Course Contributor(s) The course ECUR 493.3 is based on a course design originally developed for EPSE 570.3 within the College of Education. The design was supported by the Technology Enhanced Learning Program (TEL) and funded by the Ministry of Advanced Education, Employment and Labour, Province of Saskatchewan.

COURSE SYLLABUS

COURSE TITLE:	Approaches to Assessment with EAL Learners
COURSE CODE:	ECUR 492.3
COURSE CREDITS:	3
CLASS SECTION:	01
CLASS LOCATION:	
CLASS TIME:	
WEBSITE:	

Course Description

This course provides a comprehensive overview of approaches to assessment that impact English language learners in school-based contexts. Students will compare major language reference scales and their applicability to classroom curricular needs. Current approaches to EAL initial assessment and ongoing assessment in Saskatchewan schools will be examined. Students will have opportunities to discuss research on assessment practices with EAL learners and to identify vulnerability factors that affect the progress of linguistically and culturally diverse learners at school.

Prerequisites: ECUR 291.3, ECUR 391.3

Learning Outcomes

Learning objectives for the course are:

- Demonstrate an understanding of assessment and evaluation, achievement of curriculum outcomes, and the addition of language outcomes for EAL learners.
- Compare the developmental stages of learning a first language with the process of learning an additional language.
- Examine major reference scales, their origins, target audience, and benchmarks of language progress.
- Examine approaches to assessing EAL learners in Saskatchewan: Initial Assessment Toolkit; Early Years Evaluation (EYE); Common Framework of Reference (CFR).
- Explore approaches to reporting EAL learner progress to students, parents and stakeholders.
- Investigate vulnerability factors that impact language progress for specific EAL populations, including indigenous, Hutterian, or refugee learners, and those with specific learning challenges.
- Examine the purpose of large scale assessments and their use with linguistically and culturally diverse learners.

- Identify English language forms, functions, code-based skills and meaning-based skills that require explicit instruction and assessment with EAL learners.

➤ **Instructor(s)**
TBD

Course Overview

Classroom assessment practices and large-scale assessments used in North American schools are generally designed for English-speaking students. Research indicates that, in past years, use of English language assessment tools has resulted in inaccurate profiling of the academic capabilities of linguistically and culturally diverse students, resulting in an overrepresentation of EAL learners in special education categories.

The course ECUR 492.3 allows students to develop a deeper understanding of issues involving school-based and system-wide assessment of EAL learners. Students will examine the stages of adding English to an existing first language foundation and the challenges EAL learners face when assessments are not compatible with student proficiency levels.

Within the course, students will have opportunities to focus on the Saskatchewan context through an examination of provincial language reference scales, initial and ongoing assessment tools, the early years evaluation and vulnerable EAL populations. Assignments and the final project will allow students to incorporate their own professional experiences with EAL learners and to explore solutions to school-based EAL assessment practices, including reporting methods with parents and other stakeholders.

The course highlights the correlation between language proficiency, academic learning, assessment, and achievement of outcomes. Through course readings and assignments, students will gain specialized knowledge about the development, selection, adaptation and use of assessment strategies that are appropriate for EAL learners at various stages of language proficiency.

To complete the course, students will examine issues involving the use of large-scale assessments with EAL learners, with the goal of ensuring that assessment results accurately reflect the academic abilities of EAL learners. First language literacy, prior schooling, cultural background, former location and lived experiences are a few of the factors that can impact assessment results and the subsequent delivery of EAL support in school divisions.

Course Schedule

The course outline, schedule and readings are provided in the table that follows.

Topics	Readings	Assignments
Week 1 Introduction to course	See course content in Blackboard for information on Textbook Readings and links to online material	
Week 2 Understanding Assessment and	Saskatchewan Ministry of Education. (2011). <i>Assessing, evaluating and reporting student progress. Supporting English language arts</i> . Author: Saskatchewan Online Curriculum. (pp. 2-12).	Assignment: Oral Presentation

<p>Evaluation through an EAL lens</p>	<p>http://earning2learning.ca/wp-content/uploads/2014/03/Assessing-Evaluating-and-Reporting-Student-Progress.pdf</p> <p>Coelho, E. (2004). Chapter 13: Planning Instruction and Assessment. <i>Adding English. A guide to teaching in multilingual classrooms</i>. Toronto, ON: Multilingual Matters. (pp.251-276).</p>	
<p>Week 3 First Language(s) and the addition of English</p>	<p>Freeman, D. & Freeman, Y. (2011). Chapter 6: What are key concepts, theories and models of bilingual education? <i>Between worlds: Access to second language acquisition</i>. Portsmouth NH: Heinemann. (pp.141-175)</p> <p>Coelho, E. (2012). Chapter 4: Differentiated instruction and assessment for newcomers and language learners. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters. (pp. 83-122).</p>	<p>Week 3</p>
<p>Week 4 Examining Language Reference Scales</p>	<p>Council of Ministers of Education in Canada. (2012). <i>Working with the Common European Framework of Reference (CEFR) for Languages in the Canadian context. Guide for policy-makers and curriculum designers</i>. Author: Ottawa.</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012: Listening, Speaking, Reading, and Writing. Available at: http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english</p> <p>Canadian Language Benchmarks (CLB) – Guest presenter from CERTESL</p> <p>International English Language Testing System (IELTS) – guest presenter from SK Polytechnic</p>	<p>Weeks 4</p> <p>Assignment: Language Scale Comparison</p>
<p>Week 5 SK Context: Initial Assessment</p> <p>Week 6 SK Context: Use of the EYE For PreK, K</p> <p>Week 7 SK Context: Use of the CFR in Gr. 1-12</p>	<p>Ontario Ministry of Education. (2012). STEP Initial Assessment. Author: EduGains. http://www.edugains.ca/resourcesELL/Assessment/STEP/STEP_InitialLanguageAssessment/STEPUserGuide_InitialAssessment_June2012.pdf</p> <p>Presentation: Saskatchewan Ministry of Education: Initial Assessment Toolkit. Guest speakers ministry and/or school division assessor</p> <p>Guest presenter: School division (EYE) administrator or assessor.</p> <p>Saskatchewan Ministry of Education. (2013). <i>The Early Years Evaluation for Children Learning English as an Additional Language</i>. Professional Learning Series.</p> <p>Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL)</i>. Regina, SK: Author. Available at: http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal</p> <p>Related documents: CFR Writing/Reading companion documents</p>	<p>Week 5, 6, 7</p> <p>Week 7</p> <p>Midterm Assignment: Interview</p>
<p>Week 8 Reporting to students, parents, and stakeholders</p>	<p>Law, B. & Eckes, M. (2007). Chapter 6: Recording your observations through checklists, rubrics, anecdotes, and conferences. <i>Assessment and ESL. An alternative approach</i>. 2nd Edition. Winnipeg: Portage & Main Press. (pp. 157-179).</p> <p>Law, B. & Eckes, M. (2007). Chapter 9: Presenting the information to stakeholders. <i>Assessment and ESL. An alternative approach</i>. 2nd Edition. Winnipeg: Portage & Main Press. (pp. 217-244).</p>	<p>Week 8</p> <p>Interview Due</p> <p>Begin work on Final Project. Be sure to cite sources</p>

<p>Week 9 Vulnerable Learners: EAL Indigenous learners</p> <p>Week 10 Vulnerable Learners: EAL plus Learning Challenges</p>	<p>Epstein, R. (2009). <i>The languages we speak: Aboriginal learners and English as an additional language. A literature review of promising approaches and practices.</i> Winnipeg: Manitoba Education, Citizenship and Youth. http://www.edu.gov.mb.ca/k12/docs/reports/languages we speak/full report.pdf</p> <p>Law, B. & Eckes, M. (2007). Chapter 4: Emerging literacy. <i>Assessment and ESL. An alternative approach.</i> 2nd Edition. Winnipeg: Portage & Main Press. (pp. 79-113).</p> <p>Fernandez, N., Inserra, A. (2013). Disproportionate classification of ESL students in U.S. Special Education. <i>TESL Electronic Journal.</i> August 17(2). http://www.tesl-ej.org/wordpress/issues/volume17/ej66/ej66a1/</p>	<p>Week 9, 10</p> <p>Week 10 Assignment: Referral Checklist</p>
<p>Week 11 Assessing English: Forms, functions, code-based, meaning-based skills</p>	<p>Lesaux, N. & Marietta, S. (2012). Chapter 2: Why Many Readers Fail. <i>Making Assessment Matter. Using Test Results to Differentiate Reading Instruction.</i> London: Guilford Press. (pp.14-29).</p> <p>Coelho, E. (2004). Chapter 3: I say tomato: The sound system of English. <i>Adding English. A guide to teaching in multilingual classrooms.</i> Toronto, ON: Multilingual Matters. (pp.53-66).</p> <p>Coelho, E. (2004). Chapter 4: No more red pen: Teaching English grammar. <i>Adding English. A guide to teaching in multilingual classrooms.</i> Toronto, ON: Multilingual Matters. (pp.67-89).</p>	<p>Week 11</p> <p>Referral Checklist Due</p>
<p>Week 12 Large Scale Assessments and EAL Learners</p>	<p>Law, B. & Eckes, M. (2007). Chapter 2: Testing vs. alternative forms of assessment. <i>Assessment and ESL. An alternative approach.</i> 2nd Edition. Winnipeg: Portage & Main Press. (pp. 21-41)</p> <p>Presentations on two large-scale assessments: Fountas and Pinnell (F & P) // Diagnostic Reading Assessment (DRA)</p>	<p>Week 12</p>
<p>Week 13 Final Project</p>		<p>Week 13 Final Project – Information Night: Assessment At Our School</p>

➤ **Midterm and Final Examination Scheduling**

Week 9 – Midterm Assignment – Submitted online

Week 13 – Final Project – Submitted online.

➤ **Length and Mode of Final Examination**

Students will have 3 hours to complete the final exam. The exam will be a combination of two parts. One-half of the exam questions will be posted on Blackboard and shared with students in Week 12. The other half of the exam will be new and presented on the exam date. Students are to answer all questions during the 3 hour time block.

Instructor Information

- **Contact Information** TBD
- **Office Hours** TBD
- **Instructor Profile** To be supplied.

Required Resources

➤ Readings/Textbooks

PDF versions of selected readings will be available in Blackboard. Required texts are listed below.

Coelho, E. (2004). *Adding English. A guide to teaching in multilingual classrooms*. Toronto, ON: Multilingual Matters.

Coelho, E. (2012). *Language and learning in multilingual classrooms: A practical approach*. Toronto, ON: Multilingual Matters.

Law, B. & Eckes, M. (2007). *Assessment and ESL. An alternative approach*. 2nd Edition. Winnipeg: Portage & Main Press.

Textbooks are available from the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

➤ Electronic Resources

OWL – APA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/560/01/>

➤ Supplementary Resources

APA – The Basics of APA Style
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Baker, C. (2011). Chapter 13. Effective schools and classrooms for bilingual students. *Foundations of bilingualism and bilingual education*. Toronto, ON: Multilingual Matters. (pp. 283-310).

Grading Scheme

Assignment	Marks
Oral Presentation	5%
Language Scale Comparison	10%
Midterm Interview	20%
Referral Checklist	20%
Final Project	45%
Total	100%

Evaluation Components

➤ Assignment: Oral Presentation

Value: 5% of final grade

Due Date: Varies by student

Description: At the beginning of each class, 1 or 2 students will present a short (1-5 minute) online audio or video segment about a challenging situation they have faced or a colleague has faced when assessing an EAL learner. Students will sign up for their preferred day to make this presentation to the class. When presenting, the student is expected to:

1. Introduce the assessment situation and relevant details, without divulging names, dates or locations.
2. Provide a brief profile of the EAL learner (linguistic and cultural background, EAL proficiency level, other relevant details).
3. Explain why the situation became challenging.
4. Facilitate a short discussion online by posing at least 2 discussion questions for the class to answer (5 minutes).

You will be evaluated out of 5 marks.

➤ Assignment: Language Scale Comparison

Value: 10 % of final grade

Due Date: Week 5 – See the Course Schedule

Description: Using a Venn Diagram graphic organizer, compare the CFR with one other reference scale, selected from those studied in the course or one selected after consultation with the instructor. The comparison will be a comprehensive overview of the unique features of each reference scale as well as commonalities in the scales. The following features should be

considered: target audience, purpose, length, design, administration, scales/levels, language skills, method of reporting results (8 marks). Complete this assignment with a brief commentary on your preferred scale, citing reasons or examples to support your view (2 marks).

You will be evaluated out of 10 marks.

➤ **Midterm Assignment: Interview**

Value: 20% of final grade

Due Date: Week 8 - See Course Schedule

Type: Interview

Description: Conduct an interview with a school division assessor who has administered one of the following: the EAL initial assessment for newcomers, the Early Years Evaluation (EYE) or the Common Framework of Reference (CFR). The results of the interview will be reported as a feature newspaper article for an educational newsletter. The article will be no longer than 5 pages in length and formatted as per Assignment Guidelines.

The assignment exists to allow students to direct their own learning in order to become informed about the selected assessment tool. You will decide the interview questions and conduct the interview as a reporter seeking to understand the purpose, content, administration and reporting features of the assessment tool. You will also include relevant explanatory references to the developers or sources of each reference tool.

➤ **Assignment: Referral Checklist**

Value: 20 % of final grade

Due Date: Week 11 - See the Course Schedule.

Type: Referral Checklist

Description: Students will construct an EAL Learner Referral Checklist for EAL learners who exhibit signs or behaviours indicative of learning needs/challenges beyond English language learning. You will justify the components of your assessment checklist in a written summary. The summary should not exceed three pages in total. Statements made in this written summary should be supported by external documentation (i.e., class readings, peer-reviewed books or journal articles) with citations following current American Psychological Association (APA) referencing guidelines. A reference section for the entire assignment should be included listing all the sources used following APA referencing guidelines.

➤ **Final Project**

Value: 45% of final grade

Date: Week 13 - See Course Schedule

Length: Varied

Type: Presentation Package – Assessment at our School

Description: You are having a newcomer parent night at your school and your task is to help parents who are new to Canada understand how EAL progress and subject area progress are assessed within your school. Your principal has asked you to create a Parent Presentation (20-30 minutes) and take-home materials for this presentation. The take-home package should contain items that you think would be beneficial for newcomer parents to have in hand, such as:

- a) an introductory letter to parents from the principal and/or classroom teacher
- b) the school's communication with parents about student progress (reporting schedule, grading scheme, three-way conferences)
- c) an explanation of EAL assessment (initial assessment, ongoing assessment, benchmarks/scale for language progress)
- d) the process of referral for additional assessment beyond EAL
- e) any other relevant components of the assessment and reporting process (e.g., the role of parents in supporting their child at school).

To complete this project, you may incorporate relevant segments of previous assignments from this class. Keep in mind linguistic and cultural factors that may impact the success of this presentation and indicate how you would address these factors.

Submitting Assignments

All components of the course will be submitted to the instructor via Blackboard Mail Tool.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the Course Content within Blackboard. Consult the course calendar to find out the exact due dates for assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper. Contact the instructor at any time if you have questions.

Carefully read the instructions below so that you know what is expected in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
2. Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics. APA style is required for all citations including personal correspondence. If you are unsure of your writing, contact the Writing Centre using the link provided in this Syllabus.
4. Plagiarism is a serious offense. If you use resources (books, journals, newspaper articles, discussions with others, etc.), you must cite your sources. Failure to do so is

plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct.

5. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in the event that they are misplaced or lost.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;

- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Attendance Expectations

The university calendar states that:

“Regular and punctual attendance is expected of students in their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work may be excluded from the final examination”.

When applied to this course, this statement shall mean that a student is allowed to be absent from at most 4 hours of class time per 3-credit course (10% of the total number of class hours. When the student has been absent for 3 hours of class time without providing the instructor with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. After five hours of absenteeism, the instructor can exercise the right to exclude the student from submitting the final product. Students having valid reasons for being absent from class (illness, accident, death of family member, etc.) shall provide the instructor with appropriate evidence to support the reasons given. For College of Education Professional Accountability Statement, see: <http://www.usask.ca/education/current-students/undergraduate/first-year-candidates/student-responsibilities.php>

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for

Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

➤ Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

➤ Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

➤ College Supports

Support for online delivery is provided through the DOC. All course texts will be accessible in the library.

Acknowledgements

Course Contributor(s) The content for this course was created and designed by: Nadia Prokopchuk, B.Ed., M.Ed.; EAL Special Advisor to the College of Education (2015-16), Senior Program Manager, EAL & Languages, Ministry of Education.



COURSE SYLLABUS

COURSE TITLE:	Language and Content: Instructional Approaches for EAL Learners
COURSE CODE:	ECUR 491.3
COURSE CREDITS:	3
CLASS SECTION:	01
CLASS LOCATION:	
CLASS TIME:	
WEBSITE:	

Course Description

The purpose of this course is to explore instructional approaches and strategies that are effective with EAL learners in PreK-12 classrooms. The course will focus on the learner's linguistic and cultural profile, the shift from conversational to academic language, the role of vocabulary-building, and the selection of instructional strategies and resources to support English language learning in classroom contexts. Students will have opportunities for classroom observation and reflection. They will also examine current research and evidence-based strategies for EAL support, with specific attention given to early years and high school EAL learners, and local target populations that include indigenous and heritage language speakers.

Prerequisites: ECUR 291.3, ECUR 391.3

Learning Outcomes

The course contains six central topics organized in modules.

- Creating Inclusive Environments
- EAL Learners in the Early Years
- Vocabulary-building for Academic Success
- Instructional Strategies for Language Progress
- Approaches to Learning Language through Content
- EAL and Specific Target Populations

Learning objectives for the course are:

- Examine ways to create inclusive environments for linguistically and culturally diverse learners in K-12 schools.
- Explore literacy development for dual language learners in the early years and primary grades.
- Investigate vocabulary building strategies that transition learners toward academic language for subject area needs.

- Consolidate knowledge about instructional strategies and adaptations aligned to proficiency levels.
- Investigate approaches to instructional planning that combine language outcomes with subject area outcomes.
- Identify the EAL needs of specific target populations, including indigenous learners, refugee learners or students with learning challenges

➤ **Instructor(s)**
TBD

Course Outline

The course targets the language needs of newcomer and local EAL learners. Newcomers arrive at any age and at any time of the school year. They represent diverse languages, cultures, educational backgrounds and circumstances. While local learners do not face the same place based adjustments as newcomers, they may also be linguistically and culturally diverse and require English support. In order to provide effective instruction and support to all students with EAL needs in Saskatchewan schools, classroom teachers must be prepared to adjust or adapt instruction in ways that are meaningful to their students and supportive of their progress with English language subjects. This course will provide teachers a repository of instructional approaches and strategies to support EAL learners as they learn English and learn in English in the classroom.

In Module 1, students will examine various approaches to making classrooms welcoming and inclusive for learners from diverse backgrounds, languages and cultures.

Module 2 looks specifically at young children with EAL needs and the process of gaining dual language literacy. The module focuses on current research about the role of first language literacy for learning additional languages, including English.

Module 3 investigates effective ways to help EAL learners build extensive vocabulary and make transitions from conversational to academic language. Academic language, or the language of schooling, is required for reading and comprehension of text-dense materials in the subject areas.

Module 4 allows students to consolidate knowledge about instructional strategies and adaptations, that also incorporate support for English language progress. The module presents an overview of the *Common Framework of Reference*, a reference scale used in Saskatchewan schools for determining progress with English language proficiency.

Module 5 investigates approaches to instruction that combine language outcomes with content outcomes. Two specific approaches will be examined and reviewed: *Sheltered Instruction Observation Protocol (SIOP)* and *Content and Language Integrated Learning (CLIL)*.

In Module 6, students will identify the specific needs of EAL learners within target populations, including indigenous learners, refugee learners and those with learning needs or challenges.

During the course, students will have opportunities for classroom observation and reflective

journaling. Observation provides students with a starting point for reflection, professional dialogue and action, with a view to improving instructional support for EAL learners in their own professional practice.

Course Schedule

The course outline, schedule and readings are provided in the table that follows.

Modules	Readings	Weekly Schedule
Introductory Module (1 week)	See course content in Blackboard for information on Textbook Readings and links to online material	Week 1 Introduction and course content outline.
Module 1 (1 week) Creating an Inclusive Environment	Chumak-Horbatsch, R. (2012). Chapter 2: A language portrait of young immigrant children. <i>Linguistically appropriate practice: A guide for working with young immigrant children</i> . Toronto: University of Toronto Press. (pp.21-35). Coelho, E. (2004). Chapter 2: Creating an inclusive classroom. <i>Adding English. A guide to teaching in multilingual classrooms</i> . Toronto, ON: Multilingual Matters. (pp.36-49).	Week 2 Inclusive environments for linguistically and culturally diverse learners Assignment: School profile: Will newcomers feel welcomed?
Module 2 (1 week) EAL Learners in the Early Years	Baker, C. (2011). Chapter 5. The early development of bilingualism. <i>Foundations of bilingualism and bilingual education</i> . Toronto, ON: Multilingual Matters. (pp. 92-113). Chumak-Horbatsch, R. (2012). Chapter 3: Classroom practices with young immigrant children. <i>Linguistically appropriate practice: A guide for working with young immigrant children</i> . Toronto: University of Toronto Press. (pp.37-48). Saskatchewan Ministry of Education. (2015). Module 8: Emerging literacy development and EAL learners. <i>Literacy practices in Kindergarten online workshop</i> .	Week 3 Dual language literacy and young EAL learners Assignment: School Profile Due
Module 3 (3 weeks) Vocabulary-building for academic success	Week 4 Baker, C. (2011). Chapter 8. Cognitive theories of bilingualism and the curriculum. <i>Foundations of bilingualism and bilingual education</i> . Toronto, ON: Multilingual Matters. (pp. 164-181). Beck, I. L., McKeown, M.G., & Kucan, L. (2002). Chapter 2: Choosing words to teach. <i>Bringing words to life: Robust vocabulary instruction</i> . New York: Guilford. (pp.) Hart, B., & Risley, T. (2003). The early catastrophe. The 30 million word gap by age 3. <i>American Educator: Spring</i> . Biemiller, A. (2001) Teaching vocabulary: Early, direct and sequential. <i>American Educator, Spring 2001</i> .	Week 4 Tiered vocabulary, comprehensible input and the demands of subject area language ➤ Observation, journal entry Week 5 Transitions from communicative to academic

	<p>Week 5 Coelho, E. (2007). – How long does it take? Lessons from EQAO data on English language learners in Ontario schools. <i>Inspire, The Journal of Literacy and Numeracy for Ontario</i>. Available at: www.edu.gov.on.ca/eng/literacynumeracy/inspire/equity/index.html</p> <p>Cummins, J. (n/d). BICS and CALP. Available at: www.iteachilearn.org/cummins/bicscalp.html</p> <p>Roessingh, H. & Elgie, S. (2009). Early language and literacy development among young English language learners: Preliminary insights from a longitudinal study. <i>TESL Canada Journal</i>, 26(2), Spring, 24-45.</p> <p>Week 6 Coelho E. (2012). Chapter 10: Vocabulary instruction in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters. (pp.307-344).</p> <p>Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL)</i>. Regina, SK: Author. Available at: http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal</p>	<p>language ➤ Observation, journal entry</p> <p>Week 6 Language proficiency levels and skill areas – listening, speaking, reading and writing ➤ Observation, journal entry</p> <p>Assignment – Midterm Individual Inquiry Project</p>
<p>Module 4 (2 weeks)</p> <p>Instructional Strategies for Language Progress</p>	<p>Week 7 Coelho E. (2012). Chapter 8: Oral language in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters. (pp.228-260).</p> <p>Gibbons, P. (2002). Chapter 6: Listening. An active and thinking process. <i>Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom</i>. Portsmouth NH: Heinemann. (pp.102-117).</p> <p>Week 8 Coelho E. (2012). Chapter 9: Reading and writing in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters. (pp.261-306).</p> <p>Roessingh, H. (2011). Family Treasures: A dual-language book project for negotiating language, literacy, culture and identity. <i>The Canadian Modern Language Review</i>. 67(1), 123-148.</p>	<p>Week 7 Midterm Project Due</p> <p>Week 7 Listening and Speaking strategies for EAL learners ➤ Observation, journal entry</p> <p>Week 8 Reading and writing strategies for EAL learners ➤ Observation, journal entry</p>
<p>Module 5 (2 weeks)</p> <p>Approaches to Learning Language Through Content</p>	<p>Week 9 Coelho, E. (2004). Chapter 12: Integrating Language and Content Instruction <i>Adding English. A guide to teaching in multilingual classrooms</i>. Toronto, ON: Multilingual Matters. (pp.217-275).</p> <p>Cummins, J. & Early, E. (2015). Chapter 3: What are the language demands of different content areas? <i>Big ideas for expanding minds. Teaching English language learners across the curriculum</i>. Don Mills, ON: Rubicon. (pp.32-45).</p> <p>Gibbons, P. (2002). Chapter 7: Language learning, learning through language, and learning about language. Developing an integrated curriculum. <i>Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom</i>.</p>	<p>Week 9 Learning Language Through Content: Lesson plans that combine language outcomes and content outcomes ➤ Observation, journal entry</p> <p>Week 10 Consideration for</p>

	<p>Portsmouth NH: Heinemann. (pp.118-139).</p> <p>Week 10 Roessingh, H. (2008). Variability in ESL Outcomes: The Influence of Age on Arrival and Length of Residence on Achievement in High School. <i>TESL Canada Journal</i>, 26(1), Winter, 87-106</p> <p>Overview of Two Language and Content Approaches: Guest lecturer: "Sheltered Instruction Observation Protocol" (SIOP) in our school division</p> <ul style="list-style-type: none"> ➤ Sheltered Instruction Observation Protocol model. Available at: http://siop.pearson.com/about-siop/ ➤ Harrop, E. (2012). Content and language integrated learning (CLIL): Limitations and possibilities. <i>Encuentro</i>, 21, 57-70. 	<p>high school EAL learners</p> <p>Reflective Journal Due</p>
<p>Module 6 (2 weeks)</p> <p>EAL and Specific Target Populations</p>	<p>Week 11 Guest speakers TBA: Indigenous languages and EAL needs; Hutterian learners</p> <p>Babae, N. (2011). Language challenges of aboriginal students in Canadian public schools. <i>First Nations Perspectives</i>, 4(1), 110-130.</p> <p>Week 12 Helmer, S., & Eddy, C. (2012). Chapter 6: Learning and literacy for "special" EAL learners. <i>Look at me when I talk to you</i>. Don Mills ON: Pippin. (pp.71-87).</p> <p>Manitoba Education. (2012). <i>Life after war: Education as a healing process for refugee and war-affected children Manitoba resource on refugee learners</i>. Available at: http://www.edu.gov.mb.ca/k12/docs/support/law/full_doc.pdf</p> <p>Robertson, K. (n/d). <i>How to address special education needs in the ELL classroom</i>. Colorín Colorado! Available at: http://www.colorincolorado.org/article/how-address-special-education-needs-ell-classroom</p>	<p>Week 11 Indigenous learners and other local EAL populations</p> <p>Week 12 Refugee learners or those with interrupted/no schooling</p> <p>Learners with special needs or challenges</p>
<p>Final Exam</p>	<p>Week 13</p>	<p>Week 13 Final Exam</p>

➤ **Midterm and Final Examination Scheduling**

Week 7 – Midterm Individual Inquiry Project Due

Week 13 – Final Exam – 3 hour written exam.

➤ **Length and Mode of Final Examination**

Students will have 3 hours to complete the final exam. The exam will be a combination of two parts. One-half of the exam questions will be posted on Blackboard and shared with students in

Week 12. The other half of the exam will be new and presented on the exam date. Students are to answer all questions during the 3 hour time block.

Instructor Information

- **Contact Information** TBD
- **Office Hours** TBD
- **Instructor Profile** To be supplied.

Required Resources

➤ Readings/Textbooks

PDF versions of selected readings will be available in Blackboard. Required texts are listed below.

Coelho, E. (2004). *Adding English. A guide to teaching in multilingual classrooms*. Toronto, ON: Multilingual Matters.

Coelho, E. (2012). *Language and learning in multilingual classrooms: A practical approach*. Toronto, ON: Multilingual Matters.

Chumak-Horbatsch, R. (2012). *Linguistically appropriate practice: A guide for working with young immigrant children*. Toronto: University of Toronto Press.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom*. Portsmouth NH: Heinemann.

Textbooks are available from the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

➤ Electronic Resources

Ontario Institute for Studies in Education. (n/d) Cummins, J. The role of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). University of Toronto. Webcast 8:41 min.
<http://www.beta.edugains.ca/newsite/ell2/webcasts.html>

Ontario Ministry of Education. (2013). Inquiry based learning. *Capacity Building Series*. Secretariat Special Edition #32.
https://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf

OWL – APA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/560/01/>

➤ Supplementary Resources

Alberta Education. (2009). *Working with young children who are learning English as a new language*. Available at: <https://education.alberta.ca/media/1093791/earlylearning.pdf>

APA – The Basics of APA Style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Helmer, S., & Eddy, C. (2012). *Look at me when I talk to you*. Don Mills ON: Pippin.

Klingner, J., Edwards, P. (2006). Cultural considerations with Response to Intervention models. *Reading Research Quarterly*. 41(1), 108-117.

Ontario Ministry of Education. (2005). *Many roots, many voices*. Available at: <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

Ontario Ministry of Education. (2007). *Supporting English language learners in Kindergarten*. Available at: <http://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>

Ontario Ministry of Education. (2008). *Supporting English language learners with limited prior schooling. A practical guide for Ontario educators*. Available at: http://www.edu.gov.on.ca/eng/document/manyroots/ELL_LPS.pdf

Sale, L., Sliz, L., & Pacini-Ketchabaw, V. (2003). Creating an inclusive climate for newly arrived students. In S. R. Schecter & J. Cummins (Eds.), *Multilingual education in practice* (pp. 17-31). Heinemann. Portsmouth NH.

U.S. Department of Education. (2013). *Sheltered Instruction Observation Protocol. What Works Clearinghouse Intervention Report*. Available at: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=460>

Van Patten, B. (2014). Creating comprehensible input and output. *The Language Educator*. Oct/Nov. 24-26.

Grading Scheme

Assignment	Marks
School Profile	5%
Midterm Inquiry Project	25%
Reflective Learning Journal	25%
Final Exam	45%
Total	100%

Evaluation Components

➤ Assignment: School Profile

Value: 5% of final grade

Due Date: Week 3 - See Course Schedule

Type: School profile - Will newcomers feel welcomed?

Students will post a profile of their school under the **Welcome** topic in the Discussion Forum. The profile will include the following:

- School demographics (be sure to exclude name and location of the school). Provide the following information: total population, composition of the newcomer EAL population, local cultural and linguistic diversity within the school. Students may need to conduct a brief interview with the school principal for these details.
- Diversity of staff (be sure to exclude names). Provide the following information about staff: languages spoken, cultural background; specialized skills (e.g., cross-cultural training, community language instructor). Students may need to conduct a brief interview with staff members for these details. Staff members must be assured of anonymity; they may choose not to divulge this information.
- Photos with a one sentence descriptor. Include photos to illustrate inclusive practices within the school and in classrooms (e.g., posters, displays, artifacts, events). At least 6 photos should be uploaded. Photos must be non-descript so that location, staff and students are not identified. Descriptors should refer to inclusive practice(s) in the photo.

Why am I required to do this?

There are three reasons that this assignment has been made a requirement for this course.

1. A school profile assists staff members to understand the diversity of the school population. Staff can work as a team to create an inclusive, welcoming environment.
2. A staff profile can reveal capabilities for language support or cross-cultural understanding to support EAL learners.
3. The use of visuals (e.g., photos, charts, diagrams) with EAL learners is an effective instructional strategy for content-based learning. The ability to upload photos/visuals is a skill that is transferable to the classroom.

How do I obtain photos?

1. Use a digital device, such as phone, tablet or digital camera.
2. When saving the photo to your computer desktop, ensure that you save a reasonable size of the image (under 60kb or 'actual size' on an iphone).

How do I upload an image onto Blackboard?

You can add an image as an attachment in the same way that you add a Word file. If you are confident using technology, you can use the text editor to place the image in the body of your thread.

➤ **Midterm: Individual Inquiry Project**

Value: 25% of final grade

Due Date: Week 7 - See Course Schedule

Type: Individual Inquiry Project

Description: The student will formulate inquiry questions on an EAL topic that is rooted in a personal classroom experience. The inquiry project will target a classroom instructional experience with (a) EAL learners in the early years, or (b) EAL learners in Grades 1-12. The inquiry project will include:

- a retrospective look at the classroom experience – the intent of the learning and the EAL issues that were unresolved;
- inquiry questions that explore the unresolved issues more deeply;
- insights gained from external sources (e.g., readings, research) that offer possible explanations and solutions;
- responses to the inquiry questions that will inform future practice; and,
- a revised lesson plan for the classroom experience that will resolve EAL issues and/or assist EAL learners to reach desired results.

➤ **Reflective Learning Journal**

Value: 25 % of final grade

Due Date: Week 10 - See the Course Schedule.

Type: The format for journal entries is provided in Blackboard. Citations for references are to follow APA referencing guidelines.

Description: The Reflective Learning Journal will contain seven entries. Six entries will reflect time spent observing EAL learners in a classroom setting. An Observation Protocol will be shared with students to support the process of observation and reflection. Observations may be focused on whole class, small group or tutorial instruction with EAL learners.

A final journal entry will be a summative essay that demonstrates analysis and synthesis of observations. The synthesis will include external references (i.e. maximum of four double-spaced pages). Statements made in this summative essay should be supported by external references (i.e., class readings or articles) with all citations following current APA referencing guidelines. This assignment will be submitted to the instructor via drop box by the due date listed in your syllabus/course schedule.

➤ **Final Exam**

Value: 45% of final grade

Date: See Course Schedule

Length: 3 hours

Type: Written exam.

Description: The exam will be a combination of two parts. In Week 12, Part 1 of the exam will be posted in Blackboard, allowing students time to consider their responses, which should include specific references to research or readings from the class. Part 2 of the exam will be presented on the exam date. Students are required to answer all questions from Parts 1 and 2 during the exam.

Submitting Assignments

All components of the course will be submitted to the instructor via Blackboard Mail Tool.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the Course Content within Blackboard. Consult the course calendar to find out the exact due dates for assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper. Contact the instructor at any time if you have questions.

Carefully read the instructions below so that you know what is expected in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
2. Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics. APA style is required for all citations including personal correspondence. If you are unsure of your writing, contact the Writing Centre using the link provided in this Syllabus.
4. Plagiarism is a serious offense. If you use resources (books, journals, newspaper articles, discussions with others, etc.), you must cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct.
5. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in the event that they are misplaced or lost.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Attendance Expectations

The university calendar states that:

“Regular and punctual attendance is expected of students in their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work may be excluded from the final examination”.

When applied to this course, this statement shall mean that a student is allowed to be absent from at most 4 hours of class time per 3-credit course (10% of the total number of class hours. When the student has been absent for 3 hours of class time without providing the instructor with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. After five hours of absenteeism, the instructor can exercise the right to exclude the student from submitting the final product. Students having valid reasons for being absent from class (illness, accident, death of family member, etc.) shall provide the instructor with appropriate evidence to support the reasons given. For College of Education Professional Accountability Statement, see: <http://www.usask.ca/education/current-students/undergraduate/first-year-candidates/student-responsibilities.php>

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must

follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php> , or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

➤ Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

➤ Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

➤ College Supports

Support for online delivery is provided through the DOC. All course texts will be accessible in the library.

Acknowledgements

➤ **Course Contributor(s)** The content for this course was created and designed by: Nadia Prokopchuk, B.Ed., M.Ed.; EAL Special Advisor to the College of Education (2015-16), Senior Program Manager, EAL & Languages, Ministry of Education.

Planning and Priorities Committee NOTICE OF INTENT for New Programs

Proposed Program: English as an Additional Language (EAL) Additional Qualifications Certificate

September 16, 2015

The Department of Curriculum Studies in the College of Education is proposing the development of an Additional Qualifications Certificate (AQC) that will provide Saskatchewan teachers with the opportunity to pursue professional training and certification in the area of English as an Additional Language (EAL).

To clarify terms used in this proposal, the acronym EAL is used in the context of K-12 schooling in Saskatchewan. The term describes students who speak other languages and require English for school purposes. The acronym ESL (English as a Second Language or English as a Subsequent Language) is used to describe training programs for instructors of adults who are learning English.

Provincial data to support the AQC proposal for EAL has been provided by the Ministry of Education.

1. Rationale for the Proposed Program

Addressing a Gap in Teacher Education

Specialized training in the area of EAL will address a gap in teacher education within our province. Currently, certification programs for teachers working with English language learners in K-12 contexts are not available through the College of Education at the U of S or the Faculty of Education at the U of R. Educators must search for other training opportunities, such as ESL certificate programs offered outside of educational faculties. The lack of a certificate program for EAL has impacted school divisions hiring practices for schools with high numbers of EAL learners. Educational administrators are actively seeking teacher candidates with in-depth knowledge of EAL to inform decision-making, planning, instruction and assessment practices with students who are linguistically and culturally diverse.

A common belief is that EAL support is only required by students who are newcomers to Canada (e.g., immigrants, refugees, fee-paying international students). This is not the case. Many EAL learners are Canadian-born students who live in homes and communities where languages other than English are used (e.g., Hutterian, First Nations and Metis, Francophone students).

Demographics and Diversity

Since 2008, Saskatchewan's population has experienced unprecedented growth due to a provincial fast-tracking program that enables skilled workers from other parts of the world to immigrate to Saskatchewan. Skilled workers rarely arrive alone; they bring spouses and children. School divisions have

felt the cumulative effects of immigration and interprovincial migration over the past seven years. Ministry of Education data indicates that approximately 14,000 students in K-12 received EAL support during the 2014-15 school year. Classroom teachers are coping with increased class size and additional pressures associated with English language needs, student diversity and family arrivals at any time during the school year.

Saskatchewan's approach to education is inclusive. All students, including newcomers, are integrated into age and grade appropriate classrooms. This means that classroom teachers are tasked with providing English language support to EAL learners within the context of regular classroom instruction.

The past practice of creating segregated "ESL programs" (as they were known at the time) resulted in pockets of English language learners who were labelled as outsiders or foreigners. As a result of this segregation, ESL students had difficulty being fully integrated into classrooms with English-speaking peers and were often the targets of racial discrimination due to first language accents, appearance and cultural practices. In terms of classroom readiness, ESL programs focused on building conversational language, rather than academic language, which further hampered student progress.

Inclusive education has eliminated the need for ESL transitions to the classroom. Teachers provide instruction that integrates all learners. Classrooms that are culturally and linguistically diverse promote positive attitudes and acceptance of diversity as the norm.

Alternate Choices

The College of Education has a responsibility to respond to the changing demographics in K-12 schools in relation to EAL learners. To date, one option available to educators has been the "CERTESL" program offered through the Centre for Continuing and Distance Education at the U of S. "CERTESL" is the acronym for *Certificate for Teachers of English as a Second Language*. The goal of the CERTESL program is to provide training and certification for instructors of adults with ESL needs. Due to the rapid growth of the EAL population, K-12 teachers have sought additional training through CERTESL. In the past five years, 49 percent, or 347 of 710 CERTESL students were from the K-12 sector. CERTESL instructors accommodated classroom teachers by allowing some flexibility with course topics and field experiences.

The College of Education took an important step forward in 2011 by hiring a full-time faculty member to provide EAL programming at the undergraduate and Masters' level in Curriculum Studies. The course offerings have been well-received by a select group of international students and local educators. However, there is a continuing demand for certification through the CERTESL program due to online delivery, which allows for accessibility from all parts of the province and flexible course schedules for students with full-time employment.

Saskatchewan educators have also searched for other options to gain EAL training and/or certification, including the Second Language Certificate program and Masters' level EAL program offered online by the University of Calgary, SIOP (Sheltered Instruction Observation Protocol) training offered by USA-based consultants, and participation in EAL webinars, teacher conferences and workshops. While valuable and informative, these professional learning opportunities fall short of the need to provide

Saskatchewan educators with the most current research and best practices for EAL planning, instruction and assessment in the context of the K-12 school curriculum.

The overall goal of the EAL AQC is to increase the number of classroom teachers and specialists with EAL training to support the educational needs of EAL learners at all grade levels.

2. Anticipated Student Enrolment

Provincial Numbers

In 2008, the number of EAL learners in Saskatchewan schools was less than one percent, with the majority being tuition-paying international students attending high school in Saskatoon or Regina. Since 2008, the number of EAL learners in K-12 schools has grown to over eight percent. Currently, 22 of 28 school divisions in Saskatchewan have EAL learners in all grades with varying levels of English language skills and literacy needs.

The College of Education's community partners, specifically its partner school divisions (Saskatoon Public Schools, Greater Saskatoon Catholic Schools, and Prairie Spirit School Division) have repeatedly requested more support from the college for teacher training in the area of EAL. These school divisions support 33% of the province's total EAL student population.

School Division Needs

School divisions are very supportive of teachers who want to pursue EAL training and certification through the provision of bursaries and funding for courses, conferences and workshops. However, options for EAL training and certification are very limited. Administrators in school divisions with high numbers of EAL learners have indicated that they would like to place one teacher with specialized EAL training in each elementary school and three to five educators with EAL training at each high school. These placements would allow for co-teaching (to meet language learning needs and the context of subject-specific outcomes), teacher mentoring, tutorials and one-to-one support for classroom teachers.

Administrators are particularly concerned with the educational needs of high school EAL learners who have a compressed time frame to learn English and to gain 24 credits for graduation. Teacher specialists with a high level of training in the area of EAL can provide the kind of intensive language support that will make a difference and enable older EAL learners (16 to 22 years of age) to complete high school.

The EAL AQC at the College of Education will include courses that specifically highlight the language learning patterns of indigenous learners. School divisions with First Nations and Metis learners have asked for EAL teacher training that includes support to speakers of aboriginal languages.

Anticipated Enrolment

Given the needs and numbers in both rural and urban areas, the college believes that an AQC program for EAL will have a minimum of 20 enrolments in the first year and increasing enrolments in subsequent years. The potential for enrolment can be seen through student registration in the CERTESL program and in programs offered by the University of Calgary. Online delivery will enable students with full-time employment to access course material in the evening, on weekends or during the summer months. The

college expects interprovincial enrolments once the program is well-established. There is a shortage of EAL certification programs for school-based educators across Canada.

3. Alignment with Institutional Priorities

College of Education

This proposal aligns with the College Plan for 'Innovation in Academic Programs and Services'.

- The EAL AQC is an example of an innovative step to improved teacher preparation for the new reality within Saskatchewan schools. The college has a responsibility to provide teacher training that supports the education of linguistically and culturally diverse students, whether they are newcomers to Saskatchewan or local students with EAL needs. Students who are language learners require specific kinds of support from trained educators who can select from a range of evidence-based instruction and assessment practices designed for K-12 learners.

This proposal aligns with Priority #5 which supports continued development and delivery of high quality community-based undergraduate and graduate programs.

- This certificate program addresses a provincial need that has been articulated by school division partners, post-graduate students, ministry personnel and professors within the College of Education. There is a significant gap in educational expertise for EAL needs in the K-12 context. Teachers with EAL training are needed in all parts of the province for intensive language support, instructional support and selection of culturally-appropriate assessment strategies.

Ministry of Education

This proposal aligns with the ministry's implementation plan to improve provincial reading levels, instruction and intervention strategies.

- This certificate supports implementation of the ministry's plan to increase the percentage of students reading at grade level (Grades 1-3) and successfully achieving curriculum outcomes in all grades. The ministry's provincial implementation plan is more likely to succeed if students with English language needs receive greater levels of support from teachers who have in-depth knowledge about language learning, first languages, identity, culture, and intervention strategies for EAL learners.

This proposal also aligns with Ministry of Education provincial targets for increased graduation rates.

- All Saskatchewan students must have two English Language Arts 30 credits to graduate. This means that successful completion of high school for EAL learners is only possible if they have received adequate support for English language needs. If EAL students do not receive timely, intensive and sustained support for English language learning, they will not graduate and move on to career goals or post-secondary education. The ministry will fall short of its target for increased graduation rates. Teachers with specialized skills in the area of EAL can make a difference by helping students to reach appropriate levels of English proficiency for success at school.

4. Relationship of the Proposal to Existing Programs

College of Education, University of Saskatchewan

There is no duplication with other programs offered by the College of Education. This certificate is unique in that it fills an educational gap for EAL certification that will meet the needs of K-12 educators in all parts of the province. The AQC will be well-received by the college's community partners and school administrators.

No programs will be deleted as a result of the introduction of this new certificate program. The Masters' courses for EAL will continue to be supported within the College of Education. The existing six-course CERTESL program, which has recently been transferred to the College of Education, will continue to be promoted as a certificate program for ESL instructors working with adult learners of English. The Department of Curriculum Studies will ensure that the CERTESL program and EAL AQC are complementary, not competitive, by ensuring that some CERTESL courses are included within the EAL AQC course requirements. The EAL AQC will have a positive effect on CERTESL program renewal with the movement toward full online delivery.

Completion of ten courses for the EAL AQC will result in one step up to Class Five on the Saskatchewan Teachers' Federation salary grid for teachers with a Bachelor of Education degree.

Faculty of Education, University of Regina

The Faculty of Education at the University of Regina offers a Masters' Certificate in TESOL (Teachers of English to Speakers of Other Languages). The certificate is designed to improve professional qualification for in-service teachers and candidates with a background in education, language studies, linguistics or a related field. Certification through an AQC is not available.

Across Canada

The University of Calgary offers a certificate program and a Masters' program in ESL* that have been popular with Saskatchewan educators due to their accessibility through online delivery. The *Teaching English as a Second Language Certificate (Level 1)* offers fundamental information about teaching students and adults who are English language learners. *Level 2* goes beyond the fundamentals to more in-depth study about the process of learning English as a Second Language. Level 2 also offers a practicum course for observation and supervised instruction.

Other major universities across Canada offer TESL (Teachers of English as a Second Language) certificate programs, undergraduate and graduate programs that focus on ESL training and certification linked to TESL Canada Standards. The standards ensure that instructors are aware of the Canadian Language Benchmarks (CLB) scale and gear instruction to specific levels of the scale. Achieving certain language levels on the CLB scale are required by speakers of other languages who are seeking employment or career goals in Canada. The CLB is not appropriate for use in the K-12 context.

*Note: Alberta uses the acronym ESL for K-12 and adults.

Although TESL programs at universities may weave in topics that are relevant to K-12 education, the programs do not aim to meet the educational needs of the elementary and secondary student population. Therefore, a gap exists across Canada for EAL teacher training that is designed to meet the needs of educators working with students in schools. The College of Education is being innovative and responsive to its community partners by proposing the creation of an EAL AQC.

5. Resources

For the ten proposed courses in the EAL AQC, standard Education undergraduate student tuition (TC02) will be applied.

For instructional support, the College will support the certificate with our current EAL assistant professor, one CERTESL instructor and sessional instructors within the College or outside the College who are teaching related courses in literacy, languages, and cross-cultural studies.

The College will arrange sessional lecturers, as required, for courses specifically linked to classroom-based EAL instruction and assessment needs. The College will engage school division partners in courses requiring classroom observation and field experiences to add a practical dimension to EAL training.

The College of Education will provide classroom space as required. Administration of the CERTESL program in the RJD Williams Building will remain in that location in the short term. Both buildings will be utilized to the fullest extent. Field experiences will take place in school locations as designated by partner school divisions.

In terms of IT support, the initial courses are anticipated to be offered online through the Blackboard Learning Management System. A blended approach may be required for some courses in the first year of the AQC to allow developers time to redesign all teaching units for online delivery. The College will take advantage of expertise and funding offered by the Gwenna Moss Centre with a view to making an application to the University's Curriculum Innovation Fund.

The Department anticipates that most, if not all, prospective students will attend part-time. This means that there will be a broad window of time for development of new courses while students are enrolled in existing courses offered within the college and through the CERTESL program.

6. Risks, Assumptions or Constraints

Risks to the certificate would be related to sufficiently meeting the needs of the educational community and our partners. There has been a need for a specific K-12 EAL certificate for many years in the province and as a result a huge gap exists. Because of the potential high demand we may need to scale the program to include multiple sections of courses. We are addressing this potential risk with the development of online versions of the courses.

We are assuming that the need for EAL trained teachers will only increase in the province. It may not be to the same rapid change extent based on recent immigration trends and First Nations needs but there is still such a backlog that the program will be in demand for many years. The increased qualifications will act as much needed professional development opportunity for all provincial K-12 teachers and the

delivery model will make the program even more attractive than classroom based offerings due to flexibility and access for those in remote regions. We also see the potential to provide the programming to individuals outside of the province. Our existing CERTESL program has made an impact nationally and we believe the EAL certificate has similar potential.

We have done our best to consult with a variety of stakeholders in the planning stage and thus far do not anticipate any constraints related to certificate. Current assignment to teaching will ensure regular offerings of the core courses by faculty. Using an existing model for hiring sessionals permits us a great deal of flexibility in regards to short term hiring and being responsive to student needs. We have access to many qualified in-service teachers as a talent pool for potential sessional instructors with the certificate.

7. Anticipated Start Date

The Department plans to offer the program beginning in September 2016. Given that some CERTESL courses are suitable for inclusion in the AQC and available in an online format, the start date will be possible. During the coming year, other courses offered by the college will be reviewed for the certificate program, or developed, to ensure that all ten courses are in place by September 2017.

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

Title: Post-Degree Certificate in English as an Additional Language

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?

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

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

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

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

Post-Degree Certificate in English as an Additional Language [PDCEAL]; short description of "Post Deg Cert Engl Addtl Lang" in student system (30 character limit)

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 level

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?

PDCEAL [Post-Degree Certificate in English as an Additional Language]; short description of "Post Deg Cert Engl Addtl Lang" (30 character limit)

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

Education

7 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

No

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for 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?
If you've answered NO, please continue on to the next section.

Yes No Revised

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?

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?

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

Slight increase

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

Refer to the Department of Curriculum Studies in the College of Education

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

Yes - a student could be in a graduate level program along with this certificate program

6 What is the application deadline?

June 1 for the application and July 1 for supporting documents

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 experience or equivalency

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)
For first offering will have one intake of 30 - so a 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 College for complete processing

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

College

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

College will do acceptance letters

13 Will the standard application fee apply?

Standard fee of \$90

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

No

Section 10: Convocation Information (only for new degrees)

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

Will attend convocation ceremony

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

College of Education will be handling this

3 When is the first class expected to graduate?

Fall 2018

4

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

30

Section 11: Schedule of Implementation Information

1 What is the start term?

201609

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?

As determined by Registrarial Services

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

- 3 Has CGSR been informed about this new / revised program?
- 4 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 6 Has the Library been informed about this new / revised program?
- 7 Has ISA been informed of the CIP code for new degree / program / major?

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

SIGNED

Date: Oct 28, 2015

Registrar (Russell Isinger): Russell Isinger

College / Department Representative: [Signature]

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2015

SUBJECT: Doctor of Pharmacy (Pharm. D.) program

DECISION REQUESTED:

It is recommended:

That Council approve the Doctor of Pharmacy (Pharm. D.) as a replacement program for the Bachelor of Science in Pharmacy (BSP) program in the College of Pharmacy and Nutrition, effective September 2017.

PURPOSE:

The College of Pharmacy and Nutrition is proposing to replace the Bachelor of Science in Pharmacy (BSP) degree program with an entry-to-practice Doctor of Pharmacy (Pharm.D.) degree program. The Pharm.D. is the undergraduate entry-to-practice professional degree in pharmacy now offered at five universities in Canada (of 10 universities offering a Pharmacy program), at all U.S. schools of pharmacy, and in several other countries. The first class of the Pharm.D. program at the University of Saskatchewan will begin their studies in September 2017, and will graduate in June of 2021.

The new Pharm.D. program will prepare graduates who are medication therapy experts and who have the competencies to undertake the new and expanding patient care roles in the Canadian health care system and to collaborate with patients and other health care providers to ensure optimum outcomes of drug therapy for Canadians.

CONTEXT AND BACKGROUND:

The University of Saskatchewan has had a Pharmacy program since 1913. In its more than 100-year timespan, the program has evolved from a 2-year certificate program, to a 4-year direct-entry Bachelor of Science in Pharmacy (B.S.P.) program, and to its current format as a '1+4' B.S.P. program, which requires one year of prerequisites followed by 4 years in the Pharmacy program. The College of Pharmacy and Nutrition is proposing the introduction of the Doctor of Pharmacy (Pharm.D.) program to replace the current Bachelor of Science in Pharmacy (B.S.P.). This undergraduate professional doctoral degree is similar in designation to the Doctor of Medicine (M.D.), Doctor of Veterinary Medicine (D.V.M.), or Juris Doctorate (J.D.) degrees currently offered at the University of Saskatchewan.

The Association of Faculties of Pharmacy of Canada has established a goal that all pharmacy programs in Canada begin offering the Pharm.D. as the first professional degree in pharmacy by 2020. As of 2015, five of the ten relevant schools in Canada now offer only the Pharm.D. as the first professional degree in Pharmacy, and the remaining five schools are in various stages of development of a Pharm.D. program. It is the intent of the College of Pharmacy and Nutrition at the University of Saskatchewan to commence the Pharm.D. program in the fall term of 2017.

The Canadian Council of Accreditation for Pharmacy Programs (CCAPP) has recently released new accreditation standards for undergraduate Pharmacy programs that, while still permitting accreditation of baccalaureate programs, are now based on the Pharm.D. as the first professional degree curriculum structure. It is fully expected that the next revision to the CCAPP accreditation standards will remove its acceptance of the baccalaureate option and require all pharmacy programs in Canada to meet Pharm.D. standards or risk loss of accreditation.

IMPLICATIONS:

Current accreditation standards included increased requirements for interprofessional education and experiential training while retraining a strong foundation in pharmaceutical, clinical, and social/administrative sciences. To incorporate the required experiences, the college is required to change its program from a 1+4 program (one year of pre-Pharmacy + 4 years of study in the Pharmacy program) to a 2+4 program (a minimum of 2 years of pre-Pharmacy + 4 years in the Pharmacy program). This structure is consistent with most Canadian and U.S. Pharm.D. programs. The two-year pre-Pharmacy requirement is not expected to seriously impact prospective applicants to the program; approximately 80% of students entering the pharmacy program now have two or more years of post-secondary education.

There will be no duplication of programming for the undergraduate professional degree in pharmacy at the U of S. As the Pharm.D. program is being implemented, the B.S.P. will be phased out. The College will not be offering any opportunities for B.S.P. students to transition into the Pharm.D. program. Students in the B.S.P. program who are unable to complete the program with their cohort will be supported by faculty on a case-by-case basis to complete the B.S.P. After the entry-to-practice Pharm.D. program has been implemented, it is the College's intention to offer a "flexible Pharm.D." program to BSP graduates who wish to achieve the Pharm.D. credential.

Three new faculty positions in the pharmacy practice area will be required for the Pharm.D. program due to increased teaching in this area. Additional term faculty will be needed as the Pharm.D. program is implemented and the B.S.P. program is phased out because of differences in program structure which will require some double-teaching. In addition, some teaching may also be undertaken by pharmacists appointed to positions such as experiential education coordinators, depending on their expertise. Additional experiential learning and administrative support will also be required, particularly during the phasing out of the B.S.P. program.

In introducing the Pharm. D. program, the tuition model is changing from a "per credit unit" based tuition to a program-based tuition. The tuition for the Pharm.D. will be \$17,000, as compared to approximately \$9,700 per year for the current B.S.P.

CONSULTATION:

The College consulted with all departments offering courses that will become prerequisites for the Pharm.D. program. The Dean has been in frequent contact with the Ministries of Health and Advanced Education, personnel in Workforce Planning in the Saskatchewan government, colleagues in health regions, community practice and professional associations, and alumni.

A Notice of Intent was favorably received by the Planning and Priorities Committee of Council on November 3, 2015, and was presented to the Academic Programs Committee at their November 25, 2015 meeting. APC voted unanimously in favour of the new program.

SUMMARY:

Pharmacy practice continues to evolve and pharmacist are expected to be medication therapy experts whose expanded scope of practice includes patient assessment, prescription for common ailments, and injections. It is becoming more and more difficult to continue to add material and practice experience to the already very busy B.S.P. curriculum.

It is expected that the next revision to the accreditation standards for professional degree in Pharmacy, set by the Canadian Council for Accreditation of Pharmacy Programs, will require a Pharm.D. curriculum structure.

The goal of the new Pharm.D. program will be to prepare graduates to have the necessary competencies to undertake the new and expanding patient care roles now demanded of them, and to ensure optimum outcomes of medication therapy.

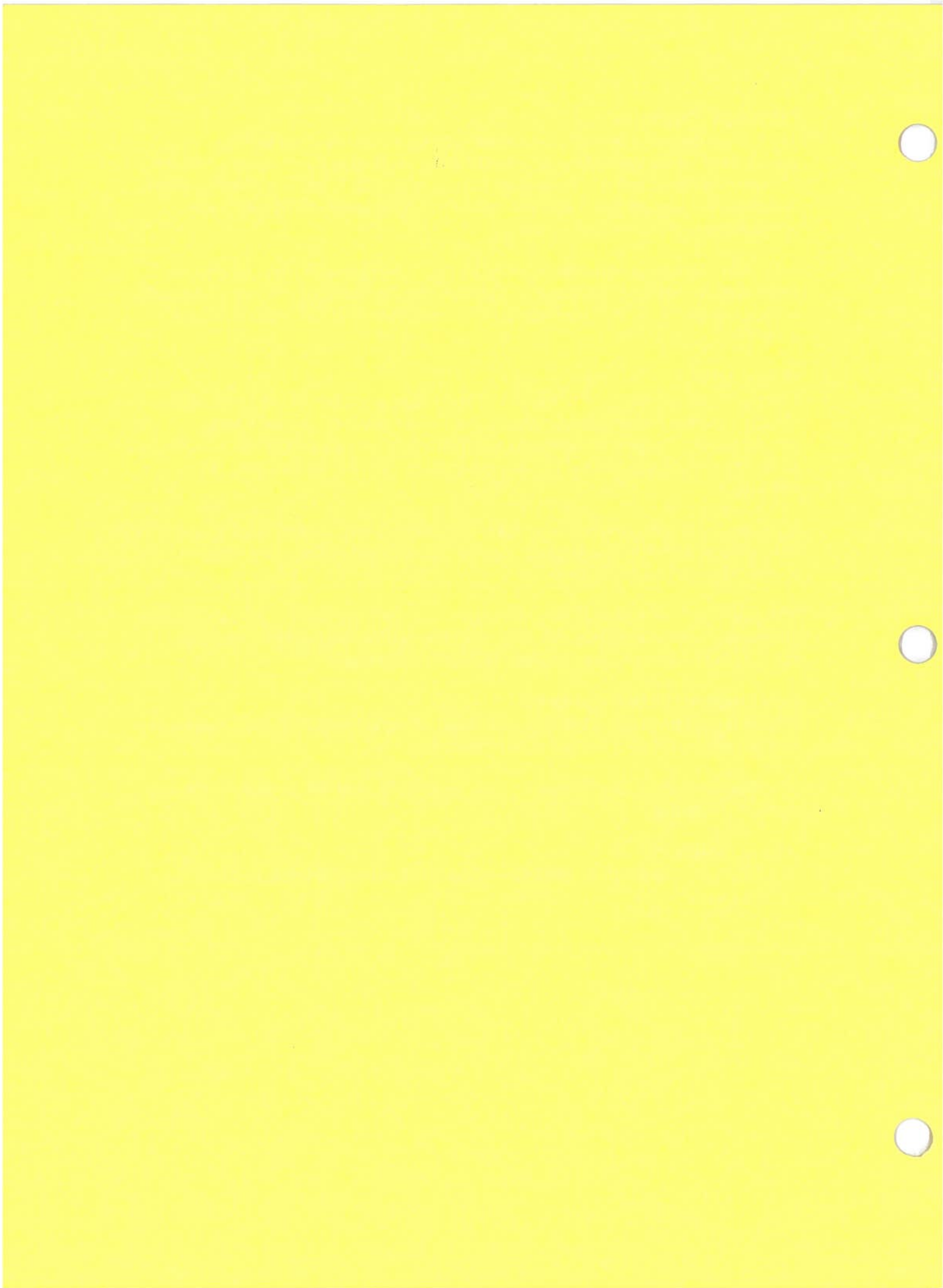
FURTHER ACTION REQUIRED:

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

The admissions changes will require Senate confirmation and will be presented at their April 2016 meeting.

ATTACHMENTS:

1. Proposal – Introduction of an Entry-to-Practice Doctor of Pharmacy (Pharm.D.) Program



PROPOSAL IDENTIFICATION

Title of proposal: **Introduction of an Entry-to-Practice Doctor of Pharmacy (PharmD) Program**

Degree(s): **Doctor of Pharmacy (PharmD)**

Field(s) of Specialization: Pharmacy

Level(s) of Concentration: NA

Option(s): NA

Degree College: **Pharmacy and Nutrition**

Contact person(s) (name, telephone, fax, e-mail):

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Associate Dean (Academic)
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Proposed date of implementation: **September 2017**

EXECUTIVE SUMMARY

The College of Pharmacy and Nutrition is proposing to replace the Bachelor of Science in Pharmacy (BSP) degree program with an entry-to-practice Doctor of Pharmacy (PharmD) degree program. The PharmD is the undergraduate entry-to-practice professional degree in pharmacy now offered at five universities in Canada (of 10 universities offering a Pharmacy program), at all U.S. schools of pharmacy, and in several other countries. The first class of the PharmD program at the University of Saskatchewan will begin their studies in September 2017, and will graduate in June of 2021.

The major goal of the new PharmD program is to prepare graduates who are medication therapy experts and who have the competencies to undertake the new and expanding patient care roles in the Canadian health care system and to collaborate with patients and other health care providers to ensure optimum outcomes of drug therapy for Canadians

Development of the program began in 2013 with the formation of a steering committee and working groups. Pharmacy faculty also participated in six 'retreats' in 2013-15 to discuss the program's development at various stages. Highlights of the proposed program include:

- Guiding Principles outline a patient-focussed, fully integrated active learning curriculum,
- The program structure will be a '2+4' program requiring 2 years (60 credit units) of prerequisite courses, including basic and biomedical sciences and electives,
- Selection of candidates for admission will be based on a combination of academic average, a satisfactory score on a test of critical skills, and a satisfactory interview score.
- The program is designed to meet CCAPP accreditation criteria for entry-to-practice PharmD programs,
- The program is designed to meet learning outcomes defined by the Association of Faculties of Pharmacy, and graduates will be able to meet the competencies to enter practice defined by the National Association of Regulatory Authorities,
- Specific learning outcomes were developed for the curriculum, and include detailed outcomes for each 'stream' of knowledge (Pharmacotherapeutics, Practice Skills, Pharmaceutical Sciences, Socio-behavioral and Administrative Sciences),
- The curriculum includes patient contact throughout the program, and integration of material from all pharmacy disciplines,
- The program includes 40 weeks of structured practice experience, with two early 4-week experiences between years 1 and 2 and years 2 and 3, and 32 weeks of advanced practice experience in the final year. Students will experience patient care throughout the program through simulations and weekly practice experiences throughout years 1 to 3; students will also participate in 'service learning' in year 1.

Tuition for the Saskatchewan PharmD program (\$17,000 per year) will be similar to other Canadian entry-to-practice PharmD programs. This level of tuition reflects the significant increase in experiential education and planned changes to course delivery (e.g., use of simulations in professional skills development activities), both of which require investment to develop appropriate resources and experiential sites, including expansion of the preceptor development program.

After the entry-to-practice PharmD program has been implemented, it is the College's intention to offer a 'flexible PharmD' program to BSP graduates who wish to achieve the PharmD credential.

INTRODUCTION and BACKGROUND

The University of Saskatchewan has had a pharmacy program since 1913. In the over 100-year time span from then until today, the program has evolved from a 2-year certificate program, to a 4-year direct entry Bachelor of Science in Pharmacy (BSP) program, and to its current format of a '1+4' BSP program which requires one year of prerequisites, followed by 4 years in the Pharmacy program. Pharmacy graduates from the University of Saskatchewan are well-respected and have had a major impact on the pharmacy and health care needs of people in Saskatchewan, in Canada and in many other areas. Now, as patient care and the health system have evolved, it is time for a further evolution of the pharmacy program to prepare graduates for new roles and to meet the needs of Canadians.

The College of Pharmacy and Nutrition is proposing the introduction of the Doctor of Pharmacy (PharmD) program to replace the current Bachelor of Science in Pharmacy (BSP). The PharmD is the undergraduate entry-to-practice professional degree in pharmacy now offered at several universities in Canada, at all U.S. schools of pharmacy, and in several other countries. This undergraduate professional doctoral degree is similar in designation to the Doctor of Medicine (MD), Doctor of Veterinary Medicine (DVM) or Juris Doctorate (JD) degrees currently offered at the University of Saskatchewan.

The Association of Faculties of Pharmacy of Canada has established a goal of 2020 for all pharmacy programs in Canada to begin offering the PharmD as the first professional degree in pharmacy¹. As of 2015, five of the ten schools in Canada now only offer the PharmD as the first professional degree in pharmacy, and the remaining 5 schools are in various stages of development of their programs. It is the intent of the College of Pharmacy and Nutrition at the University of Saskatchewan to implement the PharmD program in the fall term of 2017.

Preparation for the development and implementation of the PharmD program began in 2012 under the direction of Dean David Hill. A *Pharmacy Curriculum Renewal Steering Committee* was established, with membership from faculty, students, practitioners and external partners. The Committee held a faculty retreat which resulted in the development of a set of 'guiding principles' for the PharmD program (Appendix A). Several student 'town hall' meetings were also held, and consultations with the Government of Saskatchewan ministries of Health and Advanced Education, professional organizations, employer groups and several health regions were initiated. The Planning and Priorities Committee of Council considered our *Notice of Intent* (Appendix B) early in 2014 and gave their approval to proceed with development of a full proposal for the new program.

When Dean Kishor Wasan was appointed in August of 2014, he made the development and implementation of the PharmD program a priority, and development activities intensified. To accomplish the development of the program, the following have occurred:

- Faculty held 6 'retreats' (7 days) in the past 11 months,
- A consultant familiar with pharmacy education and curricula (L Suveges) was hired,
- Various working groups of faculty, students and preceptors worked diligently to write learning outcomes and identify knowledge areas,
- A curriculum framework was developed, including recommendations for prerequisite coursework and other admission criteria,

¹ http://afpc.info/sites/default/files/AFPC_ADPC_PharmD_Position_Statement_Resolution_Sept_2010.pdf

- College representatives consulted with other University departments and units about prerequisites (Biochemistry, Chemistry, Mathematics and Statistics, Nutrition, Physiology, Microbiology), proposed content changes (Pharmacology and Pathology), and requirements for the program (Library, ICT, FMD, FSD),
- The Dean and other College representatives have held frequent consultations with community pharmacy partners and health regions, government departments, alumni, and professional associations, and
- Staff established a website and blog to disseminate information about the new program, and to provide a forum for interested individuals (mainly alumni) to communicate with the College.

During this process, faculty were ably assisted by Susan Bens from the Gwenna Moss Centre for Teaching Effectiveness (GMTCE). Funds were also received from the Curriculum Innovation Fund to provide for the secondment of Shauna Gerwing to assist with work on the development of the PharmD program.

RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

The primary motivation for developing the PharmD program is connected to the significant changes in the nature of pharmacy practice and the increasing complexity of pharmaceuticals that have been introduced since the original BSP curriculum at the University of Saskatchewan was put in place in the late 1940's, and more recently, since the last major curriculum revisions were made in the early 2000's.

Quite simply, the explosive growth of the modern era of pharmaceutical development in the last quarter of the 20th century, the refinement of contemporary practice skills and societal expectations for pharmacists, and Canadian health care system challenges with respect to the safe and effective use of medications have created conditions for pharmacy graduates entering practice that can no longer be met with a baccalaureate curriculum structure. The principal objectives for the new PharmD curriculum in its replacement of the present BSP program therefore, will be the following:

- To educate students who are skilled in the safe and effective use of pharmaceuticals with increasingly complex characteristics related to their indication for use; pharmacology; administration, distribution, metabolism, and excretion; and dosage form and delivery technology,
- To prepare graduates who are medication therapy experts and who have the competencies to undertake the new and expanding patient care roles in the Canadian health care system that are now required of pharmacists as a result of greatly enhanced legislated scope of practice changes^{2,3,4} and to collaborate with patients and other health care providers to ensure optimum outcomes of drug therapy for Canadians,

² Chart of Expanded Scope of Practice: http://199.103.61.199/docs/resource-items/expandedscopechart_june2015_en.pdf

³ Environmental scan: <http://blueprintforpharmacy.ca/docs/kt-tools/environmental-scan---pharmacy-practice-legislation-and-policy-changes-may-2014.pdf>

⁴ Proposed Pan-Canadian Services: http://blueprintforpharmacy.ca/docs/resource-items/hciwg-pharmacy-practice-change-services_cpha_june10-2013final.pdf

- To prepare graduates who are expected to be increasingly accountable for patient outcomes related to medication use in the Canadian health care system – to improve poor patient adherence, to identify preventable adverse drug reactions, to reduce drug-implicated hospitalization, to ensure effective chronic disease management with medications, to increase patient safety, to reduce non-evidence informed prescribing practices, to increase patient convenience and access to pharmacotherapy when care is required, to collaborate more closely with other health professionals in patient care, to be an advocate for patients and to increase taxpayers' value for money in provincial and 3rd party prescription drug insurance benefit programs,
- To ensure that the undergraduate pharmacy program at the University of Saskatchewan continues to meet accreditation requirements for pharmacy programs in Canada. It is expected that the next revision to the accreditation standards for the professional degree in pharmacy set by the Canadian Council for Accreditation of Pharmacy Programs will require a PharmD curriculum structure (accreditation standards for such programs already exist), and
- To provide the opportunity for University of Saskatchewan pharmacy graduates to consider advanced and specialty residency or fellowship training programs in Canada and the US for graduates from PharmD programs.

In addition to these overarching objectives for the replacement of the BSP program with a PharmD structure, the new curriculum redesign process will permit the College to blend traditionally delivered disciplinary subject content into more integrated learning units and modules; to ensure the entire program has a purposeful framework with coherent horizontal and vertical integration of content; to require more self-directed student learning; to introduce more contemporary teaching and learning technologies into the delivery of the program; to identify a number of features for the U of S pharmacy program that will distinguish it from other pharmacy programs in the country, thus permitting the U of S to promote a unique reputational quality; and to introduce other innovations such as changes to the usual timeline sequencing for presentation of subject/content areas in the program (i.e. more therapeutics earlier in the program with complex pharmaceutical sciences content moved to a latter phase), elective options focused on the practice or career interests of students, and the inclusion of a distinctive entrepreneurship philosophy to the program for students intending on practicing in community pharmacy.

The need for greater use of pharmacists' skills in providing health care to Canadians has been previously identified⁵. The 2011 *Blueprint for Pharmacy*⁶ describes the vision of what pharmacists in Canada can and should be doing as members of health care teams and as providers of primary care as: "*optimal drug therapy outcomes for Canadians through patient-centered care.*" All national⁷ and provincial pharmacy associations supported this vision and have been working toward it for the past four years. Recommendations within the *Blueprint* related to pharmacy education include expanded experiential training and interprofessional teamwork opportunities for students and graduates. In addition, the educational outcomes for pharmacy programs in Canada have recently been revised by the Association of Faculties of Pharmacy of Canada (AFPC) to focus on producing graduates who can function as 'medication therapy experts'. At a College faculty retreat in June 2013, our faculty reaffirmed the intent

⁵ Building on Values: The Future of Health Care in Canada, R. Romanow, accessed October 7, 2015 at: <http://publications.gc.ca/collections/Collection/CP32-85-2002E.pdf>

⁶ See (accessed October 7, 2015): <http://www.blueprintforpharmacy.ca/> and <http://blueprintforpharmacy.ca/docs/pdfs/blueprint-priorities---our-way-forward-2013---june-2013.pdf>

⁷ Canadian Pharmacists Association Position Paper on PharmD (accessed October 7, 2015): <http://www.pharmacists.ca/cpha-ca/assets/File/cpha-on-the-issues/PharmD%20Entry%20Level.pdf>

outlined in the College's contribution to the University's 3rd Integrated Plan (*Promise and Potential*) to develop a PharmD program based on these educational outcomes.⁸

The *Blueprint Vision for Pharmacy* and its recommendations also align well with the four pillars of the Saskatchewan Ministry of Health's strategic plan: better care, better teams, better value, and better health. All of these factors have stimulated the desire by the pharmacy faculty to review and redesign the undergraduate pharmacy curriculum to ensure our graduates are able to work with patients for better health care outcomes now and in the future.

Accreditation

The site visit team for the College's most recent (2012) accreditation by the Canadian Council of Accreditation for Pharmacy Programs (CCAPP) indicated that our current pharmacy program is solid but in need of a major update to align it with educational and training needs of pharmacy graduates to meet current patient care responsibilities for pharmacists. CCAPP has recently released new accreditation standards for undergraduate pharmacy programs that, while still permitting accreditation of baccalaureate programs, are now based on the PharmD as the first professional degree curriculum structure. It is fully expected that the next revision to the CCAPP accreditation standards will remove its acceptance of the baccalaureate option and require all pharmacy programs in Canada to meet these standards at the PharmD level or risk loss of accreditation.

The current accreditation standards include increased requirements for interprofessional education and experiential training than that presently provided in the BSP program, especially in the final year. The accreditation standards also require programs to retain a strong foundation in pharmaceutical, clinical, and social/administrative sciences that limits the College's options to reduce curricular emphasis in these areas in order to provide additional time for experiential training. Therefore, to incorporate the required experiences, our program will need to have a major re-organization. The College feels the best way to accomplish this is to change the program from a 1 (pre-pharmacy) + 4 year program into a minimum of a 2 year (pre-pharmacy) + 4 year professional program. This is the structure in place for most Canadian and US PharmD programs. The two-year pre-pharmacy requirement is not expected to seriously impact prospective applicants to the program as approximately 80%⁹ of students entering the pharmacy program now have two or more years of postsecondary education.

By requiring students to complete foundational courses (e.g., biomedical sciences and other introductory courses) before entry into the pharmacy program, we can fully develop students' knowledge, skills and abilities with three years of coursework in the other pharmacy specific required curricular areas prior to a full year (32 weeks) of advanced experiential training in year 4 (currently 15 weeks in term 2 of year 4).

With this expansion in experiential training, students will have more sustained time to develop the judgement, confidence and proficiency necessary to be more competent care providers at the completion of the program, and to also consider opportunities to engage in various types of practice beyond the current clerkship selections in traditional community and hospital practices. These innovative or specialty experiences may include clinical rotations with primary care teams, providing

⁸ <http://afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf>

⁹ Average of years 2013-15 (2013: 80%, 2014: 79%, 2015: 81%)

pharmacy services in rural and remote areas of the province, international health care placements, or working on health promotion/disease prevention projects.

Demand for the Program

The current pharmacy program receives an average of 550¹⁰ applications each year for 90 positions in the admission class. This figure has been constant over the past 10 years, and we do not anticipate any change in demand. National and provincial employment data indicate the supply and demand for pharmacists is a stable market where the demand for pharmacists is largely determined by national population changes, age demographics, and the number of prescriptions consumed.

The need for pharmacists to fill vacant positions is somewhat less acute than a few years ago when serious shortages were apparent. Interestingly, Canada still licenses a large number of international pharmacy graduates (IPGs) equal to the number of pharmacists graduating from Canadian universities each year. The need is still great in rural and remote areas, including parts of Saskatchewan and in hospitals¹¹.

The College's quota of 90 entering students was found to be the 'right size' for our program during Workforce Planning discussions with the Saskatchewan Ministry of Health. To ensure the health human resource for pharmacists in Canada has remained in balance over the past ten years, class size increases have occurred in the pharmacy programs at UBC, Toronto, Montreal and Memorial. A new pharmacy school opened during this period at Waterloo. No further class size increases are expected at any of the other universities (including Saskatchewan) in the foreseeable future.

During the past 3-4 years, the College has noted a 'buzz' among current students and students applying for admission – they are aware of the proposed change to the PharmD degree, and some have expressed interest in attaining the degree, either by waiting to apply in 2017, or by completing additional training after graduation. Some indicate they will apply to schools currently offering the PharmD rather than applying to U of S. At a recent 'town hall' meeting with students, much discussion surrounded the need for a program (e.g., through distance education) to be developed concurrently with the new 'in class' program whereby recent graduates and existing pharmacists in the province can also earn the PharmD credential. There appears to be substantial interest from practitioners in the province and recent graduates working elsewhere for a 'flexible' PharmD program where they can achieve the PharmD credential while continuing to work.

As mentioned earlier, all pharmacy programs in Canada are in various stages of active planning for implementation of PharmD programs (Table 1). If the University of Saskatchewan delays offering the degree (i.e. later than our U15 competitor pharmacy schools), we may see a drop in applications as students go elsewhere to attain the credential.

¹⁰ Average of 2007-2015 application numbers

¹¹ Personal communication, Andy Churko, Director, Workforce Planning, Saskatchewan Ministry of Health

Table 1: Doctor of Pharmacy (PharmD) Programs in Canada

Faculty/School of Pharmacy	PharmD Implemented	Proposed Implementation
British Columbia	2015	
Alberta		2017
Saskatchewan		2017
Manitoba		? unknown
Toronto	2011	
Waterloo	2011	
Montreal	2007	
Laval	2009	
Dalhousie		2017
Memorial		2017

A reduction in numbers of applicants may also mean that the 'pool' of applicants will contain fewer numbers of students with high academic standing because they will be accepted elsewhere, requiring the U of S to consider lower admission standards to fill the 90 seats. A drop in the number of graduates or a reduction in quality would also impact the quality of health care provided by pharmacists in the province because 91% of the practising pharmacists in Saskatchewan are graduates of the U of S program¹².

In addition to the documentation required by University Council concerning the background rationale for the proposed new PharmD program, the structure of its curriculum, evidence of internal and external support from relevant stakeholder consultations, and confirmation of the resources that will be necessary to implement and deliver the new program, the College will also share documentation with the Government of Saskatchewan ministries of Advanced Education and Health for information and feedback. Senior representatives of the College's project team for the new curriculum have had regular meetings with representatives from the two ministries to keep them apprised of the development of the PharmD program.

Relationship to the College Plan and Planning Parameters

The development of the PharmD program as the entry-to-practice credential was outlined in the College's strategic plan and was referenced in the University's 3rd integrated plan¹³. The implementation of this degree program is essential for the University of Saskatchewan to maintain full accreditation of the undergraduate pharmacy program, and to graduate pharmacists able to offer optimum pharmacy care to the citizens of Saskatchewan.

As noted in the College of Pharmacy and Nutrition's strategic plan, the implementation of a new PharmD program will also support the University's goal for innovation in academic programs by increasing delivery of innovative experiential, interprofessional and student-oriented/driven components (such as distance learning) of the pharmacy degree program and aligning our program with directions and practice competencies for the profession of pharmacy.

¹² Personal communication, J. Eriksen, Assistant Registrar, Saskatchewan College of Pharmacy Professionals, October 6, 2015.

¹³ <http://www.usask.ca/pharmacy-nutrition/documents/Strategic%20Plan%20Pharmacy%20and%20Nutrition%202012-16.pdf>

Along with expansion of training in cultural competency, it is expected that the program will incorporate additional opportunities for students to participate in experiential training outside Canada and to maintain service learning with diverse communities. This initiative will also support the University's goal for aboriginal engagement by increasing curricular content of First Nations, Métis and Inuit cultures and health in the undergraduate pharmacy program.

Uniqueness

The Pharmacy program at the University of Saskatchewan is the only one in the province. As previously mentioned, 91% of pharmacists practising today in the province are graduates from this program. Each year, the majority of new pharmacists registering for licensure with the Saskatchewan College of Pharmacy Professionals (formerly Saskatchewan College of Pharmacists or SCP) are from the University of Saskatchewan (Table 2).

Table 2: New Pharmacists Registered in Saskatchewan 2010-14¹⁴

Year	U of S Grads	From Other Provinces	International Pharmacy Graduates (IPGs)	Total
2014	74	24	19	117
2013	76	17	9	102
2012	67	23	8	98
2011	70	18	2	90
2010	80	19	0	99

Expertise of Sponsoring Unit

Faculty within the College of Pharmacy and Nutrition continually update curriculum content of the BSP program to ensure it is current and relevant. Many faculty are leaders in their field with respect to content areas (examples: Dr. D. Jorgenson in pharmaceutical care, Dr. J. Perepelkin in entrepreneurship, Dr. D. Blackburn in adherence, Dr. J. Taylor in self-care) and have been recognized nationally. Faculty are also involved in practice change locally. Therefore, faculty within the College of Pharmacy and Nutrition remain the appropriate experts in the province and nationally to determine curricular content for the PharmD program. With respect to curriculum design, we have used the expertise of Susan Bens from the Gwenna Moss Centre as well as the College's own recent hire in Assessment and Evaluation (Stephanie Mullhal) throughout the process.

¹⁴ Data from SCP Annual Reports found at: <http://scp.in1touch.org/client/document/documents.html?accountId=58&categoryId=50>

DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry. In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program. When existing courses are listed, please include the course title as well as the course number.

Guiding Principles

In June 2013, faculty developed *Guiding Principles for the PharmD Program at the University of Saskatchewan* (Appendix A). Highlights of these principles include:

- Graduates will be **medication therapy experts**,
- Students will experience interaction with patients throughout the program, moving from simple to complex patient care examples,
- Knowledge-based material will be integrated (e.g., pharmaceutical sciences and pharmacotherapeutics), and
- Curriculum delivery will be learner-centred.

Admission Requirements: Proposed Prerequisite Coursework

The current BSP program requires 30 CU (one year) of pre-pharmacy coursework prior to admission. This means that some basic science and biomedical science courses must be included in the 4-year Pharmacy program to provide students with the appropriate background knowledge (e.g., human physiology, biochemistry, organic chemistry) for pharmacy coursework. However, this also limits the time available for students to assimilate knowledge and to practice the skills now required for them to practice as medication therapy experts. Consequently, the PharmD program moves these biomedical and basic science courses into a pre-pharmacy requirement of 60 CU (2 years) of coursework, taken prior to April 30 of the year admission is desired. The coursework must include 24 credit units taken at least one academic year. The proposed pre-pharmacy requirements are summarized in Table 3.

Table 3: Proposed Pre-Pharmacy Coursework for the PharmD Program

Topic	Credit Units	USask Courses
Biology	6	BIOL 120.3 & 121.3
Chemistry	3 (General) 6 (Organic)	CHEM 112.3 CHEM 250.3 CHEM 255.3
English	6 (English and Composition)	ENG 110.6, or two of 111.3, 112.3, 113.3, 114.3
Biochemistry	3 (Biomolecules) 3 (Metabolism)	BMSC 200.3 BMSC 230.3
Physiology	6 (Human Body Systems)	PHSI 208.6
Mathematics	3 (Calculus)	MATH 125.3
Statistics	3 (Biostatistics)	STAT 246.3
Microbiology	3	BMSC 210.3
Nutrition	3	NUTR 120.3
TOTAL	45	
Electives	15	6 CU from Psych, Soc, NS, Phil 9 CU – any electives
TOTAL	60	

When developing the proposed list of prerequisites, the Admissions and Recruitment Working Group reviewed the prerequisites and determined that “there should be sufficient flexibility in prerequisite courses to:

- allow students to apply to different programs OR apply here from different universities,
- complete an alternate degree if they are not admitted to Pharmacy, or
- transfer courses from other universities.”

This principle was added to the Guiding Principles for the program.

To determine appropriate prerequisite courses, the Working Group reviewed other PharmD programs in Canada and a sample of US PharmD programs, a study undertaken at the University of Alberta¹⁵, and the BMSC 2-year core program requirements. Although other courses were suggested as prerequisites (e.g., introductory economics, bioethics), the working group felt that it would be best to keep the requirements for 6 CU of Social Sciences and Humanities electives from the BSP program, but to allow the remainder of the elective CU to be filled by any other coursework. This will allow students to take science courses or physics, which could be used for admission to other programs.

As shown in Table 4, the recommended prerequisites are similar to other PharmD programs in Canada. If students are considering applying to several PharmD programs and complete their prerequisites elsewhere, they should not have difficulty meeting the prerequisite requirements. At present, we receive approximately 235 applications¹⁶ from nonresidents of Saskatchewan to the BSP program, and we work closely with the Transfer Credit unit to consider coursework from other universities, to determine equivalency and give credit where appropriate. We do not anticipate any difficulty in assessing similar numbers of applications to the PharmD program.

If students complete the PharmD prerequisites and are not accepted into the program, we strongly encourage them to have an alternate degree program in mind. Many choose to enter the U of S BMSC degree program, and they would meet most of the requirements of the BMSC common core platform (Table 5).

All departments affected by the changes in prerequisites are supportive of the proposed changes. Letters of support are provided in Appendix C.

¹⁵ Personal communication, T Schindel, Faculty of Pharmacy, University of Alberta

¹⁶ Average of 2007-2015 applications received

Table 4: Comparison of Canadian PharmD Prerequisites

Pre-Pharmacy Courses	Toronto	British Columbia	Alberta (proposed)	Saskatchewan (proposed)
Biology	6	9	3	6
Biochemistry	3	3	3	6
Chemistry	6	6	6	3
Chemistry, Organic	6	6	6	6
English or Writing	3	6	6	6 (must be Literature and Composition)
Math: Calculus	6	6	3	3
Microbiology	-	3	3	3
Nutrition	-	-	-	3
Physics	6	-	-	-
Physiology	6	-	-	6
Statistics	3	3	3	3
Social Sciences or Humanities	6	6	18	6
Other Electives	9	12	9	9
TOTAL	60 CU	60 CU	60 CU	60 CU

Table 5: Comparison of PharmD Prerequisites with BMSC Core Platform

Course	PharmD Prerequisites	BMSC Core Platform
BIOL 120.3	√	√
BIOL 121.3	√	X
BMSC 200.3	√	√
BMSC 210.3	√	√
BMSC 220.3	X	√
BMSC 230.3	√	√
BMSC 240.3	X	√
PHSI 208.6	√	BMSC/BIOL 224.3
CHEM 112.3	√	√
CHEM 115.3	X	√
CHEM 250.3	√	√
CHEM 255.3	√	X
ENGL 110.6	√	X (could be 6 cu of Type C elective)
MATH 125.3	√	√
STAT 246.3	√	√ (PLSC 314.3)
NUTR 120.3	√	X
PHYS 115.3 & PHSY 117.3	X	√
Electives (type C)	6 CU (Psych, Soc, NS, Phil)	18 CU
Electives (unspecified)	9 CU	X
TOTAL	60 CU	60 CU

Other Admission Requirements

The Admissions and Recruitment Working Group also reviewed other admission requirements and policies for the transition to the PharmD program. Accreditation standards require that other criteria besides an academic average be considered for admission to pharmacy programs. The BSP program has employed a 'test of critical skills (TCS)' (a written, timed essay based on a reading and proposition)

based on the SOLO Taxonomy¹⁷ and a 'personal profile (PP)' (a written response to three interview-type questions) since 1999. Admission scores are calculated using a weighing of 60% academic average, 30% TCS and 10% PP. While the faculty have been pleased with these mechanisms for selection of candidates for admission, the College has received many comments from applicants, parents and pharmacists which suggested some form of personal interview be added to the admission process. Therefore, the Admissions WG conducted a literature review and interviewed personnel from other programs on campus and across Canada about their experience with various interview methods. In particular, the WG reviewed information about the 'multiple mini-interview (MMI)' format that has been adopted by several other Canadian pharmacy programs and by programs in Medicine and Physical Therapy at the U of S. Although there were some reports in the literature describing the MMI process, there was little evidence of its effectiveness in selecting the 'best' candidates (see table in Appendix D). (A recent article in the Pharmacy literature has provided some evidence for support of the MMI process¹⁸.) While all interviewees supported the MMI as 'adding something' to their selection process, they all warned of the expense involved, and the problems of updating the interview situations and assessor burn-out (i.e., it is difficult to attract assessors for the process).

Although there is no strong evidence of effectiveness for the 'personal interview' in an admission process, the WG recognized the need and desire of stakeholders and applicants for some interactive process where candidates could demonstrate their oral communication skills. Therefore, the WG was intrigued by reports of a videotaped interview process where candidates used computer technology to respond to several interview questions posed by a taped interviewer. The WG noted that this process might overcome some of the issues with personal interviews, namely assessor bias and difficulty in standardizing the assessment process. By using a taped interview, we could also overcome the issue of having to have large numbers of candidates and assessors come to one place on one day. Rather, candidates could complete their interview at a convenient time (within a certain time frame) and assessors could also complete assessments when convenient. Videotaping also offers the significant advantage of confirming assessors' work via additional review of tapes to ensure rater reliability. Several firms offer this type of interview process (one is used by the University of Alberta Pharmacy program). After approval by faculty (February 2015), the College's admissions staff have begun working with Kira Academics to pilot this technique for admission to the BSP and BSc (Nutr) programs in 2016. If successful, it will be employed for admission to the PharmD program, and for the Nutrition program.

The WG also reviewed other measures of 'critical skills' but did not find anything that was felt to be better than the current process. Therefore, the WG recommended that we continue to employ the TCS as part of the PharmD admission process.

In summary, using similar weighting as the current BSP program, admission to the PharmD program will be based on:

- academic average
- test of critical skills
- Personal interview.

¹⁷ Biggs, J. and Collis, K.F. (1982). *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome)*. New York: Academic Press.

Biggs, J. and Collis, K.F. (1989). "Toward a Model of School-Based Curriculum Development and Assessment Using the SOLO Taxonomy". *Australian Journal of Education*, 33, 151-163.

¹⁸ <http://www.ajpe.org/doi/pdf/10.5688/ajpe79453>

Program Structure and Learning Outcomes

The Doctor of Pharmacy (PharmD) is an undergraduate professional doctorate degree. As previously discussed, this degree is the new standard for professional education in pharmacy. The curriculum leading to the PharmD is designed to better prepare graduates to be competent and highly skilled medication therapy experts. The proposed program will replace the current Bachelor of Science in Pharmacy (BSP) degree program.

The PharmD **program structure** (Table 6) will include three years of university-based coursework, followed by a final year of advanced practice experiences. Didactic courses will be supported by a series of 'practice skills' courses throughout the program where students can integrate and apply their knowledge to various simulated practice situations. Moving away from the traditional format of individual 'labs' attached to each course, and eliminating some labs altogether, is a significant pedagogical step for faculty. It will require significant work to adapt and integrate activities into this format. However, faculty members generally agree that this is an important step to take, to improve student learning and competency. The College recognizes that faculty development activities will be needed, as well as additional resources for course development. This structure is similar to other PharmD programs in Canada and is designed to meet all accreditation requirements. Therefore, we may also be able to learn from and collaborate with other programs during the implementation phase of the program.

For Years 1, 2 and 3 of the PharmD program, the students in each cohort will be required to participate in developmental programming that focuses on self-regulated learning and career development. This will occur the week prior to Term 1 classes commencing. While PharmD students will typically have more undergraduate experience at admission than the BSP group, the expectations for study in pharmacy and for development as a medication therapy expert will be new.

The program's **learning outcomes** are aligned with the Association of Faculties of Pharmacy (AFPC) *Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada (2010)*.¹⁹ In addition, the program will prepare graduates to meet the National Association of Pharmacy Regulatory Authorities (NAPRA) *Professional Competencies for Canadian Pharmacists at Entry to Practice (March 2014)*.²⁰

Using both these documents, working groups composed of faculty, students and preceptors developed specific learning outcomes for 'streams' within the PharmD curriculum: Pharmacotherapeutics, Foundational Pharmaceutical Sciences, Behavioral, Social and Administrative Sciences, Pharmacy Practice Skills and Experiential Education. These groups also developed lists of the knowledge areas that are required of pharmacy graduates. Using the defined learning outcomes and knowledge areas, a curriculum framework was drafted (Tables 6 and 7). This framework will serve as the basis for future development of detailed course outlines and teaching materials as faculty prepare for implementation of each year of the program. The process used for program development is summarized in the figure in Appendix E.

¹⁹ <http://afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf> accessed October 7, 2015

²⁰ http://napra.ca/Content_Files/Files/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf

Table 6: PharmD Program Overview

	Spring/Summer	Fall	Winter	
Pre 1		Biology, Chemistry, Biochemistry, English, Elective (3 CU Psych, Soc, NS, Phil)	Biology, Organic Chemistry, English, Mathematics, Elective (3 CU Psych, Soc, NS, Phil)	
Pre 2		Physiology, Microbiology, Nutrition, Electives (6 CU any)	Physiology, Organic Chemistry, Statistics, Biochemistry, Elective (3 CU any)	
Y1		Orientation (Bootcamp) Year 1		Interprofessional Education
		Foundational Sciences (Pharmacology and Pathophysiology)		
		Foundational Pharmaceutical Sciences (Pharmaceutics, Medicinal Chemistry, Physical Pharmacy)		
		Behavioral, Social, Administrative Sciences (Introduction to Pharmacy, Law & Ethics)		
		Patient Care Process	Pharmacotherapeutics	
		Self Care Pharmacotherapeutics	Self Care Pharmacotherapeutics	
		Pharmacy Skills Development		
Y2	Introductory Structured Experiential Education Community Pharmacy Practice(4 weeks)	Orientation (Bootcamp) Year 2		Interprofessional Education
		Elective		
		Foundational Sciences)Pharmaceutical Biotechnology, Pharmacokinetics, Pharmaceutics)		
		Evidence-Based Medicine	Behavioral, Social, Administrative Sciences (Management)	
		Patient Care / Pharmacy Practice (includes Communications)		
		Pharmacotherapeutics		
		Pharmacy Skills Development		
Y3	Introductory Structured Experiential Education Institutional Pharmacy Practice (4 weeks)	Orientation (Bootcamp) Year 3		Interprofessional Education
		Foundational Sciences (Toxicology, Pharmaceutics)		
		Behavioral, Social, Administrative Sciences (Management, Health Care Issues)		
		Patient Care / Pharmacy Practice (includes Communications)		
		Pharmacotherapeutics		
		Pharmacy Skills Development		
		Capstone (Preparation for Practice)		
Y4		Introductory Structured Experiential Education		Interprofessional Education
		Advanced Experiential Education (32 weeks over three terms)		
		Integrating Seminar		

Table 7 summarizes the proposed courses and credit units for each course and year. Preliminary course descriptions are included in Appendix F. While we feel that the majority of knowledge areas have been identified, it is expected that there may be minor changes to courses and movement of material within the program, as faculty undertake in-depth course development (January – August 2016) and implementation of the program (September 2017). Complete course outlines and course creation forms will be submitted to the University in the fall of 2016 for inclusion in the 2017-18 Calendar.

Table 7: PharmD Program

Year 1 TERM 1	Year 1 TERM 2
PHAR 190.0: Introduction to the College/Program/Year 1	
PHAR 121.3: Foundational Sciences 1: Foundational Pathophysiology & Pharmacology 1	PHAR 123.3: Foundational Sciences 3: Foundational Pathophysiology & Pharmacology 2
PHAR 122.3: Foundational Sciences 2: Medicinal Chemistry and Physical Pharmacy	PHAR 124.3: Foundational Sciences 4: Introduction to Pharmaceutics
PHAR 151.1: Pharmacotherapy: Foundations and general medicine	PHAR 152.6: Pharmacotherapeutics 1
PHAR 153.3: Self Care I: Non-prescription pharmaceuticals and supplies	PHAR 154.3: Self Care II: Non-prescription Pharmaceuticals and supplies
PHAR 110.3: Introduction to Pharmacy and the Health Care System	PHAR 112.1: Pharmacy Law and Introduction to Ethics
PHAR 162.3: Pharmacy Practice 1: The Patient Care Process	PHAR 111.1: Foundations for Practice: Pharmacy Mathematics & Calculations
PHAR 170.3: Pharmacy Skills Development 1	PHAR 171.3: Pharmacy Skills Development 2
PHAR 181.1: Introductory SPEP 1	PHAR 182.1: Introductory SPEP 2
PHAR 183.1: Service Learning 1	PHAR 184.1: Service Learning 2
PHAR 191.1: IPE activities	PHAR 192.1: IPE activities
Total Credit Units: 22	Total Credit units: 23
(Spring Summer) PHAR 185.4: Introductory Community Pharmacy Practice Experience	Total Credit Units: 4
Year 2 TERM 1	Year 2 TERM 2
PHAR 290.0: Introduction to year 2	
PHAR 224.3: Science of Pharmacotherapy 1: Pharmaceutics and Pharmaceutical Biotechnology	PHAR 225.3: Science of Pharmacotherapy 2: Clinical Applications
PHAR 226.3: Foundational Sciences 5: Pharmacokinetics	Elective.3
PHAR 253.6: Pharmacotherapeutics 2	PHAR 255.6: Pharmacotherapeutics 3
PHAR 271.3: Evidence Based Medicine	PHAR 213.3: Management 1
PHAR 262.1: Pharmacy Practice 2	PHAR 263.1: Pharmacy Practice 3
PHAR 272.3: Pharmacy Skills Development 3	PHAR 273.3: Pharmacy Skills Development 4
PHAR 281.1: SPEP 4	PHAR 282.1: SPEP 5
PHAR 291.1: IPE activities	PHAR 292.1: IPE activities
TOTAL CU: 21	TOTAL CU: 21
(Spring Summer) PHAR 283.4: Introductory SPEP: Hospital Pharmacy Practice Experience	Total Credit Units: 4
Year 3 Term 1	Year 3 Term 2
PHAR 390.0: Introduction to year 3	
PHAR 324.3: Science of Pharmacotherapy 3: Toxicology	PHAR 395.3: Preparing for Patient Care/Complex cases (Capstone)
PHAR 358.6: Pharmacotherapeutics 5	PHAR 359.6: Pharmacotherapeutics 6
PHAR 314.3: Management 2/Issues in Health Care and Pharmacy	PHAR 315.3: Issues in Health Care and Pharmacy Practice
PHAR 367.1: Pharmacy Practice 5	PHAR 368.1: Pharmacy Practice 6
PHAR 374.3: Pharmacy Skills Development 5	PHAR 375.3: Pharmacy Skills Development
Elective.3	Elective.3
PHAR 384.1: SPEP 7	PHAR 385.1: SPEP 8
PHAR 391.1: IPE activities	PHAR 392.1: IPE activities
TOTAL CU: 21	TOTAL CU: 21
Year 4 (32 weeks over 3 terms: Spring & Summer, Fall and Winter)	
PHAR 490.0: Introduction to Year 4	
PHAR 481.8: Advanced Practice Experience 1: Acute Care (Hospital) Experience (8 weeks)	
PHAR 482.8: Advanced Practice Experience 2: Community Pharmacy Experience (8 weeks)	
PHAR 483.8: Advanced Practice Experience 3: Other Direct Patient Care Experience (8 weeks)	
PHAR 484.8: Advanced Practice Experience 4: Elective Practice Experience (8 weeks) (or both PHAR 485.4 and 486.4; 2 x 4 weeks)	
PHAR 487.1, PHAR 488.1, and PHAR 489.1: Integrating Seminar (1 in each term)	
TOTAL CU: 34	
TOTAL Program CU: 171	

Educational Taxonomy

During a program development retreat in June 2015, faculty reviewed various taxonomies of teaching and learning. Such schemes are often used to describe a teaching philosophy, develop a series of learning outcomes or provide a structure for program and course development. Faculty were drawn to two taxonomies: the SOLO taxonomy²¹ for describing skills development (what students do with what they learn) and Bloom's Taxonomy²² for describing what students do to learn. These were combined into one 'Educational Taxonomy' for the U of S PharmD program (Figure 1).

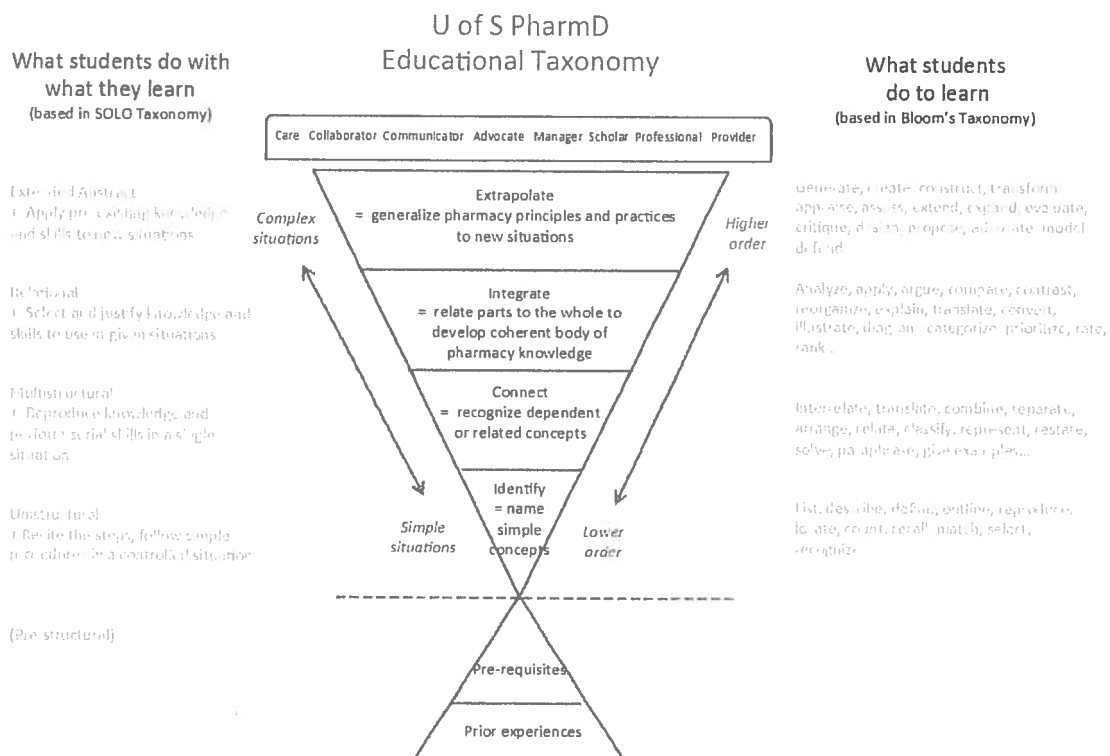


Figure 1: PharmD Educational Taxonomy

Aboriginal Education

A set of learning outcomes related to aboriginal knowledge and skills was also developed. The faculty intends to incorporate and embed these learning outcomes throughout the program. To do so, we will

²¹ Biggs, J. and Collis, K.F. (1982). *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome)*. New York: Academic Press.

Biggs, J. and Collis, K.F. (1989). "Toward a Model of School-Based Curriculum Development and Assessment Using the SOLO Taxonomy". *Australian Journal of Education*, 33, 151-163.

²² Anderson, L.W. and Krathwohl, D.R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing (Based on Bloom's Taxonomy)*.

consult with the educational developers at the Gwenna Moss Centre and indigenous faculty in related areas.

Interprofessional Education

Interprofessional education (IPE) is an important part of all health professional programs today. Specific accreditation standards exist for IPE and competency statements have been adopted²³. We have indicated that IPE will occur throughout the program (Table 6) and have blocked off one afternoon each week for IPE activities in the draft timetables (Appendix G) for the program. In the current BSP program, students participate in several IPE activities (e.g., interprofessional problem-based learning [i-PBL]) throughout their programs. It is our intent that, at the minimum, these activities will be incorporated into the PharmD program. However, we look forward to continued collaboration with colleagues in the other health science programs, and with the IPE coordinator hired by the Council of Health Science Deans (CSHD), to further develop IPE at the U of S.

Experiential Education

In the BSP program, year 1 students complete 60 hours of 'service learning' at various facilities in and around Saskatoon (e.g., seniors' residences, nursing homes, hospitals). While CCAPP accreditation standards do not consider service learning to be part of 'structured practice experiences', we feel it is an important aspect of students' learning how to become professionals able to provide 'care' for others. Consequently this experience will remain a part of experiential education in the PharmD program.

As mentioned previously, one of the 'guiding principles' of the new PharmD program is to have students interact with patients throughout their program, starting in term 1 of year 1. Therefore, with the assistance of partners in the Saskatoon Health Region, we have designed an introductory practice experience which will see students participating in patient care activities weekly, in SHR facilities, community pharmacies, the medSask Drug Information Service, the Medication Assessment Centre, and other sites. Students will have ongoing experiential opportunities throughout the first three years of the program. It is our intent to schedule some of these to allow senior students to act as mentors for junior colleagues, thus developing important skills for future roles as preceptors and employers. We believe this weekly experiential education component will be unique to the U of S PharmD program.

The PharmD experiential program will also include two 4-week introductory experiences between years 1 and 2 (community pharmacy practice) and years 2 and 3 (hospital pharmacy practice), and 32 weeks of advanced experiences in year 4. Year 4 will begin in May following year 3 and end April 30 the following year. During this time, each student will complete 32 weeks of training, including 3 'core' 8-week rotations ('acute care', 'community pharmacy' and 'other patient care' such as specialty experiences in psychiatry, geriatrics, infectious diseases). In addition, each student will complete 8 weeks of one or 4 weeks each of two 'elective' rotations such as working with a professional association or with faculty on a research project. During the year (3 separate terms), 'core' practice sites will host one or more students every 8 weeks for 48 weeks (there will be a 3-week vacation period in December and a one-week orientation in May). This continued presence of students will help preceptors at these sites who wish to involve senior students in specialized services year-round, and it will benefit students because such sites will be well-developed with qualified preceptors.

²³ http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

To accommodate 90 students, using a reasonable number of practice sites, student schedules will be staggered, such that two-thirds of the class will be in rotations at any given time. The remainder will be 'off'. Two example schedules are included in Appendix H. Each has pros and cons associated with it, and these will be reviewed and discussed with students, preceptors, experiential sites, health regions, etc. as we implement the program. Representatives from several health regions including our largest partners, the Saskatoon Health Region and the Regina Qu'Appelle Health Region, community pharmacies and faculty have been working together on the experiential plan through the Experiential Education (EE) Working Group. In addition, the College will be conducting a survey of preceptors, and holding meetings and focus groups with preceptors and other practitioners to fully develop the EE plan.

The College recognizes the importance of preceptor development as we move forward, and is therefore committing resources towards this initiative by hiring a 'preceptor development coordinator' and providing preceptors and students with appropriate access to resources such as on-line training modules and the library. These are discussed in the budget section.

Comparison to Other PharmD Programs

The University of Saskatchewan PharmD program will be similar to other programs currently being offered at the University of UBC, Toronto and Waterloo, and proposed in Alberta (Table 8). All must meet CCAPP accreditation standards and must prepare graduates to meet entry-to-practice competencies, although internal organization of coursework and course delivery mechanisms may differ to accommodate individual requirements at our various universities. Because of the difference in preparatory education (i.e., CGEP programs), the Quebec programs are not included in the comparison. The Waterloo program is a co-op program, meaning some of the experiential program is offered as work placements. Therefore it is a bit difficult to make an exact comparison with it. However, the prerequisites are similar (60 Credits), and the didactic coursework is also comparable (137 CU)

Table 8: Comparison of PharmD Programs

Program Component	UBC	Alberta (proposed)	Toronto	Saskatchewan (proposed)
Credential	Doctor of Pharmacy (PharmD)	Doctor of Pharmacy (PharmD)	Doctor of Pharmacy (PharmD)	Doctor of Pharmacy (PharmD)
Entrance Course Requirements (CU)	60	60	60	60
Duration	4 years	4 years	4 years	4 years
Required didactic courses	109 CU	98 CU	*	114
Electives	15 CU	3 CU	9 CU	9 CU
Introductory practice experiences	11 CU	8 CU	8 weeks	16 CU
Advanced practice experiences	31 CU	32 CU	36 weeks	32 CU
Total pharmacy practice experiences	42 weeks	40 weeks	44 weeks	40 weeks plus weekly experiences in y1-3
Total credits	166	141	*	171

* Credit units are not used for PharmD courses

RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program. Include any memos received, or have them attached to the online portal.

There will be no duplication of programming for the undergraduate professional degree in pharmacy at the U of S. As the PharmD program is implemented, the Bachelor's program will be phased out (Table 9). The last BSP class will be admitted in 2016, and will graduate in 2020; the first PharmD class will be admitted in 2017 and our first graduates will receive their PharmD degrees in 2021. The College will not be offering any opportunities for BSP students to transition into the PharmD program.

Table 9: Transition to PharmD by Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Year 1	BSP	PharmD	PharmD	PharmD	PharmD
Year 2	BSP	BSP	PharmD	PharmD	PharmD
Year 3	BSP	BSP	BSP	PharmD	PharmD
Year 4	BSP	BSP	BSP	BSP	PharmD

If any BSP students are unable to complete their programs with the appropriate cohort, they will not be able to transfer to the PharmD program (the organization of course material is too different). Rather, faculty will ensure these few students can complete the BSP. Suggested mechanisms include video-capture of all lectures the last time they are given in the BSP program, and setting up 'independent study' courses if needed. Lab-based activities could easily be accommodated during the Spring / Summer sessions, as would any experiential requirements. Each student situation will be different and will require a specific solution. In the past few years there have been anywhere between 0 to 2 students unable to complete their programs with the appropriate cohort.

It is important to note that the PharmD credential will not be required for individuals to practice in Saskatchewan or other Canadian jurisdictions. Both BSP and PharmD graduates who pass the Pharmacy Examining Board of Canada (PEBC) Qualifying Exam, and who meet other provincially set criteria, will be able to apply for licensure. However, all Canadian pharmacy schools offering the PharmD feel that a cohort of practitioners will be interested in receiving the PharmD credential (similar interest occurred in the US when the PharmD was introduced, with most post-BSc Pharm programs being offered for about 10 years after the entry-to-practice PharmD was introduced).

To meet the anticipated demand for a 'non-traditional' or 'flexible' program from pre-2021 U of S BSP graduates who wish to attain the PharmD degree, the College will also develop a 'flexible' PharmD program via distance education, based on the new entry-to-practice PharmD program. All pharmacy schools in Canada intend to offer opportunities for licensed pharmacists within their provincial catchment areas to earn the PharmD credential through programs of this type. We anticipate submission of additional information about the structure of such a program to the Planning and Priorities and Academic Programs committees of Council within the next three years.

It is possible that the College of Pharmacy and Nutrition will be able to share some aspects of curriculum delivery of its PharmD program with other health science programs, especially now that many

undergraduate programs have moved to the new health sciences building. This will be most likely in the clinical learning resources centre in E wing, for example, in simulated patient care scenarios. As mentioned, the College also supports the need for expanded interprofessional learning opportunities for all health professional students and will actively seek to include these opportunities in the PharmD curriculum at all levels from introductory skills to advanced practice.

There will be no impact on admission to our graduate programs (M.Sc. or Ph.D.). Graduates of the PharmD program who may be interested in further research-based training in the professional discipline (or in one of the pharmaceutical sciences) will be well qualified to apply here or anywhere to enter a graduate program. Graduates will also be eligible to apply for post-graduate general practice or specialty residencies in Canada or the United States, to clinical fellowship programs in either country, or to clinical pharmacy graduate programs in the United States.

Consultations

As previously discussed, the College consulted with all departments who offer courses which will become prerequisites to the PharmD program. All are supportive of the proposed new program (see Appendix C). We also consulted with departments whose course content will be integrated into the curriculum (pathology and pharmacology) (Appendix C).

The Dean has been in frequent contact with the Ministries of Health and Advanced Education, and personnel in Workforce Planning in the Saskatchewan government, and colleagues in health regions, community practice and professional associations, and alumni. Letters of support have been received from professional associations in Saskatchewan, health regions, and students (Appendix I).

RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program is handled within the existing resources of the department or college (e.g., faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc.) or whether additional resources from the college or from PCIP will be required. Include any required memos from the Dean or department heads regarding resources, on the online portal.

A new professional program based on a PharmD curriculum structure will require greater per student funding from operating funds than is provided to the College for its current BSP pharmacy program. Resource needs are described below and on the attached forms. Funding for these resource needs is described in the Budget section.

Library Resource Requirements

Library resources are generally adequate, although additional titles would be useful, if acquisition costs can be reduced and library funds are available. Such resources as 'Up-to-date' and 'Pharmacists' Letter' would be useful to students and preceptors, but we understand that the Library will be receiving an update to a similar product (Dynamed Plus) which may work well. On-line resources such as eCPS, LexiComp and Dynamed are invaluable resources for students and preceptors. We anticipate continued need for downloadable and mobile resources for enhanced student learning and patient care.

Library staff have worked with faculty to develop a series of training sessions to prepare BSP students to use medical and pharmacy information resources. We look forward to the continuation of this training for PharmD students. Because there will be no change in the number of students admitted, there should be no extra resources required after the PharmD program is completely implemented. However, there may be some duplication of teaching required when both programs are being offered because the training modules may occur in different years of the programs. This is not anticipated to require extra Library personnel.

The College is very pleased that access to Library resources is given to our preceptors to support experiential education. This service is valued highly by preceptors, and we look forward to continuation of this process in the PharmD program.

We do not anticipate any major impact of this program change on the Library, but we will work with our Library Liaison to monitor the impact during program implementation and delivery.

ICT Resource Requirements

Additional ICT resources will be required for the PharmD program. These are described below.

Desktop and Faculty and Staff Support: The College has an established connection with the ICT unit on campus to support faculty and staff with their ICT needs such as setting up new computers and devices, trouble-shooting and problem-solving of technological issues, and support for the Professional Skills Lab and computer lab (112 THORV). This type of support will continue to be required.

Additional support may be needed if the former professional skills lab in THORV (G11) is re-established for 2-3 years to cover any double-teaching that may be required as the BSP program is phased out. Additional support will also be required for staff and faculty to set up and utilize software to support the experiential education program (scheduling and monitoring the experiential rotations), and to support the set up and use of curriculum mapping software. Faculty development programs may also be needed, especially as these resources are implemented.

ICT and Gwenna Moss Centre Support for Teaching: To date, the College has had limited resources or university infrastructure support to take advantage of opportunities to incorporate teaching and learning techniques involving simulations, interprofessional education activities, standardized patients or other technologies in our current BSP program, but we feel these kinds of instructional approaches must be included in the PharmD program. Faculty development programs will also be needed, to support faculty and staff as they incorporate new technology into their courses.

Access to computer lab / use of "Virtual Lab": As described in the Library section, the BSP and PharmD programs will need access to a computer lab for groups of students (24-30) to receive training in the use of medical and pharmacy information resources. We understand that such a facility will be available once renovations to the A wing of HSC are completed and that interim arrangements to increase current HSC computer lab space are occurring. Although this lab is used extensively for various exams and by various groups, if Pharmacy students can have access to this space and if it can be booked for training sessions, then the computer lab in 112 THORV could be repurposed sooner than anticipated.

If all students have personal laptops, such training could occur using the 'Virtual Lab', and therefore access to a room with Wi-Fi capabilities would be all that would be required. The College has an

agreement with the publishers of 'Micromedex' for access to this database for Pharmacy students only. This exclusive access can be continued for PharmD students, through the Virtual Lab as well.

Distributed Learning: We anticipate a need for greater access to ICT resources for some distributed learning activities, for preceptor training activities, and for interaction among students during experiential training. During year 4, students will participate in an 'integrated seminar' course which will allow continued interaction with faculty and with fellow students. Therefore we will need access to, and user support for, something like WebX, with training sessions for faculty and staff to accompany it.

We plan to develop some on-line course material (e.g., pharmacy law and pharmacy calculations), and therefore would need support to develop these materials, which presumably could then be hosted via BlackBoard.

Video Capture Technology: While Pharmacy has an excellent Professional Skills facility in the HSC building, we also require access to the CLRC for both training and assessment of students' skills in patient interactions. This includes a need to use video-capture technology, to record interactions and subsequent review of them by faculty and students. The College would also be interested in collaborating with ICT and other health science programs in the development of additional capacity for simulations and other technologies such as 'remote presence systems (i.e. robots)'.

Summary of ICT Resources Needed: To meet ICT needs, the budget includes additional ICT staff support of 1.0 FTE (in addition to the 0.3 FTE already in the budget), funds to develop on-line course material, funds to support the CLRC, and funds for video capture technology.

Personnel Requirements

Additional personnel will be required for the PharmD program as follows:

Faculty: Three new faculty positions in the pharmacy practice area will be required for the PharmD program, due to increased teaching in this area. We propose to add one position each year from 2018-2021).

Additional term faculty will be needed as the PharmD program is implemented and the BSP program is phased out, due to the differences in program structure which will require some 'double-teaching'. This double-teaching will occur in the same term to different groups, or material will need to be repeated in a second term, also to different groups (i.e. BSP and PharmD cohorts). We are proposing a total of 1.0 FTE over two years (2017-19) but this may be made up of several part-time or sessional appointments. In addition, some teaching may also be undertaken by pharmacists appointed to positions in other parts of the program such as experiential education coordinators, depending on their expertise.

Additional personnel may also be needed in the professional skills lab to accommodate skills development activities in both programs, and on-going to support skills development activities in the PharmD program.

Additional temporary resources such as more lab instructors or standardized patients may be needed as the PharmD program is implemented and the BSP program is phased out, due to the differences in program structure which will require some 'double-teaching'.

Experiential Education / Program Evaluation: We anticipate a much greater need for resources to develop high quality, contemporary practice experiential education placements in institutional practice sites, community pharmacies (especially in rural and remote areas), and primary care practices. These needs have been captured in the budget. Funding currently received from the Ministry of Health to support clinical placement sites in the health regions will be phased out, based on discussions with the Ministry of Health.

The need for additional personnel to organize and manage experiential education and program evaluation and assessment functions in our current program has been identified during accreditation reviews and in College strategic planning and planning parameters assessments. To meet these needs a program evaluation and assessment coordinator was hired and has begun work on an evaluation plan for the program. She has also begun working with faculty on current assessment strategies and will continue to help them develop appropriate strategies to support the PharmD program.

We currently have 1.0 FTE personnel working on the experiential program. We propose to expand the Office of Experiential Education over 3 years (2016-2019) to include a total of 5 staff (1 Director who is a faculty member, 2 experiential coordinators, 1 preceptor development coordinator and 1 secretary).

Administrative Support: As a result of differences in the admission process, double teaching and introduction of a new program, additional administrative support, and support for professional skills development activities may be required, at least temporarily. Although difficult to predict, the budget includes additional administrative support for these purposes.

Physical Resource Requirements

Although most Pharmacy faculty and staff are accommodated in the HSC building, we require additional physical resources, such as faculty offices, for the PharmD program, especially during the next 3 years until the completion of renovations to the A and B wings of HSC. Additional temporary physical resources may be needed as the PharmD program is implemented and the BSP program is phased out, due to the differences in program structure which will require some 'double-teaching'. These are described below.

Office Space: The need for additional personnel to organize and manage experiential education in our current program has been identified during accreditation reviews and in College strategic planning and planning parameters assessments. We currently have 2 individuals working on the experiential program who are housed in THORV. We propose to expand the Office of Experiential Education over 3 years (2016-2019) to include a total of 5 staff (1 Director who is a faculty member, 2 experiential coordinators, 1 preceptor development coordinator and 1 secretary). We understand that space in A-wing will be developed for this office, but temporary quarters will be required in E-wing until this occurs.

We have also identified a need for additional pharmacy practice faculty members to deliver the PharmD program. Three additional positions are proposed in the budget, to be added in 2018-21. They will need offices in E-wing close to other pharmacy faculty.

Teaching Space: The additional classroom spaces opening in A/B in 2016 will fit the size of PharmD classes. Access to classrooms in the HSC building may be an issue at certain times of the day, but we are

prepared to work with our colleagues in the building and with Classroom Scheduling to develop timetables which can effectively use the spaces available.

While the area of 'sterile products' will continue to be taught in the PharmD program, the degree of students' exposure to the actual preparation of sterile products may change as pharmacy technicians become licensed. However, we understand that the BSP program will have access to a newly renovated lab space in A/B wings in 2016, and continued access to biohazard hoods in another lab. These facilities will both be adequate for the PharmD program.

Special Requirements / Equipment: Access to biohazard hoods and use of video capture technology in the CLRC and Skills Lab will be required as described above.

Additional office furniture may be required for temporary office spaces. Computer hardware will be required for new faculty and staff. Additional computers and printers will be required if G11 THORV is re-established as a professional skills facility for 3 years (older equipment removed from other labs and offices may be available for this short-term purpose).

Impact on Other Departments/Units and Programs

A positive impact of moving basic science and biomedical science courses to the prerequisite years for the PharmD program will be increased enrolment in those courses. Increased enrolment will mean increased resources from tuition for those departments. There may also be a temporary negative impact on some departments such as Chemistry for the year(s) that we require them to reserve spaces for students in the BSP program. The College is prepared to work with affected departments if additional resources are required for course delivery or laboratory instruction. Introduction of the PharmD program may have a positive impact on the Nutrition program because Nutrition faculty will be included in faculty development activities that are offered in the College.

BUDGET

Please indicate if budget allocations within the department or the college will change due to this program.

The accrediting body (CCAPP) has identified the College's program budget resources as an issue during its past three accreditation reviews. Full implementation of the TABBS model in 2015-16 and re-investment in the undergraduate pharmacy program resulting from its TransformUS quintile 1 recommendation has provided new resources of \$1.1 million to the College to make it feasible for the BSP program to continue and to set the stage for development of the PharmD program. However, additional funds will be required for implementation and delivery of a high quality Pharmacy program.

The College has examined its undergraduate pharmacy program tuition to ensure that it continues to adhere to the University's tuition principles of affordability and accessibility, quality, and comparability to other schools' tuition for the PharmD. Because the PharmD is an undergraduate doctoral degree like Medicine and Dentistry, with all courses offered within the College, a similar tuition model should apply. We are therefore proposing that the PharmD program move to a model which charges a set tuition, rather than on a 'per credit unit' basis, and that this tuition be **\$17,000 per year**. This amount is an increase from the current BSP tuition (approximately \$9700 per year), but it is required to provide the resources required to offer the program. It is also similar to tuition charged by other Canadian PharmD programs (Table 10). Tuition for PharmD programs in the US is variable (two are illustrated in Table 10)

but generally higher than Canadian programs (tuition in Quebec is highly subsidized by government and is therefore not comparable to other programs).

Table 10: Tuition for PharmD Programs

University	PharmD Tuition (per year)*
British Columbia	\$16,486 (includes \$1000 'practice' fee)
Toronto	\$18,700 (includes \$1350 'practice' fee)
Waterloo	\$19,785 (average of 4 years)
University of Washington	\$28,362 (residents) \$50,286 (non-residents)
SUNY - Buffalo	\$24,400 (residents) \$46,730 (non-residents)

* Information obtained from University websites for 2015-16 tuition

Using tuition rates of \$17,000 per student per year, the attached Budget (Appendix J) was created. The table in Appendix K describes how the budget was developed, using the resource needs described in the previous section of this proposal. The following assumptions were employed:

- 1 % increase in base budget for next 2 years, then 2% increase per year
- 3% increase in personnel costs per year
- College receives 73% of additional tuition (central administration retains 27%).

COLLEGE STATEMENT

A statement from the Dean about the PharmD proposal is attached as Appendix L.

For Further Information:

Dr. Kishor Wasan
Professor and Dean,
College of Pharmacy and Nutrition

Dr. Yvonne Shevchuk
Professor and Associate Dean (Academic)
College of Pharmacy and Nutrition

APPENDICES

Appendix A: Guiding Principles

Appendix B: Notice of Intent

Appendix C: Letters of Support (University Departments)

Appendix D: Table reviewing admission criteria

Appendix E: Program Development Process

Appendix F: Course Descriptions

Appendix G: Draft Example Timetables

Appendix H: Draft Examples of Experiential Schedules

Appendix I: Letters of Support (Professional Colleagues and Partners)

Appendix J: Draft Budget

Appendix K: Description of Budget Items

Appendix L: College Statement

2



PHARMACY CURRICULUM RENEWAL
Guiding Principles for PharmD Program Development

Educational Goals

1. The program will graduate **medication therapy experts** who have achieved all of the outcomes of the AFPC '*Educational Outcomes for First Professional Degree Programs in Canada (2010)*' and who can meet the NAPRA '*Professional Competencies for Canadian Pharmacists at Entry to Practice*'.
2. All Educational Outcomes will be taught throughout all years of the program. (e.g., drug therapy should not be divided into Rx/nonRx; a disease state starts the process..)
3. Starting on Day One, students will progress through simple to complex patient care activities/examples.
4. The program should emphasize 'core' diseases, without sacrificing some breadth of knowledge (although recognize we cannot teach it all).
5. Practice skills should start on day 1 and build throughout the program.
 - a. Whatever we teach must be taken to its practical application point.
6. The program should develop students' leadership skills (i.e. to profession and society) via engagement and participation in the profession, policy discussions etc.
7. The program should foster interprofessionalism – IP learning opportunities should start early and carry throughout the program.
8. The program should include an entrepreneurial/business focus which focuses on innovation (how to be successful in practice).
9. There should be competency streams (vertical integration) throughout the curriculum with one faculty member responsible for coordination of the stream (e.g., adherence, communications).
10. We should align with external drivers e.g., ISMP terminology, cover recommendations of external agencies.

Attitudes

11. The program will include a set of values or attitudes expected of students, which will be modeled by faculty (e.g., attendance, professionalism, accountability – could be on a continuum.)
12. The program values should foster responsibility or accountability within the context of societal expectations (e.g., motivation to investigate a patient's problem, discover information, synthesize solutions, act on it, influence care etc.; take 'ownership' of patient care)

Teaching/Learning Methodologies

13. The program should be 'ahead' of technology and faculty should be open to using innovative methods in teaching.
14. Curriculum delivery/learning should be 'student-centered'.
 - a. Students will be expected to take ownership of own learning and the program should develop self-reflective learners.
 - b. The format of teaching should be one of the guiding principles- i.e. we should determine what the format of teaching should be.
15. The program should include frequent and early practical experiences with meaningful patient interactions.
 - a. Maybe with the same group of students throughout several years in SPEP?
16. The program should integrate pharmaceutical sciences and pharmacy practice (e.g., start with disease, then treatment, then drug design etc.)
17. The program should include peer-mentoring or stewardship (learn by teaching).
18. We should adopt the same language as that used in the patient care process i.e., adopt a set of terms and all use them, use them to keep track of themes, adapt as practice changes.

Appendix A

Assessment & Performance Standards

19. We should set appropriate performance standards and communicate them consistently, plan to ensure success, and include assessment strategies in the curriculum framework. We need to be able to assess the quality of our graduates and the outcomes of this curricular change. Feedback needs to be built in.

Resources

20. The College should provide appropriate faculty development and make sure it fits with other needs (such as tenure and promotion requirements).
21. We must have an appropriate complement of faculty and support staff to make this curriculum happen.

Admissions Criteria (added from Admissions WG discussions)

22. There should be sufficient flexibility in prerequisite courses to:
 - a. allow students to apply to different programs OR apply here from different universities
 - b. complete an alternate degree if they are not admitted to Pharmacy
 - c. transfer courses from other universities.

College of Pharmacy and Nutrition

Notice of Intent for a New Program: Doctor of Pharmacy (PharmD)

The College of Pharmacy and Nutrition is proposing the development of the Doctor of Pharmacy (PharmD) program to replace the current Bachelor of Science in Pharmacy (BSP). The PharmD is the undergraduate entry-to-practice professional degree in pharmacy now offered at several universities in Canada, at all U.S. schools of pharmacy, and in several other countries. This undergraduate professional doctoral degree is similar in designation to the Doctor of Medicine (MD), Doctor of Veterinary Medicine (DVM) or Juris Doctorate (JD) degrees currently offered at the University of Saskatchewan.

The Association of Faculties of Pharmacy of Canada has established a goal of 2020 for all pharmacy programs in Canada to begin offering the PharmD as the first professional degree in pharmacy¹. As of 2013, four of the ten schools in Canada now only offer the PharmD as the first professional degree in pharmacy, one has had this degree program approved and is preparing to implement, and the remaining 5 schools are in various stages of development of their programs. It is the intent of the College of Pharmacy and Nutrition at the University of Saskatchewan to develop the PharmD program for implementation in the fall term of 2016.

In preparation for the development and implementation of the PharmD degree, the College of Pharmacy and Nutrition has established the *Pharmacy Curriculum Renewal Steering Committee* with membership from faculty, students, practitioners and external partners. The Committee has held a Faculty Retreat and several Student 'Town Hall' meetings and has initiated consultations with the Government of Saskatchewan ministries of Health and Advanced Education, professional organizations, employer groups and several health regions.

Consultations will be on-going throughout all stages of development and implementation and will also include community pharmacy partners and all health regions in Saskatchewan. Initial responses to the proposed introduction of the PharmD have been favorable, with many questions and expressions of interest from practising pharmacists and employers. The College anticipates that this interest will continue and we hope to translate it into increased support for experiential training opportunities for our students, and enrolment by licensed SK pharmacists into a planned complementary 'bridging' program that will also be introduced by the College.

The College has consulted with Biomedical Sciences departments in the College of Medicine and several departments in the College of Arts and Science about what will be required to modify the 'pre-pharmacy' program. All have been positive and willing to work with the College of Pharmacy and Nutrition over the next few years as it transitions to the new program.

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

The primary motivation for developing the PharmD program is connected to the significant changes in the nature of pharmacy practice and the increasing complexity of pharmaceuticals that have occurred since the original BSP curriculum structure at the University of Saskatchewan was put in place in the late

¹ http://afpc.info/sites/default/files/AFPC_ADPC_PharmD_Position_Statement_Resolution_Sept_2010.pdf

1940's, and more recently, since the last major curriculum revisions were made in the early 2000's. Quite simply, the explosive growth of the modern era of pharmaceutical development in the last quarter of the 20th century, the refinement of contemporary practice skills and societal expectations for pharmacists, and Canadian health care system challenges with respect to the safe and effective use of medications have created conditions for pharmacy graduates entering practice that can no longer be met with a baccalaureate curriculum structure. The principal objectives for the new PharmD curriculum in its replacement of the present BSP program therefore, will be the following:

- To educate and graduate pharmacists who are skilled in the safe and effective use of pharmaceuticals with increasingly complex characteristics related to their indication for use; pharmacology; administration, distribution, metabolism, and excretion; and dosage form and delivery technology,
- To prepare graduates who have the competencies to undertake the new and expanding patient care roles in the Canadian health care system that are now required of pharmacists as a result of greatly enhanced legislated scope of practice changes,
- To prepare graduates who are expected to be increasingly accountable for patient quality outcomes related to medication use in the Canadian health care system – to improve poor patient adherence, to identify preventable adverse drug reactions, to reduce drug-implicated hospitalization, to ensure effective chronic disease management with medications, to increase patient safety, to reduce non-evidence informed prescribing practices, to collaborate more closely with other health professionals in patient care, and to increase taxpayers' value for money in provincial and 3rd party prescription drug insurance benefit programs,
- To provide the opportunity for University of Saskatchewan pharmacy graduates to consider certain advanced and specialty residency or fellowship training programs only available at academic health science centres in the United States. The baccalaureate credential of U of S graduates is now not fully recognized for pharmacist licensure in the US, making the U of S pharmacy program one of the few professional programs at the University where graduates do not have career mobility options into the United States. A reciprocal recognition of the accreditation status of Canadian pharmacy schools by the US pharmacy accreditation agency (ACPE) does not exist, and
- To ensure that the undergraduate pharmacy program at the University of Saskatchewan continues to meet accreditation requirements for pharmacy programs in Canada. It is expected that the next revision to the accreditation standards for the professional degree in pharmacy set by the Canadian Council for Accreditation of Pharmacy Programs will require a PharmD curriculum structure.

The need for greater use of pharmacists' skills in providing health care to Canadians has been previously identified². The 2011 *Blueprint for Pharmacy*³ describes the vision of what pharmacists in Canada can and should be doing as members of health care teams and as providers of primary care as: "*optimal drug therapy outcomes for Canadians through patient-centered care.*" All national⁴ and provincial pharmacy associations supported this vision and have been working toward it for the past three years.

² Building on Values: The Future of Health Care in Canada, R. Romanow, accessed March 28 2014 at: <http://publications.gc.ca/collections/Collection/CP32-85-2002E.pdf>

³ See: <http://www.blueprintforpharmacy.ca/>

⁴ Canadian Pharmacists Association Position Paper on PharmD can be found at: <http://www.pharmacists.ca/cpha-ca/assets/File/cpha-on-the-issues/PPDoctorOfPharmacyEN.pdf>

Recommendations within the *Blueprint* related to pharmacy education include expanded experiential training and interprofessional teamwork opportunities for students and graduates. In addition, the educational outcomes for Pharmacy programs in Canada have recently been revised by the Association of Faculties of Pharmacy of Canada (AFPC) to focus on producing graduates who can function as 'medication therapy experts'. At a College faculty retreat in June 2013, our faculty reaffirmed the intent outlined in the College's contribution to the University's 3rd Integrated Plan (*Promise and Potential*) to develop a PharmD program based on these educational outcomes.⁵

The *Blueprint Vision for Pharmacy* and its recommendations also align well with the four pillars of the Saskatchewan Ministry of Health's strategic plan: better care, better teams, better value, and better health. All of these factors have stimulated the desire by the pharmacy faculty to review and revise the undergraduate pharmacy curriculum to ensure our graduates are able to work with patients for better health care outcomes now and in the future.

In addition, the site visit team for the College's most recent (2012) accreditation by the Canadian Council of Accreditation for Pharmacy Programs (CCAPP) indicated that our current pharmacy program is solid but in need of a major update to align it with educational and training needs of pharmacy graduates to meet current patient care responsibilities for pharmacists. CCAPP has recently released new accreditation standards for undergraduate pharmacy programs that, while still permitting accreditation of baccalaureate programs, are now based on the PharmD as the first professional degree curriculum structure. However, it is fully expected that the next revision to the CCAPP accreditation standards will remove its acceptance of the baccalaureate option and require the University of Saskatchewan to meet these standards at the PharmD level or risk loss of accreditation for its pharmacy program.

The current accreditation standards include increased requirements for interprofessional education and experiential training than that presently provided in the BSP program, especially in the final year. The accreditation standards also require programs to retain a strong foundation in pharmaceutical, clinical, and social/administrative sciences that limits the College's options to reduce curricular emphasis in these areas to provide additional time for experiential training. To incorporate the required experiences, our program will need to be re-organized in some way. The College feels the best way to accomplish this is to change the program from a 1 (prepharmacy) + 4 year program into a minimum of a 2 year (prepharmacy) + 4 year professional program. This is the structure in place for most Canadian and US PharmD programs.

By requiring students to complete foundational courses (e.g., biomedical sciences and other introductory courses) before entry into the pharmacy program, we can fully develop students' knowledge, skills and abilities with three years of coursework in the other required curricular areas prior to a full year (42 to 48 weeks) of advanced experiential training in year 4 (currently 15 weeks in term 2 of year 4).

With this expansion in experiential training, students will have more sustained time to develop the judgement, confidence and proficiency necessary to be fully 'practice ready' at the completion of the program, and also to consider opportunities to engage in various types of practice beyond the current clerkship selections in traditional community and hospital practices. These innovative or specialty experiences may include clinical rotations with primary care teams, providing pharmacy services in rural

⁵ <http://afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf>

and remote areas of the province, international health care placements, or working on health promotion/disease prevention projects.

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

The current pharmacy program receives 600+ applications each year for 90 positions in the admission class. This figure has been constant over the past 10 years, and we do not anticipate any change in demand. National and provincial employment data indicate the supply and demand for pharmacists is a stable market where the demand for pharmacists is largely determined by national population increases, age demographics, and the number of prescriptions consumed. However, the need for pharmacists to fill vacant positions is somewhat less acute than a few years ago when serious shortages were apparent. Interestingly, Canada still licenses a large number of international pharmacy graduates (IPGs) equal to the number of pharmacists graduating from Canadian universities each year. The need is still great in rural and remote areas, including parts of Saskatchewan and in hospitals. The College's quota of 90 entering students was found to be the 'right size' for our program during Workforce Planning discussions with SaskHealth.

During the past 3-4 years, the College has noted a 'buzz' among current students and students applying for admission – they are aware of the proposed change to the PharmD degree, and most have expressed interest in attaining the degree, either by waiting to apply in 2016, or by completing additional training after graduation. At a recent 'town hall' meeting with students, much discussion surrounded the need for an online 'bridging' program to be developed concurrently with the new 'in class' program whereby recent graduates and existing pharmacists in the province can also earn the PharmD credential.

As mentioned earlier, all pharmacy programs in Canada are in various stages of active planning for implementation of PharmD programs. If the University of Saskatchewan delays offering the degree (i.e. later than our U15 competitor pharmacy schools), we may see a drop in applications as students go elsewhere to attain the credential.

A reduction in numbers of applicants may also mean that the 'pool' of applicants will contain fewer numbers of students with high academic standing because they will be accepted elsewhere, requiring the U of S to consider lower admission standards to fill the 90 seats. A drop in the number of graduates or a reduction in quality would also impact the quality of health care provided by pharmacists in the province because 93% of the practising pharmacists in Saskatchewan are graduates of the U of S program⁶.

In addition to the documentation required by University Council concerning the background rationale for the proposed new PharmD program, the structure of its curriculum, evidence of internal and external support from relevant stakeholder consultations, and confirmation of the resources that will be necessary to implement and deliver the new program, the College is also expected to provide documentation to the Government of Saskatchewan ministries of Advanced Education and Health that addresses the information outlined in the F/P/T Ministers of Health entry-to-practice assessment

⁶ Personal communication, J. Eriksen, Assistant Registrar, Saskatchewan College of Pharmacists, March, 2014

process⁷. Senior representatives of the College's project team for the new curriculum have had regular meetings with representatives from the two ministries to ensure compliance with this requirement.

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?

The development of the PharmD program as the entry-to-practice credential was outlined in the College's strategic plan and was referenced in the University's 3rd integrated plan. The implementation of this degree program is essential for the University of Saskatchewan to maintain full accreditation of the undergraduate pharmacy program, and to graduate pharmacists able to offer optimum pharmacy care to the citizens of Saskatchewan.

As noted in the College of Pharmacy and Nutrition's strategic plan, the implementation of a new PharmD program will also support the University's goal for innovation in academic programs by increasing delivery of innovative experiential, interprofessional and student-oriented/driven components (such as distance learning) of the pharmacy degree program and aligning our program with directions and practice competencies for the profession of pharmacy. Along with expansion of training in cultural competency, it is expected that the program will incorporate additional opportunities for students to participate in experiential training outside Canada and to increase service learning with diverse communities in Saskatchewan. This initiative will also support the University's goal for aboriginal engagement by increasing curricular content of First Nations, Métis and Inuit cultures and health in the undergraduate pharmacy program. Re-evaluation of admission criteria will also give us an opportunity to review and support additional enrolment of students of aboriginal ancestry, and to work with other health sciences programs to enhance and support the educational experience of our aboriginal students.

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 will be no duplication of programming for the undergraduate professional degree in pharmacy. As the PharmD program is implemented, the Bachelor's program will be phased out. The last BSP class will be admitted in 2015, and will graduate in 2019; the first PharmD class will be admitted in 2016 and our first graduates will receive their PharmD degrees in 2020.

The University of Saskatchewan PharmD program will be similar to other programs currently being offered at the University of Montréal and those at Laval, Toronto and Waterloo. All must meet CCAPP accreditation standards and must prepare graduates to meet entry-to-practice competencies, although internal organization of coursework and course delivery mechanisms may differ to accommodate individual requirements at our various universities.

There will be no impact on admission to our graduate programs (M.Sc. or Ph.D.). Graduates of the PharmD program who may be interested in further research-based training in the professional discipline

⁷ (<http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/committee-comite-hdhr-ssrh/practice-practique-eng.php>)

(or in one of the pharmaceutical sciences) will be well qualified to apply here (or anywhere) to enter a graduate program. Graduates will also be eligible to apply for post-graduate general practice or specialty residencies in Canada or the United States, to clinical fellowship programs in either country, or to clinical pharmacy graduate programs in the United States.

To meet the anticipated demand for a 'non-traditional' or 'bridging' program from pre-2020 BSP graduates who wish to attain the PharmD degree, the College will also develop an online 'flexible' PharmD program based on the new "'in class' entry-to-practice PharmD program. All pharmacy schools in Canada intend to offer opportunities for licensed pharmacists within their provincial catchment areas to earn the PharmD credential through bridging-type programs. We anticipate submission of additional information about the structure of such a program to the Planning and Priorities and Academic Programs committees of Council shortly after approval is given for the program.

It is possible that the College of Pharmacy and Nutrition will be able to share some aspects of curriculum delivery of its PharmD program with other health science programs, especially now that many undergraduate programs have moved to the new health sciences building. This will be most likely in the clinical learning resources centre in E wing, for example, in simulated patient care scenarios. The College also supports the need for expanded interprofessional learning opportunities for all health professional students and will actively seek to include these opportunities in the PharmD curriculum at all levels from introductory skills to advanced practice.

- 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?**

A new professional program based on a PharmD curriculum structure will require greater per student funding from operating funds than is provided to the College for its current BSP pharmacy program. In addition to its operating grant, the College also receives a small targeted grant from the Ministry of Health annually over the past ten years to support clinical placements.

The accrediting body (CCAPP) has identified the College's program budget resources as an issue during its past three accreditation reviews. However, more favourable funding projections for the College resulting from the full implementation of the TABBS model in 2015-16 and expected added investment to the undergraduate pharmacy program resulting from its TransformUS quintile 1 recommendation should provide a significant amount of new resources to the College. The College will also likely examine its undergraduate pharmacy program tuition to ensure that it continues to adhere to the University's tuition principles of affordability and accessibility, quality, and comparability as the other pharmacy schools replace their baccalaureate pharmacy programs with the PharmD curriculum.

Library resources are adequate, but we anticipate a need for greater access to IT resources for some distributed learning activities with the structured practice experiences located in Regina and other health regions in the province. To date, the College has had limited resources or university infrastructure support to take advantage of opportunities to incorporate teaching and learning techniques involving simulations, interprofessional education activities, standardized patients or other

technologies in our current BSP program, but we feel these kinds of instructional approaches must be included in the PharmD program.

We also anticipate a much greater need for resources to develop high quality, contemporary practice experiential education placements in institutional practice sites, community pharmacies (especially in rural and remote areas), and primary care practices. The need for additional personnel to organize and manage experiential education and program evaluation and assessment functions in our current program has been identified during accreditation reviews and in College strategic planning and planning parameters assessments.

A detailed resource plan will be developed for the PharmD program over the next year. It will include an analysis of which budget model would provide the most acceptable and sustainable revenue sources for the major cost components of the new PharmD curriculum.

For further information please contact:

Yvonne Shevchuk
Associate Dean (Academic)
306-966-6330
Yvonne.shevchuk@usask.ca

David Hill
Dean, Pharmacy and Nutrition
306-966-6328
David.hill@usask.ca



UNIVERSITY OF
SASKATCHEWAN

To: Linda Suveges
Professor Emerita, College of Pharmacy

From: Bill Roesler
Head, Department of Biochemistry

Date: September 1, 2015

Re: BMSC 200.3 and 230.3 prerequisites for new Pharmacy program

This memo responds to a few questions you posed in an email to me dated August 25, 2015. The proposed admission requirements for the new Pharmacy program will make BMSC 200.3 and BMSC 230.3 prerequisites for admission. As you pointed out in your email, this change will not create any significant swing in enrollments since most applicants to your program now have already taken these programs, so there is no issue from the enrollment number side.

Your major question was regarding BMSC 230.3, Introductory Metabolism, and the potential that an equivalent course may not be available to students from other Universities, preventing them from meeting this admission prerequisite. Currently, we have no plans to offer an online version of the course although it is something that I would like us to pursue at some point. I believe, based on our experience when BMSC 230 was a prerequisite for applicants to the medical program, that most universities offer a course that would cover most of the relevant aspects of metabolism at an introductory level. In those cases where that does not exist, there are online courses available that may be acceptable to your program, such as Chem 301 through Athabasca University.

I'm happy to discuss this further should you need more information or clarification.

A handwritten signature in cursive script that reads "Bill Roesler".

William (Bill) J. Roesler, Professor and Chair
Department of Biochemistry, University of Saskatchewan
107 Wiggins Road, Saskatoon, SK S7N 5E5 Canada
Telephone: 306-966-4375 Email: bill.roesler@usask.ca

September 10, 2015

Professor Linda Suveges
College of Pharmacy and Nutrition
University of Saskatchewan

Dear Dr. Suveges,

Thank-you for soliciting the input of the Department of Chemistry on the proposed admission requirements for the new Pharm. D. program. Chemistry and Pharmacy have enjoyed a good working relationship, and the inclusion of Chemistry 255.3 in the B. Pharm. program has been beneficial for both of us. The new program will result in students your program not taking any courses offered by our department, but I hope that we can continue to consult and cooperate as you transition to this new degree offering. **I only have comments on two aspects: CHEM 255, and the proposed math requirement.**

The proposed changes have a direct impact on **CHEM 255**. Making this course a pre-requisite rather than a part of the program is logical from our perspective as well. A long term impact on enrolment is always difficult to predict, but the numbers you supplied suggest that about 155 students per year apply to the Pharmacy program from the U of S. If this number replaces the current ~75 B. Pharm. students enrolled, the resulting increase of 80 students per year is something we are prepared to handle. It will require additional resources on our part, such as additional teaching assistants, and additional laboratory equipment. These costs will largely be offset by the increase tuition revenue, although not entirely. There will likely be some larger equipment costs (such as an additional rotary evaporator) that would drive up the initial costs considerably. Our laboratory manager estimates this initial cost at about \$18,000. This outlay would have long term benefits for our program and is not seen as a barrier.

The possibility of a one-time "double cohort" of B. Pharm. and pre-Pharm students does pose a logistical and financial threat to us. I would urge you to mount a serious advertising campaign as soon as possible in order for students to be informed well in advance (to spread the enrolment increase over 2 terms). If this bulge of students is as large as predicted, we may not be able to staff the laboratory with teaching assistants in 2016-17 without extraordinary hiring. **In this event, we would seek some financial help from your College for hiring additional TAs.**

Your proposal lists MATH 125.3 as the course requirement under the heading "Mathematics (Calculus)". MATH 125 is called "Mathematics for the Life Sciences", and we understand why you would suggest it to your students. However, your table suggests that other calculus courses are not acceptable, which I don't believe is your true intent. I don't

think you would refuse students who had taken the primary introductory calculus offering (MATH 110.3, Calculus I) or the offering intended for engineers (MATH 123.3). The physical science programs who require a different calculus course than MATH 125 are severely impacted by this, and calculus requirements (we require a minimum of 6 c.u. of calculus) have become a bottleneck in our program. Because many students aiming for Pharmacy don't end up in your program, your prerequisites affect many science students. Your English requirement is much less specific, and that model could be applied to your math requirement. **Therefore we strongly urge you to broaden the calculus requirement to MATH 125.3 or MATH 110.3 or MATH 123.3.**

We greatly appreciate your collegiality in the development of your new program prerequisites, which is something we do not always enjoy from other programs. I would be happy to discuss these or other issues with you in person. Please let me know if you need any other information.

Good luck with your new program!

Best wishes,



Dr. David Palmer
Head of Chemistry



College of Arts and Science

Raj Srinivasan, Head
Department of Mathematics and Statistics
142 McLean Hall, 106 Wiggins Road
Saskatoon, SK S7N 5E6 Canada
Telephone: (306) 966-2117
Facsimile: (306) 966-6086
Email: raj@math.usask.ca
Website: <http://artsandscience.usask.ca/math/>

September 21, 2015

Dr. Linda Suveges
Professor Emerita
College of Pharmacy and Nutrition
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Suveges:

Thank you for requesting our input on your plan to include Math 125.3 and STAT 246.3 as prerequisites for the proposed PharmD program. The Department of Mathematics and Statistics fully supports this proposal.

I am very pleased to note that the proposed changes to PharmD Program has kept Math 125.3 and Stat 246.3 as prerequisites as they were developed exclusively for PharmD Program and has served the Program very well in the past years.

The Department of Mathematics and Statistics is confident that it can handle the anticipated growth in enrolment in these two courses, and as usual, we will reserve seats in Math 125 and Stat 246 to accommodate the Pharmacy students who are in transition in the next two years before the new changes are implemented.

Sincerely yours,

A handwritten signature in black ink, appearing to be "Raj Srinivasan", written over a circular stamp.

Raj Srinivasan, Head
Department of Mathematics and Statistics
Telephone: (306) 966-2117
Email: raj@math.usask.ca

September 14, 2015

Dr. Linda Suveges
College of Pharmacy and Nutrition
University of Saskatchewan
Saskatoon, Saskatchewan S7H 3S2

Dear Linda,

Thank you for your email of August 25th 2015 concerning Microbiology as a prerequisite for the new Pharmacy program you are in the process of creating. As you have discussed with us previously, with the new program there will be a prerequisite for a second year Microbiology course, which will be fulfilled by credit for BMSC 210.3 offered by our department. This will replace the requirement for MCIM 224.3 within the current program. We will be able to accommodate the expected increase in enrollment in BMSC 210.3 as this is taught in each semester, and is held in a very large classroom. We also understand that MCIM 224.3 will need to be taught for each of the 2016-2017 and 2017-2018 years for the students of the current program during the transition. As you have suggested, if the resource circumstances of the department change in this interval we could also consider reserving space in BMSC 210.3 for the students of the expiring program as well.

We support you in your creation of the new PharmD program and with this letter wish to indicate that we are prepared for the increased enrollment in BMSC 210.3 and also are prepared to deliver MCIM 224.3 for two more years during the transition period.

Sincerely,



S. Peter Howard, Ph.D
Professor and Chair
Department of Microbiology and Immunology
Peter.howard@usask.ca

October 8, 2015

Dr. Linda Suveges
Professor Emerita
College of Pharmacy and Nutrition
University of Saskatchewan

Dear Linda:

Re: Nutrition 120.3 as Prerequisite for new PharmD Program

Thank you for requesting our input on your plan to list NUTR 120.3 as a prerequisite in the new PharmD program. The Division of Nutrition and Dietetics fully supports this proposal. NUTR 120.3 is offered in all three terms, and is also available as an on-line course, so we do not anticipate any problems with an increase in enrolment. In addition, we are currently working on a project to identify introductory Nutrition courses from other universities and colleges across the country. This will provide us with the information necessary to advise you on equivalency of courses, if that is something that would be useful in the future.

If you need further information, please feel free to get in touch.

Yours truly,



Carol J. Henry, Ph.D.
Assistant Dean, Nutrition and Dietetics

CJH:smk



UNIVERSITY OF
SASKATCHEWAN

College of Medicine

Department of Physiology

107 Wiggins Road Saskatoon SK S7N 5E5 Canada
Ph: 306-966-6530 Fx: 306-966-4298

September 8, 2015

Dr. Linda Suveges
Professor Emeritus,
College of Pharmacy and Nutrition,
University of Saskatchewan

RE: **PHSI 208.6 as Prerequisite for New Pharmacy Program**

Dear Dr. Suveges,

Thank you for requesting our input on your plan to list our course PHSI 208 as a prerequisite for your new Pharm. D. program. The Department of Physiology fully supports this change. We opened the enrollment of PHSI 208 to Arts and Sciences students last year, partly in anticipation of changes to your program, and have seen an increase in student numbers from 242 last year to 325 students this year. The course is going well and we do not anticipate any problems with the increased enrollment. We are pleased that our course continues to be a part of the training of students in your program and look forward to continuing to offer it.

If you need further information, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in cursive script that reads "Thomas E. Fisher".

Thomas E. Fisher, Ph.D.
Professor and Head,
Department of Physiology

Appendix D

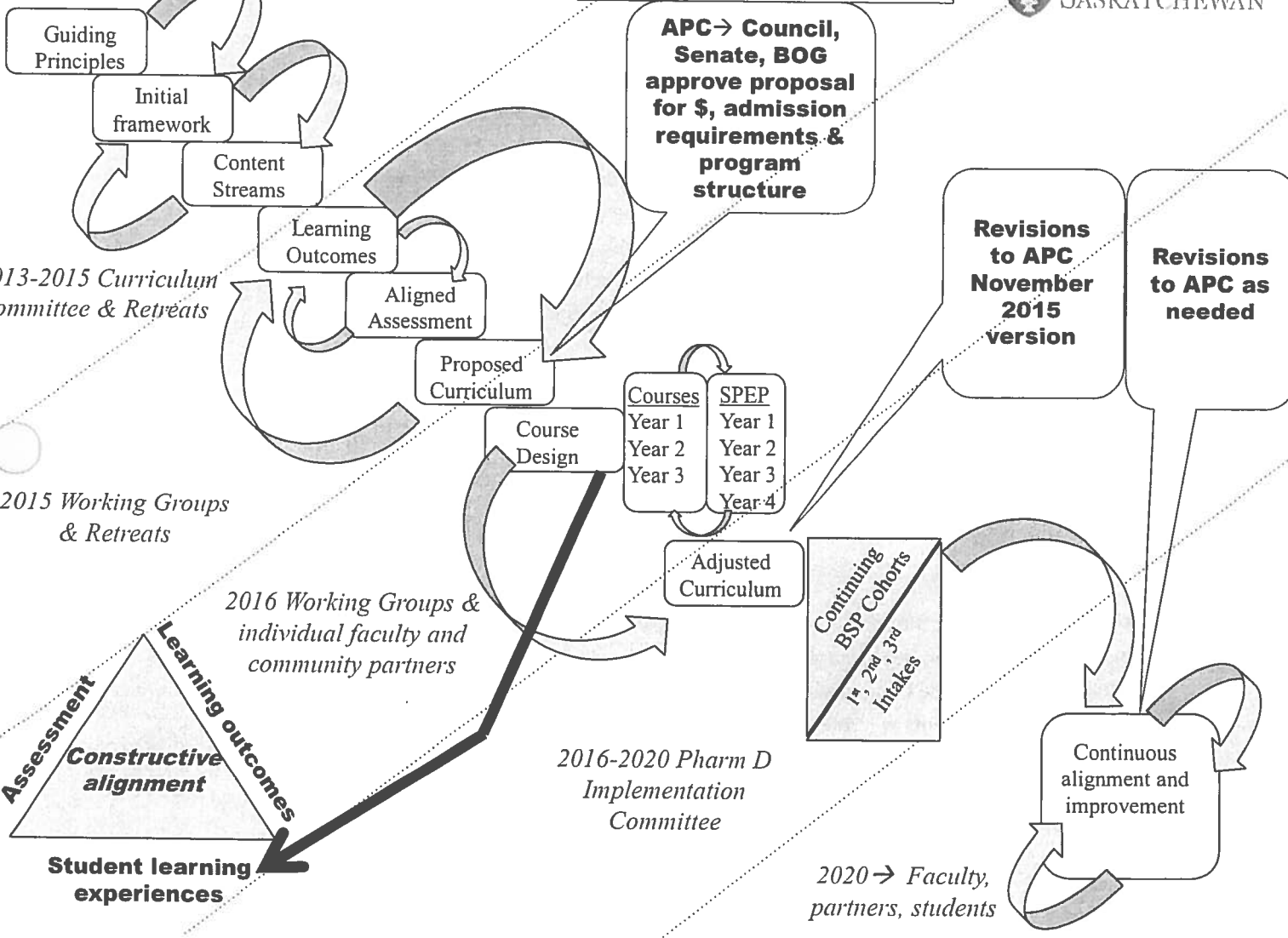
Comparison of Admission Methods (not academic average)
(prepared and updated for the Admissions Working Group)

Method	Pros	Cons
Individual Interview (one interviewer)	<ul style="list-style-type: none"> • Candidate feels s/he can impress with personal qualities ("in-person" assessment) • Not much development of 'questions' required 	<ul style="list-style-type: none"> • Can be high degree of personal bias • Not standardized or validated • Costly in terms of personnel and time • Studies show weak or no correlation with program performance, and poor inter-rater reliability and validity • No recent studies (all >10 years old)
Panel Interview (1-3 interviewers independently assessing)	<ul style="list-style-type: none"> • Candidate feels s/he can impress with personal qualities • Can calculate inter-rater reliability, and adjust for it if needed • Not much development of 'questions' required 	<ul style="list-style-type: none"> • Less chance of bias because scores averaged OR dropped • Not usually standardized or validated • More costly because more personnel required • Studies show weak or no correlation with program performance, and poor inter-rater reliability and validity • No recent studies (all >10 years old)
PCAT	<ul style="list-style-type: none"> • Standardized • Administered outside of College • Cost born by candidate (~\$200) • Candidate data compared to others competing the same test • Effectiveness in candidate selection has been studied and published – strong predictor of grades, drop-out rates and success on licensing exam. Useful to add to GPA (increases correlation) 	<ul style="list-style-type: none"> • No 'in-person' assessment (candidate does not feel s/he has been 'heard') • Lots of 'prep' courses available • No College input as to what is assessed
California Critical Skills test (CCST) or Health Sciences Reasoning Test (HSRT)	<ul style="list-style-type: none"> • Appears to test some of what we desire for critical skills • Math component available • Some studies published – HSRT has current and more studies done by 3rd parties • Cost of ~\$10 per exam; \$5-10 more if including numeracy section 	<ul style="list-style-type: none"> • No 'in-person' component • No College input • Need cost assessment vs current options • CCST has few studies not done by authors; all old studies • No pharmacy or health science program uses as part of admissions
TCS & PP	<ul style="list-style-type: none"> • Quality of candidates entering our programs is good • TCS assesses one set of critical skills • Candidates all meet 'minimum' standard on TCS on entry • TCS and assessment of TCS developed and supervised by expert consultant • Participation of some faculty in assessment 	<ul style="list-style-type: none"> • No 'in-person' assessment so oral communication abilities still questioned for some candidates • Costly (most candidates assessed even though not likely to gain admission) • PP does not add much to assessment but can mean the difference between in position on list of candidates • Lack of participation of most faculty in assessment so faculty really do not 'know' the nature of candidate pool each year • Cost of \$23,000 (both TCS and PP combined)

Appendix D

Method	Pros	Cons
MMI	<ul style="list-style-type: none"> • Multiple 'stations' so can evaluate several characteristics, including some verbal communication skills (candidates feel this is 'fair' to all & allows them to show personal qualities) • Some early studies published • Many programs using this method • One evaluator per station but several tracks run at once so costs can be controlled • Could 'train' evaluators/ standardize them • Best positive evidence for an 'in-person' assessment 	<ul style="list-style-type: none"> • Logistics complicated • Costly • Because of cost, must narrow the pool of candidates using other criteria BEFORE offering MMI • MANY practice resources available to candidates on-line etc, including sample stations • Little published data on effectiveness across programs or done recently • Development of new stations also costly • Lack of validation of stations' effectiveness/reliability in selecting best candidates • Costly - \$10,000-25,000 or higher per year
Video Interview	<ul style="list-style-type: none"> • Do not have to schedule a set time for interview • Secure • No travel required for applicant • Reviewer can review at own time • Multiple people may review the applicant from any site • Moderate cost ~\$10,000 for first year, \$7,500/year onward • Choose own questions or from bank provided • Support provided • Applicant ease and satisfaction 	<ul style="list-style-type: none"> • Not in person • Not as comprehensive as the MMI • Potential for technical issues

November 2015 – March 2016



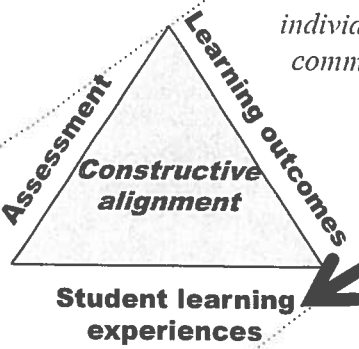
2013-2015 Curriculum Committee & Retreats

2015 Working Groups & Retreats

2016 Working Groups & individual faculty and community partners

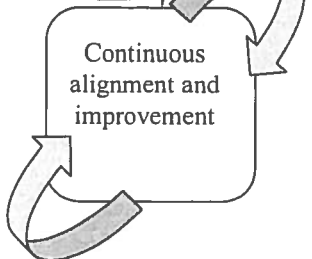
2016-2020 Pharm D Implementation Committee

2020 → Faculty, partners, students



Revisions to APC November 2015 version

Revisions to APC as needed



University of Saskatchewan- College of Pharmacy and Nutrition

PharmD Course Descriptions

Draft Copy: October 19th, 2015

Course Title: PHAR 190.0; 290.0; 390.0: Bootcamp Orientations

Year 1, Year 2, and Year 3

For Years 1, 2, and 3 of the PharmD program, the students in each cohort will be required to participate in developmental programming that focuses on orientation to practice, self-regulated learning, personal well-being, and professional development. This will occur prior to Term 1 in each year of the program. Students will recognize the elements and requirements of the courses and experiential education in which they will participate in the upcoming year, including concepts that they need to review as pre-requisite knowledge. Students will identify personal motivations, goals, and strategies for mastery learning; adopt practices that foster self-directed learning, self-evaluation, and reflection; and develop competencies in selected areas required in the upcoming program year and for pharmacy practice.

Course Title: PHAR 110.3: Introduction to Pharmacy and the Health Care System

Year 1, Term 1, 3 credit units

Catalogue Description:

Students will recognize the social, behavioural and economic aspects of the profession of Pharmacy and its place in the Canadian health care system. Students will describe the roles and duties held by pharmacists and the role of and influences on the patient in drug therapy as well as the meaning of professionalism. Students will reflect on the patient experience including adherence, and health system navigation. Students will identify and discuss the key components of management and policy development and principles of pharamacoconomics. Students will describe and explore cultural competency with attention to Aboriginal peoples of Canada.

Course Title: PHAR 111.1: Foundations for Practice: Pharmacy Mathematics and Calculations

Year 1, term 2, 1 credit unit

Catalogue Description:

Appendix F

Students will master relevant pharmaceutical calculations and mathematical interpretation skills required for pharmacy practice. Students will perform calculations required for preparation of medications and pharmaceuticals. Students will detect and take steps to reduce common errors, interpret and express concentrations in multiple forms, and determine dosage calculations and quantities.

Course Title: PHAR 112.1: Pharmacy Law and Introduction to Ethics

Year 1, Term 2, 3 credit units

Catalogue Description:

Students will recognize and interpret the pharmacists' professional, ethical and legal obligations within provincial and federal frameworks. Students will describe the legal responsibilities and framework in pharmacy practice. Students will identify and interpret the laws and regulatory requirements associated with dispensing of prescription and non-prescription products. Students will assess and analyze the ethical dilemmas in pharmacy practices.

Course Title: PHAR 121.3: Foundational Sciences 1: Foundational Pathophysiology and Pharmacology 1

Year 1, term 1, 3 credit units

Catalogue Description:

Students will explain foundational principles of pharmacology and pathophysiology. Students will explain general etiology, pathogenesis, and clinical characteristics of pathological conditions. Students will explain basic principles in pathophysiology including a review of general organ function, common disease categories, and cellular injury and healing response. Students will explain principles of pharmacology including major indications, mechanisms of action, clinical effects, toxicological principles of adverse effects, and drug receptor interactions of each of the major drug classes. Concepts in this course are carried over into PHAR 123.3 in term 2.

Course Title: PHAR 122.3: Foundational Sciences 2: Medicinal Chemistry and Physical Pharmacy

Year 1, term 1, 3 credit units

Catalogue Description:

Students will explain concepts in medicinal chemistry and physical pharmacy. Students will describe various processes involved in leading to a drug action and adverse sequelae. Students will evaluate how structural changes in a drug class affects drug potency, formulation, and absorption, distribution,

Appendix F

metabolism and elimination. Students will identify the chemical basis of drug structures, acid/base reactions, binding interactions, metabolic sites of attack, and structural changes in drugs to optimize drug action. In the physical pharmacy component of this course students will explain thermodynamics, physical properties of drug molecules, intermolecular bonding, functional groups within a drug molecule, acidity and basicity, pH and PKa concepts.

Course Title: PHAR 123.3: Foundational Sciences 3: Foundational Pathophysiology and Pharmacology 2

Year 1, term 2, 3 credit units

Catalogue Description:

Building on concepts and topics introduced in PHAR 121.1, students will continue to explain foundational principles of pharmacology and pathophysiology. Students will describe general etiology, pathogenesis, and clinical characteristics of pathological conditions. Students will identify basic principles in pathophysiology including a review of general organ function, common disease categories, and cellular injury and healing response. Students will explain principles of pharmacology including major indications, mechanisms of action, clinical effects, toxicological principles of adverse effects, and drug receptor interactions of each of the major drug classes.

Course Title: PHAR 124.3: Foundational Sciences 4: Introduction to Pharmaceutics

Year 1, term 2, 3 credit units

Catalogue Description:

Students will describe and explain pharmaceutical dosage forms, devices, and designs. Students will describe and explain principles of extemporaneous compounding. Students will differentiate physiochemical properties of formulations including tablets, capsules, solutions, suspensions, powders and modified release formulations. Students will apply knowledge gained to select and explain various dosage forms for clinical situations.

Course Title: PHAR 151.1: Pharmacotherapy: foundations and general medicine

Year 1, term 1, 1 credit unit

Catalogue Description:

Students will identify foundational therapeutic concepts and treatments and demonstrate their understanding of disease states, pharmacologic treatment, and the patient experience in selected diseases. Students will identify and describe key elements or factors in selected disease states;

recognize and define the scientific principles that apply to these selected disease states; and outline typical patient experiences with respect to these selected disease states.

Course Title: PHAR 152.6: Pharmacotherapeutics 1

Year 1, term 2, 6 credit units

Catalogue Description:

Students will recognize disease states in non-complicated but common patient scenarios. Students will identify and describe disease states, pharmacologic treatment, the patient experience and patient and apply them to therapeutic situations. Students will recognize drugs employed in the treatment of the specific disease conditions with special regard to initial selection, medicinal chemistry, mechanisms of action, pharmacokinetics, common adverse and toxicological reactions, dosage regimen design and patient monitoring.

Course Title: PHAR 153.3 Self-Care 1: Non-prescription Pharmaceuticals and Supplies

Year 1, Term 1, 3 credit units

Catalogue Description:

Students will explain concepts of therapeutics with a focus on minor ailments, self-care, and pharmacist-directed care. Students will differentiate between conditions amenable to self or pharmacist-directed care, identify options and care pathways for common non-prescription pharmaceuticals and supplies for use by patients, and discern when referral is warranted and what referral is appropriate. This course continues in PHAR 154.3.

Course Title: PHAR 154.3 Self-Care 2: Non-prescription Pharmaceuticals and Supplies

Year 1, Term 2, 3 credit units

Catalogue Description:

Continuing from PHAR 153.3, students will explain and describe concepts of therapeutics with a focus on minor ailments, self-care, and pharmacist-directed care. Students will differentiate between conditions amenable to self or pharmacist directed care, identify options and care pathways for common non-prescription pharmaceuticals and supplies for use by patients, and discern when referral is warranted and what referral is appropriate.

Appendix F

Course Title: PHAR 162.3: Pharmacy Practice

Year 1, term 1, 3 credit units

Catalogue Description:

Students will recognize and describe the patient care process. Students will explain essential skills including patient counselling, profile reviews, patient interviews, medication history gathering, interpretation and verification of prescriptions, drug information, monitoring, follow-up, and communication skills. Patient-centered care will be emphasized.

Course Title: PHAR 170.3: Pharmacy Skills Development 1

Year 1, term 1, 3 credit units

Catalogue Description:

Students will recognize and participate in contemporary pharmacy practice in a simulated environment. Students will execute basic procedures in medication dispensing including the interpretation and verification of prescriptions, prescription processing, extemporaneous compounding, drug information skills, and application of appropriate laws and standards of practice. Students will begin to practice basic medication management utilizing the patient care process.

Course Title: PHAR 171.3: Pharmacy Skills Development 2

Year 1, term 2, 3 credit units

Catalogue Description:

Students will recognize and participate in contemporary pharmacy practice in a simulated laboratory environment. Students will execute basic procedures in extemporaneous compounding, prescription processing, medication dispensing, and basic medication management utilizing the patient care process. Students will connect medicinal products and concepts with pharmaceuticals and pharmacotherapeutic concepts including self-care. Students will apply mathematical calculations and adhere to legal and ethical frameworks while practicing and applying drug information and prescription processing skills.

Course Title: PHAR 181.1, Introductory SPEP 1

Year 1, term 1, 1 credit unit

Catalogue Description:

Appendix F

Students will observe and gain pharmacy exposure and experience in various health care settings including hospital and community pharmacies, medSask, and the Medication Assessment Centre (MAC). Students will be introduced to self-study and reflection of their experience. This course continues in PHAR 182.1.

Course Title: PHAR 182.1: Introductory SPEP 2

Year 1, term 2, 1 credit unit

Catalogue Description:

This course is a continuation of PHAR 181.1. Students will continue to gain pharmacy exposure and experience in various sites including hospital and community pharmacies, medSask, and MAC. Students will continue to practice self-study and reflect on their experiences.

Course Title: PHAR 183.1: Service Learning 1

Year 1, term 1, 1 credit unit

Students will complete service-learning in a health care setting or community service organization to gain an appreciation of what care means to others. Students will engage in written and verbal reflection of these experiences. This course continues in PHAR 184.1.

Course Title: PHAR 184.1: Service-Learning 2

Year 1, term 2, 1 credit unit

Course Description:

Building on skills gained PHAR 183.1, students will continue to complete service-learning in a health care setting or community service organization to gain an appreciation of what care means to others. Students will engage in written and verbal reflection on these experiences.

Course Title: PHAR 185.4: SPEP 3 Introductory Community Pharmacy Practice Experience

Year 1, spring/summer, 4 credit units

Catalogue Description:

Appendix F

This early experiential rotation occurs after completion of first year and before second year in the program for a duration of 4 weeks (120 hours). Students will begin to participate in direct patient care activities under the supervision of a qualified preceptor and begin to apply skills learned in patient care courses.

IPE

Course Title: PHAR 213.3: Management 1

Year 2, term 2, 3 credit units

Catalogue Description:

Students will connect general management and pharmacoeconomic principles with pharmacy practice and recognize and plan for the safe, effective, and efficient delivery of pharmacy services in practice in diverse communities and with culturally diverse populations. Students will recognize the advanced roles and duties of pharmacists to protect patient interests and ensure safety and quality control. Students will identify the key aspects of effective participation in interprofessional and intraprofessional health care teams.

Course Title: PHAR 224.3: Science of Pharmacotherapy 1: Pharmaceutics and Pharmaceutical Biotechnology

Year 2, term 1, 3 credit units

Catalogue Description:

Building on concepts learned in PHAR 124.3 students will continue to describe pharmaceutical dosage forms, devices, and designs. Students will apply extemporaneous compounding principles to formulate and differentiate emulsions, semisolids, suppositories, injectables, topicals, patches and various devices including metered dose inhalers, dry-powder inhalers, and nebulizers. Students will select and explain appropriate dosage forms for specific clinical situations. Students will explain concepts and biopharmaceutical principles and differentiate between biopharmaceutical products. Students will summarize concepts in pharmaceutical biotechnology.

Course Title: PHAR 225.3: Science of Pharmacotherapy 2: Clinical Applications

Year 2, term 2, 3 credit units

Appendix F

Catalogue Description:

Students will integrate foundational scientific concepts taught including clinical pharmacokinetics, pharmacodynamics, and bioequivalence and use them to solve complex therapeutic problems.

Course Title: PHAR 226.3: Foundational Sciences 5: Pharmacokinetics

Year 2, term 1, 3 credit units

Catalogue Description:

Students will explain foundational pharmacokinetic principles including influence of dosage regimen, therapeutic window and routes of administration on absorption, distribution, metabolism, and excretion of drugs. Students will interpret pharmacokinetic concepts and apply principles taught to illustrate solutions and resolution to clinical cases and therapeutic problems.

Course Title: PHAR 253.6: Pharmacotherapeutics 2

Year 2, term 1, 6 credit units

Catalogue Description:

Students will identify and describe disease states, pharmacologic treatment, and the patient experience. Students will connect and begin to integrate disease states. Students will recognize drugs employed in the treatment of specific disease conditions with special regard to initial selection, medicinal chemistry, mechanisms of action, pharmacokinetics, common adverse and toxicological reactions, dosage regimen design and patient monitoring.

Course Title: PHAR 255.6: Pharmacotherapeutics 3

Year 2, term 2, 6 credit units

Catalogue Description:

Students will describe and explain disease states, pharmacologic treatment, and the patient experience. Students will connect and continue to integrate selected disease states. Building on knowledge and skills of previous therapeutics and pharmacoscience courses students will analyze disease states and explain the rationale for individualized pharmacologic treatments that address patient concerns, including the evidence for those decisions. Students will describe drugs employed in the treatment of the specific disease conditions with special regard to initial selection, medicinal chemistry, mechanisms of action,

Appendix F

pharmacokinetics, common adverse and toxicological reactions, dosage regimen design and patient monitoring.

Course Title: PHAR 262.1: Pharmacy Practice 2

Year 2, term 1, 3 credit units

Catalogue Description:

Students will connect concepts learned in the didactic portion of the curriculum with concepts of the patient care process practiced and applied in the skills lab. Students will discuss skills, behaviors, and issues relevant to contemporary pharmacy practice. Students will be introduced to and practice professional communication, self-directed learning, critical thinking, problem solving, drug information, medication administration, and physical assessment skills. Students will begin to develop and demonstrate attitudes and practice behaviors that will guide their professional development and practice including ethical and culturally respectful practice.

Course Title: PHAR 263.1: Pharmacy Practice 3

Year 2, term 2, 3 credit units

Catalogue Description:

Students will integrate concepts learned to date with the patient care process as practiced and applied in the skills lab. Students will discuss and explain skills, behaviors, and issues relevant to contemporary pharmacy practice. Students will practice professional communication, collaboration, self-directed learning, critical thinking, problem solving, drug information gathering, medication administration, and physical assessment skills. Students will describe the importance of interprofessional collaboration and practice. Students will begin to develop and demonstrate attitudes and practice behaviors that will guide their professional development and practice, including ethical and culturally respectful practice.

Course Title: PHAR 271.3: Evidence Based Medicine

Year 2, term 1, 3 credit units

Catalogue Description:

Students will recognize and value the role of research and evidence-based medicine in pharmacy practice. Students will use principles of scientific inquiry and critical appraisal to identify and evaluate the quality and validity of resources and information used in pharmacy practice as well as applicability of resources and information to answer health related questions.

Appendix F

Course Title: PHAR 272.3: Pharmacy Skills Development 3

Year 2, term 1, 3 credit units

Catalogue Description:

In a simulated practice environment, students will practice and apply essential skills and methods of the patient care process incorporating topics covered in the didactic portion of the curriculum including social-behavioral, pharmacotherapeutic and pharmacoscience concepts. Students will practice and apply drug information skills, prescription processing skills, medication administration, and physical assessment skills.

Course Title: PHAR 273.3: Pharmacy Skills Development 4

Year 2, term 2, 3 credit units

Catalogue Description:

In a simulated practice environment, students will practice and apply essential skills and methods of the patient care process incorporating more complex disease states in different and diverse practice settings, and including social- behavioral, pharmacotherapeutic and pharmacoscience concepts. Students will practice and apply drug information gathering and dissemination skills, prescription processing and checking skills, medication administration, and physical assessment skills.

Course Title: PHAR 281.1 SPEP 4

Year 2, term 1, 1 credit units

Catalogue Description:

Building on knowledge and skills gained in first year courses and practical experiences, students will continue to obtain pharmacy experience and demonstrate skills in various sites including hospital and community pharmacies, medSask, and MAC. Students will practice self-study and reflection of their experience.

Course Title: PHAR 282.1 SPEP 5

Year 2, term 1, 1 credit unit

Catalogue Description:

Appendix F

Building on skills and knowledge gained in previous courses and practical experiences, students will continue to obtain pharmacy experience and demonstrate skills in various sites including hospital and community pharmacies, medSask, and MAC. Students will continue to practice self-study and reflection of their experiences.

Course Title: PHAR 283.4 SPEP 6 : Hospital Pharmacy Practice Experience

Year 2, spring/summer, 4 credit units

Catalogue Description:

This early experiential education rotation occurs after completion of second year and before third year for a 4 week (120 hour) duration. Students participate in direct patient care activities to expand professional and patient care skills learned in previous practical experiences and courses in a hospital practice setting under the supervision of a qualified preceptor.

IPE

Course Title: PHAR 314.3: Management 2/Issues in Health Care and Pharmacy

Year 3, term 1, 3 credit units

Catalogue Description:

Students will translate components of management and policy development to the pharmacy profession, including strategic planning, human and financial resource management, quality control and improvement, and emerging technologies in practice. Students will incorporate considerations related to social-behavioural issues in pharmacy practice, including links between social determinants of health and the historical and contemporary experiences of Aboriginal, Inuit, and Metis people in Canada. Students will explore pharmacy career choices.

Course Title: PHAR 315.3: Issues in Health Care and Pharmacy Practice

Year 3, term 2, 3 credit units

Catalogue Description:

Students will critique current pharmacy and health care related issues and extend analysis and debate on topics relevant to their future role as health care practitioners. Students will compare and contrast key points of contention or controversy on selected topics and explain and argue for a point of view. Students will discuss evaluation and improvement of health care and pharmacy practice. Students will

Appendix F

model culturally respectful communication in multiple forms and will articulate a personal philosophy for leadership and professionalism in pharmacy practice.

Course Title: PHAR 324.3: Science of Pharmacotherapy 3: Toxicology

Year 3, term 1, 3 credit units

Catalogue Description:

Students will recognize the links between foundational sciences and explain how basic principles can be used to improve clinical therapy. Students will interpret basic toxicology problems in practice, drug development, and in medical research. Students will employ problem-solving skills with scientific principles, while taking patient concerns into consideration to find solutions to therapeutic problems. Students will make decisions related to drug therapy using foundational scientific knowledge.

Course Title: PHAR 358.6: Pharmacotherapeutics 5

Year 3, term 1, 6 credit units

Catalogue Description:

Students will analyze disease states, pharmacologic treatment, and the patient experience. Students will analyze and begin to integrate pharmacy principles and practices for multiple disease states. Students will differentiate and evaluate disease states in terms of advanced pharmacologic treatments and patient concerns. Students will explain, using therapeutic rationale, the pharmacologic treatment approach in complex cases, including the evidence for those decisions. Students will explain drugs employed in the treatment of the specific disease conditions with special regard to initial selection, medicinal chemistry, mechanisms of action, pharmacokinetics, common adverse and toxicological reactions, dosage regimen design and patient monitoring.

Course Title: PHAR 359.6: Pharmacotherapeutics 6

Year 3, term 2, 6 credit units

Catalogue Description:

Students will evaluate disease states, pharmacologic treatment, and the patient experience. Students will begin to extrapolate their existing body of pharmacy knowledge for analysis and evaluation of pharmacologic treatments with respect to patient concerns. Students will explain, using scientific and therapeutic rationale, the pharmacologic treatment approach in complex cases, including the evidence for those decisions.

Appendix F

Course Title: PHAR 367.1: Pharmacy Practice 5

Year 3, term 1, 1 credit unit

Catalogue Description:

Students will integrate concepts learned to date with the patient care process practiced and applied in the pharmacy practice skills lab. Students will apply and demonstrate skills, behaviors, and issues relevant to contemporary pharmacy practice. Students will practice professional communication, advocacy, management, mentorship, collaboration, self-directed learning, critical thinking, problem solving, drug information gathering, medication administration, use of information technology, and physical assessment skills. Students will demonstrate attitudes and practice behaviors that will guide their professional development and practice.

Course Title: PHAR 368.1: Pharmacy Practice 6

Year 3, term 2, 1 credit unit

Catalogue Description:

Students will integrate and extrapolate concepts learned to date with the patient care process as practiced and applied in the skills lab. Students will self-evaluate and refine skills, behaviors, and issues relevant to contemporary pharmacy practice. Students will practice professional communication in challenging circumstances, as well as, advocacy, collaboration, management, self-directed learning, critical thinking, problem solving, drug information gathering, medication administration, physical assessment skills, use of information technology, and prescribing. Students will demonstrate attitudes and behaviors that will guide their professional development and practice.

Course Title: PHAR 374.3: Pharmacy Skills Development 5

Year 3, term 1, 3 credit units

Catalogue Description:

In a simulated practice environment, students will practice and apply essential skills and methods of the patient care process incorporating patient concerns and topics including social behavioral, pharmacotherapeutic and pharmacoscience content covered in the didactic portion of the curriculum in complex patients with complex problems. Students will practice and apply drug information skills, prescription processing and checking skills, medication administration, physical assessment skills, use of information technology, collaboration with technicians, and prescribing.

Appendix F

Course Title: PHAR 375.3: Pharmacy Skills Development 6

Year 3, term 2, 3 credit units

Catalogue Description:

In a simulated practice environment students will extend the skills and methods of the patient care process to complex cases. Students will adapt their drug information gathering skills, prescription processing and checking skills, medication administration, and physical assessment skills in order to assess and respond to cases involving complex disease states and complex patient concerns. Students will practice and apply cumulative skills.

Course Title: PHAR 384.1 SPEP 7

Year 3, term 1, 1 credit unit

Catalogue Description:

Building on knowledge and skills gained in previous courses and practical experiences, students will continue to develop applied pharmacy experiences in various sites including hospital and community pharmacies, medSask, and MAC. Students will practice self-study and reflection of their experience, showing increasing ability to think critically and set goals as they monitor their own performance and progress.

Course Title: PHAR 385.1 SPEP 8

Year 3, term 2, 1 credit unit

Catalogue Description:

Building on knowledge and skills gained in previous courses and practical experiences, students will continue to develop applied pharmacy experiences and demonstrate skills in various sites including hospital and community pharmacies, MedSask, and MAC. Students will continue to practice self-study and reflection of their experience, showing increasing ability to think critically and set goals as they monitor their own performance and progress.

Course Title: PHAR 391.3: Preparing for Patient Care/Complex Cases (Capstone)

Year 3, term 2, 3 credit units

Appendix F

Catalogue Description:

In this capstone course the student will consolidate concepts and principles taught throughout the program including pharmaceutical sciences, pharmacotherapeutics, social- behavioural sciences and pharmacy skills. Students will apply concepts to solve drug therapy problems and provide effective patient care through use of simulations. Students will demonstrate skills in critical thinking, self-reflection, decision-making, life-long learning, advocacy, leadership, management, and professionalism. Students will present research information in multiple formats including presentations, posters, or papers to demonstrate essential professional competencies. Students will complete a comprehensive examination before beginning advanced experiential rotations.

IPE

ELECTIVE

Course Title: PHAR 487.1, PHAR 488.1; PHAR 489.1: Integrating Seminar

Year 4; 1 credit unit each

Catalogue Description:

Senior students will discuss, debrief, and analyze experiences from advanced practice experiences and issues in practice with peers and faculty in-person and/or remotely.

Course Title: PHAR 481.8: Advanced Practice Experience 1: Acute care (hospital) experience

Year 4, 8 credit units

Catalogue Description:

This advanced pharmacy practice experience occurs in a core acute care (hospital) setting for a duration of 8 weeks (320 hours). Students will provide direct patient care in a clinical setting under the supervision of a qualified preceptor.

Course Title: PHAR 482.8: Advanced Practice Experience 2: Community Pharmacy Experience

Year 4, 8 credit units

Catalogue Description:

Appendix F

This advanced pharmacy practice experience occurs in a core community pharmacy location for a duration of 8 weeks (320 hours). Students will provide direct patient care and services in a clinical setting under the supervision of a qualified preceptor.

Course Title: PHAR 483.8: Advanced Practice Experience 3: Other Direct Patient Care Experience

Year 4, 8 credit units

Catalogue Description:

This advanced pharmacy practice experience may occur in a variety of selected sites that provide direct patient care services for a duration of 8 weeks (320 hours). Settings may include but are not limited to hospital, community, ambulatory care, primary care, and specialty sites; serving a variety of patients not limited to acute care, infectious diseases, psychiatric, long term care and specialty populations. Students will provide direct patient care and participate in a variety of direct patient care activities under supervision of a qualified preceptor.

Students would do either 484 or both 485 and 486

Course Title: PHAR 484. 8: Advanced Practice Experience 4: Elective Practice Experience

Year 4, 8 credit units

Catalogue Description:

This advanced pharmacy practice experience may occur in a variety of practice sites that provide a variety of professional activities. These include but are not limited to research, association, advocacy, administration, management, drug information, industry, or project based rotations under the supervision of a qualified preceptor. This rotation occurs for a duration of 8 weeks (320 hours) under supervision of a qualified preceptor.

Course Title: PHAR 485.4: Advanced Practice Experience 5: Elective APPE 5

Year 4, 4 credit units

Catalogue Description:

This advanced pharmacy practice experience may occur in practice sites that provide primarily non-direct patient care activities for a duration of 4 weeks (160 hours). These include but are not limited to research, association, advocacy, administration, management, drug information, industry, or project

Appendix F

based rotations under the supervision of a qualified preceptor. PHAR 486.4 is a co-requisite for this course.

Course Title: PHAR 486.4: Advanced Practice Experience 6: Elective APPE 6

Year 4, 4 credit units

Catalogue Description:

This advanced pharmacy practice experience may occur in a variety of practice sites that provide a variety of professional activities. These include but are not limited to research, association, advocacy, administration, management, drug information, industry, or project based rotations under the supervision of a qualified preceptor. This rotation occurs for duration of 4 weeks (160 hours) under supervision of a qualified preceptor. PHAR 485.4 is a co-requisite for this course.

DRAFT Timetable for PharmD

Skills Lab Schedule – 4 lab sections in year 1 and 3 lab sections per years 2 and 3 (labs are 2.5 hours)										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
8:00	Year 3	Year 3			Year 3	Year 3			Year 3	Year 3
8:30										
9:00										
9:30										
10:00										
10:30										
11:00	Year 2	Year 2			Year 2	Year 2			Year 2	Year 2
11:30										
12:00										
12:30										
1:00										
1:30										
2:00	Year 1	Year 1	Year 1	Year 1	Reserved for IPE		Year 1	Year 1	Year 1	Year 1
2:30										
3:00										
3:30										
4:00										
4:30										
5:00										

Appendix G

Year 1 schedule with 4 lab sections										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
8:00										
8:30	121	123			121	123			121	123
9:00										
9:30	122	124			122	124			122	124
10:00			153	154			153	154		
10:30	162				162				162	
11:00										
11:30	151	152	110	112		152	110	111		152
12:00										
12:30										
1:00										
1:30										
2:00	170 or SPEP or Service Learning or self study or tutorials	171 or SPEP or Service Learning or self study or tutorials	170 or SPEP or Service Learning or self study or tutorials	171 or SPEP or Service Learning or self study or tutorials	Reserved for IPE		170 or SPEP or Service Learning or self study or tutorials	171 or SPEP or Service Learning or self study or tutorials	170 or SPEP or Service Learning or self study or tutorials	171 or SPEP or Service Learning or self study or tutorials
2:30										
3:00										
3:30										
4:00										
4:30										
5:00										

Appendix G

Year 2 schedule with 3 lab sections										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
8:00			SPEP or self study or tutorials	SPEP or self study or compounding			SPEP or self study or tutorials	SPEP or self study or compounding		
8:30					262	263				
9:00										
9:30	224	225			224	225				
10:00										
10:30										
11:00	272 or tutorials or self study	273 or tutorials or self study			272 or tutorials or self study	273 or tutorials or self study			272 or tutorials or self study	273 or tutorials or self study
11:30			274	213			274	213		
12:00										
12:30										
1:00										
1:30										
2:00	253	255	253	255	Reserved for IPE		SPEP or self study or tutorials	SPEP or self study or tutorials	253	255
2:30										
3:00										
3:30										
4:00										
4:30										
5:00										

Appendix G

Year 3 schedule with 3 lab sections										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
8:00	374 or tutorials or self study	375 or tutorials or self study			374 or tutorials or self study	375 or tutorials or self study			374 or tutorials or self study	375 or tutorials or self study
8:30			314	315			314	315		
9:00										
9:30										
10:00			324	325			324	325		
10:30										
11:00	358	359			358	359			358	359
11:30			367	368				391		
12:00										
12:30										
1:00										
1:30	SPEP or tutorials or self study	SPEP or tutorials or self study	SPEP or tutorials or self study	SPEP or tutorials or self study	Reserved for IPE		SPEP or tutorials or self study	SPEP or tutorials or self study	SPEP or tutorials or self study	SPEP or tutorials or self study
2:00										
2:30										
3:00										
3:30										
4:00										
4:30										
5:00										

Note: electives could be on afternoons



Pharmacy Department
Saskatoon Health Region
103 Hospital Drive
Saskatoon, SK
S7N 0W8

Phone: (306)655-2262
Patrick.robertson@saskatoonhealthregion.ca

October 2, 2015

Dean Kishor Wasan:

On behalf of the Saskatoon Health Region Pharmacy Department, I am writing to express our support for the College of Pharmacy's move to a Pharm D first professional degree program. With the move to two pre-Pharmacy years followed by a four-year degree program, young professionals should enter the work-force better prepared to provide care to the residents of Saskatchewan.

A noted change to the program is the requirements for increased exposure to experiential training. The Saskatoon Health Region acknowledges the vital role they will play in the provision of this training to Pharmacy students. Students will be exposed to hospital pharmacy practice earlier and for longer periods of time. It is hoped this will increase the number of graduates who choose a career in hospital pharmacy practice. We look forward to continuing to work closely with faculty to ensure the experiential training models are well developed and appropriately funded to meet our mutual goals.

In summary, the Saskatoon Health Region Pharmacy Department endorses this curriculum change and recognizes the integral role the program will play in educating the future pharmacists of Saskatchewan.

With kind regards,

A handwritten signature in cursive script, appearing to read "Patrick Robertson", written in black ink.

Patrick Robertson BSP, Pharm. D
Director
Pharmacy Department
Saskatoon Health Region

Sept. 30, 2015

Dr. Kishor Wasan
Dean, College of Pharmacy and Nutrition
University of Saskatchewan
E3122 – 104 Clinic Place
Saskatoon, Sask. S7N 2Z4

Dear Dr. Wasan,

This letter is in support of the proposed Pharm D. program within the College of Pharmacy and Nutrition at the University of Saskatchewan.

Pharmacy practice at the Regina Qu'Appelle Health Region has become very patient centered requiring pharmacists to be more actively involved with the inter-disciplinary care team. To do this effectively, pharmacists need to be trained at a higher level to ensure their interaction with the team produces the most effective medication therapy for each patient with the safety they deserve. A pharm D curriculum is exactly what is needed to make this a reality.

My team has been very pleased on how we have been involved in the development of the proposal. The discussions that we have been part of in the planning, has led to a proposed increased number and longer length of experiential placements which will create pharmacists who are more able to work effectively on the patient care team. We do recognize that we will be asked to provide much of that placement experience. Assuming we are provided with the necessary resources to make this occur, it will be worth the effort. We know that the graduates of this program will have the required skills and education to provide the high level of pharmacy practice needed within our region and ultimately better patient care.

I truly hope this proposal gets accepted and funded accordingly so that the patients of Saskatchewan get the care they deserve.

Sincerely,



Kelly Babcock B.S.P., ACPR, FCSHP
Director of Pharmacy
Regina Qu'Appelle Health Region



Canadian Society of Hospital Pharmacists
Soci t  canadienne des pharmaciens d'h pitaux

14 October 2015

Dr. Kishor Wasan
Dean, College of Pharmacy and Nutrition
University of Saskatchewan
E3122 – 104 Clinic Place
Saskatoon, SK

Dear Dr. Wasan,

On behalf of the members of the Canadian Society of Hospital Pharmacists – Saskatchewan Branch, I would like to extend our support for the development of a PharmD program at the University of Saskatchewan College of Pharmacy and Nutrition.

The increased complexity of health care coupled with the expanding scope of practice for pharmacists in Saskatchewan calls for highly trained and competent pharmacists to be entering the workforce. With the advanced education plan that is currently being developed by the faculty, it is the hope of our members that the new PharmD program will support the increasing scope of practice for pharmacists in Saskatchewan and the changing needs of our patients.

Our members look forward to being involved with the planning and preparation that is currently underway, and we continue to extend our support and assistance in development and delivery of this program.

On behalf of the members of CSHP-Saskatchewan branch, thank you for embarking on this endeavor to improve patient care through the enhancement of education for the next generation pharmacists.

Sincerely,

Jennifer Bolt BSc.Pharm., ACPR, PharmD
President, Canadian Society of Hospital Pharmacists – Saskatchewan Branch
president@cshp-sk.org

SASKATCHEWAN BRANCH

#202–2629–29th Avenue, Regina, Saskatchewan S4S 2N9





PHARMACY
ASSOCIATION
OF SASKATCHEWAN

October 14th, 2015

Dr. Kishor Wasan
Dean, Faculty of Pharmacy and Nutrition
University of Saskatchewan
Via email

Dear Dr. Wasan:

I am pleased to provide this letter of qualified support for the entry level PharmD program that the Faculty of Pharmacy and Nutrition at the University of Saskatchewan intends to implement. I must note that our Board has not yet formally provided their support but that is an issue mostly of timing vs any concerns with the new PharmD program development.

With that caveat, the Pharmacy Association of Saskatchewan supports both the concept and need for a PharmD program. We have been consulted on this new program and look forward to being involved appropriately in its development and implementation.

The practice of pharmacy is evolving such that pharmacists are forging new roles in patient care by accepting greater responsibility and patients are accessing their pharmacists to meet more of their health and wellness needs. As I understand it, this new program supports this evolution by ensuring that new pharmacist graduates have much greater experiential learning opportunities. This approach will ensure that new pharmacist graduates have the necessary knowledge and experience that will allow them to sharpen their critical thinking, clinical decision making and interprofessional skill sets.

We look forward to working with you on this important educational initiative.

Sincerely,

A handwritten signature in cursive script that reads 'D. Martin'.

Dawn Martin
CEO

October 1, 2015

To: Dr. Yvonne Shevchuk

Re: Pharm D Curriculum Update

On behalf of Sun Country Health Region (SCHR) I am pleased to offer my support for the proposed update to the College of Pharmacy and Nutrition undergraduate pharmacy curriculum. Since my return to Saskatchewan in the fall of 2003 I have had the opportunity to precept a number of students from a variety of years of the program. Additionally I have had many opportunities to work with the faculty of the College on a variety of levels. All of these interactions have proven to be educational and professionally rewarding. SCHR has a history of taking on both third and fourth year pharmacy students whenever opportunities have arisen. These students not only provide preceptors with an opportunity to give back to the College and their profession but also with an opportunity for the preceptor to learn new things as well.

The complexity of medication management and the patients we see daily has increased exponentially since I graduated from the College in 1996. The competencies now required by pharmacists to be medication therapy experts can only be achieved with an expansion of the current curriculum to an undergraduate Pharm D. The potential opportunity to build expanded SPEP rotations into the SCHR pharmacy department represents opportunity for expanded patient care for the residents of the region. The expertise that the students will bring coupled with the experience the pharmacists currently working in SCHR possess will result in improved patient care immediately. We are excited and look forward to the opportunity to work with students on a regular and consistent basis. Rural settings offer unique opportunities for students to learn about multidisciplinary team based care. Additionally the students are able to see a large variety of patients with unique needs. Rural regions also provide opportunity for primary care activities that aren't always available in the urban setting.

The role of pharmacists has changed significantly over the past twenty years. It is important that the curriculum at the College of Pharmacy and Nutrition also be adapted to ensure that the students are given the tools they need to appropriately care for their patients. The entry level Pharm D represents that opportunity for both the students and the professional to continue to evolve into the new expanded roles pharmacists hold in the health care system.

Sincerely



Kim Borschowa, BSP, CDE



SASKATCHEWAN
COLLEGE OF
PHARMACY
PROFESSIONALS

700 810 PASQUA STREET

REGINA SASKATCHEWAN

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October 20, 2015

File: U750.20

Dr. Kishor Wasan
College of Pharmacy & Nutrition
University of Saskatchewan
110 Science Place
116 Thorvaldson Building
Saskatoon SK S7N 5C9

Dear Kish:

Re: Proposed PharmD

QUALITY PHARMACY CARE

IN SASKATCHEWAN

We are pleased to provide this letter of support for the concept of a PharmD as the first professional degree for entry into the profession in this province.

With the proclamation of Bill 151 on October 5, 2015, creating "*The Pharmacy and Pharmacy Disciplines Act*" we continue to have the authority to recognize credentials for entry to practice, including the proposed PharmD. While we plan to continue to recognize the baccalaureate degree to practice as a pharmacist, we also plan to adapt to this new degree like we have done with similar changes in the past to accept it as the entry to practice credential.

We look forward to continuing our involvement as the College of Pharmacy and Nutrition moves through the curriculum development process, and extend our best wishes for a successful conclusion to this initiative.

Sincerely,

R. J. (Ray) Joubert, BSP
Registrar

RJ/ac

October 23, 2015

University of Saskatchewan,

Please accept this document as a letter of support for the development and implementation of the PharmD program on behalf of the pharmacy student body of the University of Saskatchewan College of Pharmacy and Nutrition.

With the current scope of practice for pharmacists rapidly expanding, we feel as though pharmacy education must proactively evolve. Expanding the current Bachelor of Science in Pharmacy program into a PharmD program is the best action for this institution to take in order to fulfill the professional commitment to support the evolving profession. The redeveloped curriculum will best equip prospective students with the practice tools and skills required to be an effective professional within current health care practice. Our colleagues in other Pharmacy faculties across Canada have also begun phasing out Bachelor of Pharmacy programs in favour of PharmD programs. Naturally, we feel that it is important that the University of Saskatchewan advances its program. This will enable Saskatchewan graduates to remain competitive within the pharmacy job market by having the most advanced and relevant credentials possible. Furthermore, Saskatchewan graduates will be more likely to be retained in the province of Saskatchewan.

The aforementioned comments are non-exhaustive of our support for the implementation of the PharmD program. We look forward to continuing to be involved in the development process of this new PharmD program and would be pleased to discuss further.

Sincerely,

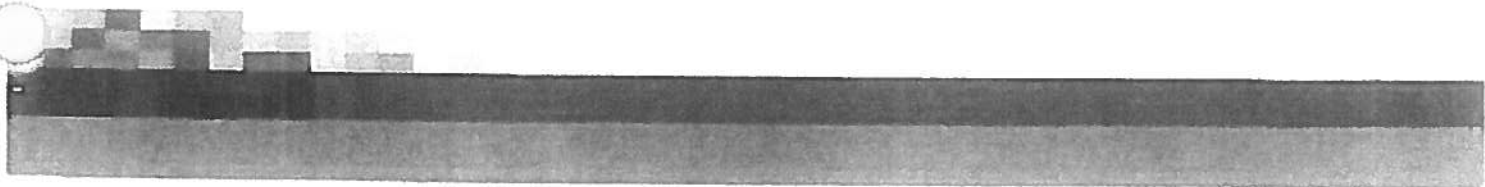
Saskatchewan Pharmacy and Nutrition Student Society

Signed,



Taylor Raiche - Saskatchewan Pharmacy and Nutrition Student Society Pharmacy Co-President

Jayesh Changela – PharmD Experiential Working Group Student Representative



Appendix J: Proposed Budget - PharmD Program (October 23, 2015)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Budget Envelope - assume 1%, 1% then 2% increase	6,821,573.00	6,889,788.73	6,958,686.62	7,097,860.35	7,239,817.56	7,384,613.91
Strategic Initiative Funding - Central Government for SPEP	300,000.00	400,000.00	400,000.00	300,000.00		
Incremental Tuition Revenue @ 73%	-	-	512,460.00	1,077,134.86	1,669,723.18	2,291,267.70
Total Revenue	6,821,573.00	7,589,788.73	8,071,146.62	8,474,995.21	8,909,540.73	9,675,881.60
Existing Payroll (3% Increase each year)	6,285,104.00	6,473,657.12	6,667,866.83	6,867,902.84	7,073,939.92	7,286,158.12
Existing Other (1% annual increase)	450,000.00	454,500.00	459,045.00	463,635.45	468,271.80	472,954.52
PharmD requirements						
Payroll						
SPEP Office Staff		55,000.00	166,650.00	316,649.50	326,148.99	335,933.45
Lecturers			110,000.00	-	-	-
MedSask - Phase In .25FTE per year to 1 FTE			28,750.00	59,225.00	91,502.62	125,663.61
MAC - Phase In .25 FTE per year to 1 FTE			28,750.00	59,225.00	91,502.62	125,663.61
Faculty Positions				120,000.00	243,600.00	370,908.00
Additional Administrative Support		50,000.00	51,500.00	53,045.00	54,636.35	56,275.44
Goods/Services						
Curriculum Mapping Software + SPEP Scheduling		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
CLRC Costs		-	30,000.00	30,000.00	50,000.00	60,000.00
Preceptor Training		30,000.00	30,000.00	50,000.00	50,000.00	30,000.00
IT		-	80,000.00	81,600.00	83,232.00	84,896.64
Teaching Resources at SPEP Sites			40,000.00	40,000.00	20,000.00	20,000.00
Short Term						
Development online Law/Calc courses		20,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Internship cost phase in (On-site SPEP Coordinators and Preceptors)		400,000.00	300,000.00	200,000.00	300,000.00	400,000.00
Total Expenses	6,735,104.00	7,523,157.12	8,038,361.83	8,387,898.79	8,900,282.62	9,416,750.69
Surplus/(Deficit)	86,469.00	66,631.61	32,784.78	87,096.42	9,258.11	259,130.92

**NOTE: This budget does not address the Nutrition portion of the Internship funding that will be required in future years as this is a Nutrition Issue not a PharmD issue.

Appendix K

Table 7 : Budget Needs for PharmD Program (Revised Oct 21 2015)

Academic Year	Budget Item – Ongoing Expense - Personnel	Budget Item – Ongoing – Goods and Services	Budget Item – One-Time Expense
2016-17	<p>SPEP Office: Director (1.0 FTE) (planning for PharmD) (ASPA) Coordinator 1 (1.0 FTE) (BSP Program) (ASPA) (could be extension of 2015-16 position) Secretary: 0.5 FTE (CUPE)</p> <p>Practice and Preceptor Development Coordinator (1.0 FTE, hire Jan 2017) ASPA</p>	<p>SPEP Scheduling Software: eValue \$95 x 360 students - \$34,300 per yr (also does curriculum mapping) OR RxPreceptor: \$13,500 per yr + mapping software</p> <p>Admissions: as before + KIRA interviews - \$10,000</p> <p>Contribution to CLRC:</p> <p>IT person: 1.0 FTE</p>	<p>Education and training expenses for preceptors (for Y1):</p> <p>Development of on-line resources for Law and Calculations courses: \$20,000</p>
2017-18	<p>SPEP Office: Director (1.0 FTE) (planning for PharmD and coordinates remediation) (ASPA) SPEP Coordinator 1 (1.0 FTE) (BSP Program plus y1) (ASPA) Practice and Preceptor Development Coordinator (1.0 FTE, hire Jan 2017) ASPA Secretary: 0.5 FTE (CUPE)</p> <p>On-site Preceptors (Hosp): 1.0 FTE</p>	<p>SPEP Scheduling Software: eValue \$95 x 360 students - \$34,300 per yr (also does curriculum mapping) OR RxPreceptor: \$13,500 per yr + mapping software</p> <p>Admissions: as before + KIRA interviews - \$10,000</p> <p>Contribution to CLRC: \$30,000</p> <p>IT: 1.0 FTE</p> <p>MAC: 0.25 FTE (pharm)</p> <p>medSask: 0.25 FTE (phm)</p> <p>Preceptor Training and Support:</p>	<p>Faculty, Term positions or sessionals: 1 FTE to cover double teaching because of 2 programs</p> <p>Increased lab supplies for double teaching</p> <p>Travel expenses to set up new SPEP sites</p> <p>Education and training expenses (eg programs) for preceptors (for Y2 and Y3)</p>
2018-19	<p>SPEP Office: Director (1.0 FTE) (planning for PharmD & coordinates remediation) (ASPA) SPEP Coordinator 1 (1.0 FTE) (BSP Program plus Y1 & Y2) (ASPA) Practice and Preceptor Development Coordinator (1.0 FTE) ASPA</p>	<p>SPEP Scheduling Software: eValue \$95 x 360 students - \$34,300 per yr (also does curriculum mapping) OR RxPreceptor: \$13,500 per yr + mapping software</p> <p>Admissions: as before + KIRA interviews - \$10,000</p>	<p>Faculty, Term positions or sessionals: 2 FTE to cover double teaching because of 2 programs</p> <p>Increased lab supplies for double teaching</p> <p>Travel expenses to set up new SPEP sites</p>

Appendix K

Academic Year	Budget Item – Ongoing Expense - Personnel	Budget Item – Ongoing – Goods and Services	Budget Item – One-Time Expense
	<p>Secretary: 1.0 FTE (CUPE)</p> <p>On-site Preceptors (Hosp): 2.5 FTE One-site Preceptors (Comm):</p> <p>Faculty position: 1 (pharmacy practice)</p>	<p>Contribution to CLRC: \$30,000</p> <p>IT: 1.0 FTE</p> <p>MAC: 0.5 FTE (pharm)</p> <p>medSask: 0.5 FTE (phm)</p> <p>Preceptor Training and Support:</p>	<p>Education and training expenses (eg programs) for preceptors (for Y3)</p>
2019-20	<p>SPEP Office: Director (1.0 FTE) (planning for PharmD and coordinates remediation) (ASPA) SPEP Coordinator 1 (1.0 FTE) (BSP Program plus Y1 & Y2) (ASPA) SPEP Coordinator 2 (1.0 FTE): plan for Y3 (hire Jan 2020) (ASPA) Practice and Preceptor Development Coordinator (1.0 FTE) ASPA Secretary: 1.0 FTE (CUPE)</p> <p>On-site Preceptors (Hosp): 2.5 FTE</p> <p>On-site Preceptors (Comm): For academic sites: 0.1 FTE x 15 = 1.5 FTE</p> <p>Faculty positions: 1 (pharmacy practice)</p>	<p>SPEP Scheduling Software: eValue \$95 x 360 students - \$34,300 per yr (also does curriculum mapping) OR RxPreceptor: \$13,500 per yr + mapping software</p> <p>Admissions: as before + KIRA interviews - \$10,000</p> <p>Contribution to CLRC: \$50,000</p> <p>IT: 1.0 FTE</p> <p>MAC: 0.75FTE (pharm)</p> <p>medSask: 0.75 FTE (phm)</p> <p>Preceptor Training and Support:</p>	<p>Faculty, Term positions or sessionals: 0 (new faculty already hired)</p> <p>Education and training expenses (eg programs) for preceptors (for Y3)</p>
2020-21	<p>SPEP Office: Director (1.0 FTE) (convert to tenure track faculty) SPEP Coordinator 1 (1.0 FTE) (Early SPEP: Y1 & Y2) (ASPA) SPEP Coordinator 2 (1.0 FTE): Late SPEP: Y3) (ASPA) Practice and Preceptor Development Coordinator (1.0 FTE) (ASPA) Secretary: 1.0 FTE (CUPE)</p> <p>On-site Preceptors (Hosp): 2.5 FTE Faculty positions: 1 (pharmacy practice)</p>	<p>SPEP Scheduling Software: eValue \$95 x 360 students - \$34,300 per yr (also does curriculum mapping) OR RxPreceptor: \$13,500 per yr + mapping software</p> <p>Admissions: KIRA interviews - \$10,000</p> <p>Contribution to CLRC: \$60,000</p> <p>IT: 1.0 FTE</p>	

Appendix K

Academic Year	Budget Item – Ongoing Expense - Personnel	Budget Item – Ongoing – Goods and Services	Budget Item – One-Time Expense
	One-site Preceptors (Comm and Other): 1.5 FTE Other stipends:	MAC: 1.0 FTE (pharm) medSask: 1.0 FTE (phm) Preceptor Training and Support:	

* Existing positions or expenses in black; new items in red (when first appear or change)

MEMORANDUM

TO: Academic Programs Committee of University Council

FROM: Dr. Kishor M. Wasan

DATE: November 5, 2015

RE: College Statement about Proposed Doctor of Pharmacy Program

Background

The College of Pharmacy and Nutrition fully supports the proposal to implement a Doctor of Pharmacy (PharmD) program at the University of Saskatchewan in September 2017. Pharmacy practice has evolved significantly and pharmacists now have an expanded scope of practice that includes patient assessment and prescribing for common ailments and providing injections such as immunization for influenza. While our BSP graduates are well-trained and well-respected for their professional abilities, it has become difficult to continue to add material and practice experiences to an already full bachelor's degree curriculum. It is also expected that the next revision to the accreditation standards for the professional degree in pharmacy set by the Canadian Council for Accreditation of Pharmacy Programs **will require a PharmD curriculum structure** (accreditation standards for such programs already exist). Consequently, it is time for the University of Saskatchewan to join other Canadian pharmacy programs in offering the Doctor of Pharmacy (PharmD) degree.

Current accreditation standards include increased requirements for interprofessional education and experiential training than that presently provided in the BSP program, especially in the final year. The accreditation standards also require programs to retain a strong foundation in pharmaceutical, clinical, and social/administrative sciences that limits the College's options to reduce curricular emphasis in these areas in order to provide additional time for experiential training. Therefore, to incorporate the required experiences, our program will need to have a major re-organization. The College feels the best way to accomplish this is to change the program from a 1 (pre-pharmacy) + 4 year program into a minimum of a 2 year (pre-pharmacy) + 4 year professional program. This is the structure in place for most Canadian and US PharmD programs.

By requiring students to complete foundational courses (e.g., biomedical sciences and other introductory courses) before entry into the pharmacy program, we can fully develop students' knowledge, skills and abilities with three years of coursework in the other pharmacy specific required curricular areas prior to a full year (32 weeks) of advanced experiential training in year 4 (currently 15 weeks in term 2 of year 4).

The major goal of the new PharmD program is to prepare graduates who are medication therapy experts and who have the competencies to undertake the new and expanding patient care roles in the Canadian health care system and to collaborate with patients and other health care providers to ensure optimum outcomes of drug therapy for Canadians. We feel that the proposed PharmD program will achieve these goals.

Proposal Development

The Pharmacy Division has been working on the development of the program since early 2013 when a Steering Committee was convened. This group laid the groundwork for work that was undertaken in 2014-15 and which resulted in the Notice of Intent submitted in 2014 (Appendix B) and the proposal before you. In the past few months, faculty working groups have developed specific learning outcomes and suggested course content, which in turn have led to the curriculum framework included in the proposal.

The developmental work has been led and supported by Dr. Linda Suveges (Professor Emerita), Dr. Yvonne Shevchuk (Associate Dean, Academic), Shauna Gerwing (Director of Structured Practical Experiences), Stephanie Mulhall (Program Evaluation and Assessment Coordinator), and Susan Bens (Curriculum Specialist, Gwenna Moss Centre for Teaching Effectiveness).

Throughout the program development process, faculty provided feedback and comments. At critical points in the process, faculty held 'retreats' (6 in total) to fully discuss issues that needed to be aired, and to make decisions about key matters before moving forward. Attendees at these retreats included all pharmacy faculty and academic staff (such as lab coordinators and experiential coordinators), and representatives from our key health region partners in Saskatoon and Regina.

Issues

During the program development stage, faculty identified specific questions about course content alignment. During the next phase of course development (January-June, 2016), we will use various techniques to develop specific course content areas ('story-boarding'), finish mapping learning outcomes to courses, and develop teaching and assessment strategies for each course. Faculty are committed to actively participate in this phase.

Program development discussions with current students, alumni and stakeholders such as employers inevitably led to questions about the availability of some kind of post-BSP program leading to the PharmD credential. As discussed in the proposal, the College is committed to developing such a 'flexible PharmD' program for practising pharmacists. Once the entry-to-practice PharmD course development has been completed, faculty will begin work to develop a post-BSP program. We expect to be able to use material from the undergraduate PharmD courses in a 'flexible' program.

Throughout the program development phase, we have consulted widely with students, alumni and colleagues in professional organizations, health regions and government agencies. Support for the development of the PharmD program is evident (see Appendix C). However, there is recognition that further discussions will be needed, about the resources required to develop and support experiential training sites and preceptors. We have embedded resources in our budget to ensure preceptor development and on-going support for clinical training sites, and will initiate and continue discussions with health regions and other stakeholders immediately to develop a solid experiential education program.

Implementation

It is our intent to begin the implementation phase immediately so that all will be ready well in advance of the September 2017 start time. Faculty will continue to develop courses, integrated professional skills activities and teaching and assessment strategies.

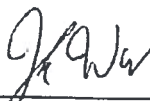
The Experiential Education Working Group (whose membership includes faculty, students, and preceptors from across the province) is continuing its work on developing structured practice experiences to be offered throughout the program. The College will be involving preceptors in the development process in various ways, including surveys, focus groups and training sessions.

We are confident that we will be fully prepared to offer a high quality PharmD program which will meet accreditation standards, and which will produce graduates who are 'medication therapy experts'. Late in 2016, the BSP program will be reviewed for extension of its accreditation. It is our intent to submit the PharmD program for consideration for 'provisional accreditation' at the same time.

Proposal Approval

The proposal for a Doctor of Pharmacy program at the University of Saskatchewan was approved by the Division of Pharmacy on September 23, 2015 (unanimous vote: 17-0-0) and by the Pharmacy and Nutrition Faculty Council on September 30, 2015 (29-0-2).

Thank you for consideration of this proposal. If you require further information, please contact us.



Kishor M. Wasan, Ph.D.

KMW:smk

Additional Information on the Doctor of Pharmacy (PharmD) Degree for Practising Pharmacists

As outlined in the proposal for the undergraduate PharmD degree, it is the intent of the College of Pharmacy and Nutrition to develop and offer a 'PharmD program for practising pharmacists.' Although the term 'bridging program' has been used to describe any post-BSP program leading to the PharmD, this term is more appropriate for those situations where students enter into a Bachelor's program and then are 'bridged' into a PharmD program prior to graduation (i.e., they achieve only the PharmD degree). The College will not be offering this option to students in the BSP program.

Therefore, the phrase 'PharmD for practising pharmacists' seems to provide the most clarity for the program we intend to offer, and it will be the term used here. (The term 'flexible' PharmD program is also being used, but this is only appropriate if the program has flexibility built into it, such as being able to complete it on a part-time basis.)

Background

The PharmD became the sole undergraduate pharmacy degree offered in the US as of the year 2000. As pharmacy programs converted to this option, many of them began offering PharmD programs for practising pharmacists. As the cohort of interested practitioners diminished, numerous programs have been closed, with only a few remaining. Two examples are the Massachusetts College of Pharmacy¹ and Health Sciences, and the University of Florida².

In Canada, Pharmacy schools at the Universities of Alberta³ and Waterloo⁴ have recently opened PharmD programs for practising pharmacists. Waterloo is only offering their program to graduates of their Bachelor's program, and it will accept candidates for three years. (The Waterloo program is the newest in Canada and has only graduated pharmacists since 2011 so the cohort of practising pharmacists is limited.)

Although these program examples differ in some details, they have the following common characteristics:

- The program consists of a didactic component and a practice experience component.
- Didactic courses are offered in a blended format, with most coursework on-line (unless a full-time program is offered on campus), and some requirement for in-person attendance.
- Practice experiences are offered in various locations, with the opportunity for candidates to 'test out' or receive credit for prior learning or practice experience for some rotations (but not all).
- Candidates may choose a full-time or part-time pathway to complete the program. Generally, the program can be completed in 12-18 months full-time, or over 3-5 years if part-time. There is a limit of 5-7 years for program completion once started.

¹ https://online.mcphs.edu/programs/pharmacy%20postbaccalaureate%20pharmd%20pathway?_ga=1.218516697.1142313325.1448990350

² <http://pharmd.distancelearning.ufl.edu/pharm-d-program/>

³ <http://pharm.ualberta.ca/programs/undergraduate-doctor-of-pharmacy>

⁴ <https://uwaterloo.ca/pharmacy/welcome-pharmacy-alumni/pharmd-bridging-program>

Appendix M

- Candidates must have completed a bachelor's program in Pharmacy and must be licensed or eligible for licensure prior to commencing clinical rotations. Because practice experiences involve direct patient care activities, licensure is required.
- Most programs accept candidates who have graduated from any pharmacy program. In Canada, international pharmacy graduates are eligible as long as they have successfully completed the Pharmacy Examining Board of Canada (PEBC) Evaluating Exam (this exam assesses equivalency of their undergraduate Pharmacy knowledge), and the PEBC Qualifying Exam (this exam is required for licensure in every jurisdiction except Quebec).
- Tuition is generally higher than that for the undergraduate PharmD program, to accommodate the delivery of on-line programming, fairly extensive experiential component and other program aspects.

Plans for the PharmD for Practising Pharmacists at the University of Saskatchewan

While recognizing the high level of interest from practitioners, faculty have been reluctant to set a start date for the PharmD program for practising pharmacists until the undergraduate PharmD is up and running. As the undergraduate program takes shape, and **if appropriate resources can be put into place**, it may be possible to implement a program for practising pharmacists to run concurrently with the undergraduate program. However, our first priority will be to students in the undergraduate PharmD program. The program proposal submitted does not in any way depend on the introduction of a PharmD for practising pharmacists to be successful (i.e., additional revenue from such a program is not required to support the undergraduate PharmD program.)

It should be noted that the pharmacy regulatory authorities in Canada (e.g., the Saskatchewan College of Pharmacy Professionals) will NOT require practising pharmacists to achieve the PharmD to be eligible for licensure as a pharmacist. Therefore, we anticipate that practitioners who are interested in achieving the PharmD credential will do so because of their interest in upgrading knowledge or changing or expanding their practices. Consequently, the Pharmacy faculty feels comfortable in focussing their efforts on developing and implementing an excellent undergraduate PharmD program as a first priority.

The Pharmacy faculty have not yet delineated the structure or requirements for a PharmD program for practising pharmacists. However, there would be no reason to suggest that it would differ markedly from other such programs as described above. We anticipate adapting coursework materials from the undergraduate PharmD, offering it in a blended format and allowing both part-time and full-time options. Faculty are supportive of prior learning assessment for some practice experiences as well. The first step in the process would be to establish a working group.

Further information on PharmD programs for practising pharmacists can be obtained from the websites provided or by contacting Dr. Yvonne Shevchuk at the College of Pharmacy and Nutrition.



UNIVERSITY OF
SASKATCHEWAN

Library Requirements
for New Programs and
Major Revisions

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate Liaison Librarian for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

Full name of program: Doctor of Pharmacy Program (PharmD)

Short form (degree abbreviation): PharmD

Sponsoring Department/College: College of Pharmacy and Nutrition

Degree Level: Undergraduate

2. Library Resources

2.1 Resources are/will be located mainly in the *Leslie and Irene Dubé Health Sciences Library*

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

Current resources are adequate. There are always additional acquisitions we desire, however we also understand resource limitations.

2.3 Specify serial titles that are core to this program.

Please see attached spreadsheet. The list contains the 50 most highly ranked serial titles in the subject area "Pharmacy and Pharmacology". The University Library subscribes to 48 of the 50. The two titles not subscribed to: "Recent Patents on Anti-Cancer Drug Discovery" and "Critical Reviews in Therapeutic Drug Carrier Systems" have not been requested through our interlibrary loan service in the last year. I believe that we have an excellent collection of serial titles to support this program.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

Access to interlibrary loans as it currently exists is adequate. We also have consortial access to databases including: Health Knowledge Network Alberta (HKN), Canadian Knowledge Research Network, and the Multi-type database licensing program (MDLP).

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

No

2.6 What are the human resource requirements to support this program?
(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

Currently we use Vicky Duncan to assist in teaching pharmacy students information literacy skills. We desire to continue this approach to build on skills to access the library and to offer information literacy for all years in the PharmD program. No major change is anticipated.

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

None

3.2 What new electronic resources/databases are required?

None- but note that access to UptoDate and Pharmacists Letter would be beneficial; currently the costs are prohibitive

3.3 Are there new/additional library technology requirements necessary to support this program?

No

3.4 Are there distance education service needs and costs?

No- we would continue with preceptor/student access to the library as already established. With the PharmD program we anticipate our current pool of preceptors will expand. This may result in additional access to the library for preceptor support.

3.5 Provide an estimated budget required for library resources to support this program annually.

None

4. Statement of Assessment of Library requirements

(Indicate Library capacity to support new program)

Overall, the University Library is well-positioned to support the Doctor of Pharmacy Program. The Health Sciences Library has been working in conjunction with Pharmacy faculty to integrate information literacy programs within the curriculum and offers a strong print and online collection to support faculty and student academic needs. However, the monograph budget has not been adequate to purchase some resources required by the College. An increase to the monograph budget can be achieved by the library starting in 2016-17.

Date: October 2, 2015

Liaison Librarian's Signature: _____



Library Dean's Signature: *Williamson, Dec 29/2015*

Faculty member (for the sponsoring college/dept): *Y Shevchuk, Nov 12, 2015*

Yvonne Shevchuk, PharmD
Professor of Pharmacy
Associate Dean (Academic)

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

Title: Doctor of Pharmacy

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?

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

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

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

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

Doctor of Pharmacy (Pharm.D. as credential)

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

Bachelor of Science in Pharmacy

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 Level Courses

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?

Doctor of Pharmacy [PHARMD - Doctor of Pharmacy - suggested Banner code/description]

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

College of Pharmacy and Nutrition

7 programs.

No

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.

PHAR [Pharmacy] - currently built major in Banner; PH [Pharm and Nutr (Dean's Office)] - currently built in Banner

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

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

Doctor of Pharmacy

3 What is the name of this new program?

Doctor of Pharmacy [PHARMD - Doctor of Pharmacy - suggested Banner code/description]

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?

Pharmacy and Nutrition / Pharmacy and Nutrition (Dean's Office)

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?

Students who start the Bachelor's program will complete that program; any Bachelor's students who are unable to complete with the appropriate cohort will be given the opportunity to complete the program as they will not be able to transfer to the Doctor program

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 For 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 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 disciplinary area?

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

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

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?

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

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

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

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

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

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?
PHAR [Pharmacy] - currently used subject code/description will be used

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
PH [Pharmacy and Nutrition] / PH [Pharm and Nutr (Dean's Office)] - currently built in student system and used on current PHAR courses

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

4 Does the program timetable use standard class time slots, terms, and sessions? Yes No
If NO, please describe.

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?
Yes

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

3 Does this impact enrollment?
No change - quota will remain at 90

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the College of Pharmacy and Nutrition

5 Can classes towards this program be taken at the same time as another program?
No

6 What is the application deadline?
Earlier than Feb. which is current deadline

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

60 cu's of coursework taken prior to April 30 of the year admission is desired; coursework must include 24 cu's taken at least one academic year
6 cu's Biology, 3 cu's Chemistry (general), 6 cu's Chemistry (organic), 6 cu's English, 3 cu's Biochemistry (biomolecules), 3 cu's Biochemistry (metabolism), 6 cu's Physiology (human body systems), 3 cu's Mathematics (calculus), 3 cu's Microbiology, 3 cu's Nutrition, 15 cu's Electives (6 cu's chosen from Psychology, Sociology, Native Studies, Philosophy and 9 cu's open elective), 3 cu's Stats

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.)

Using similar weighting to the current BSP, admission will be based on:

- academic average
- test of critical skills
- personal interview

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

Same as current BSP; 14 OOP, 76 SK including 4 Ed Equity and 1 Special Admission

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?)

Through College additional info, other info same as BSP

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

College

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

College completes

13 Will the standard application fee apply?

Yes

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

No exemption

Section 8: Tuition Information

1 How will tuition be assessed?

Per Course	<input type="checkbox"/>
Per Credit Unit	<input type="checkbox"/>
Program Based	<input checked="" type="checkbox"/>
Standard Term	<input type="checkbox"/>
Other *	<input checked="" type="checkbox"/>
Current Set-Up	<input type="checkbox"/>

* Tuition for this 4 year program is a program-based amount totalling \$68,000 (approximately \$17,000/year). For assessment purposes only, it may be charged on a per credit basis to allow for greater student flexibility in the program.

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?

No

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

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 enrolment 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?

No

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

Yes

Section 10: Convocation Information (only for new degrees)

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

New degree hood

2 When is the first class expected to graduate?

Spring 2021

3 years)?

Approximately 90/year based on intake of 90/year

Section 11: Schedule of Implementation Information

1 What is the start term?

201709 [September 2017]

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?

As per current set-up

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?

Yes

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?

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

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 No
- 2 Has SESD, Admissions, been informed about this new / revised program? Yes No
- 3 Has CGSR been informed about this new / revised program? Yes No
- 4 Has SESD, Transfer Credit, been informed about any new / revised courses? Yes No
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes No
- 6 Has the Library been informed about this new / revised program? Yes No
- 7 Has ISA been informed of the CIP code for new degree / program / major? Yes No

SIGNED

Date: November 3, 2015

Registrar (Jason Doell, Assistant Registrar, for Russell Isinger): [Signature]

College / Department Representative: [Signature] NOV 12, 2015



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2015

SUBJECT: Kanawayihetaytan Askiy Certificate (“Let us take care of the Land”) program changes

COUNCIL ACTION: For information only

SUMMARY:

The Indigenous Peoples Resources Management Certificate (IPRM) has been in place since 2006 and has been very successful. The IPRM program was originally designed specifically to train land managers from First Nations that were entering the Regional Land Environment and Management Program. Though it started as a full-funded program, based on a commitment from Aboriginal Affairs and Northern Development Canada (AANDC), that funding commitment was ended in 2013. Changes in the funding model and the certifications requirements put in place by AANDC initiated a re-evaluation of the IPRM Certificate.

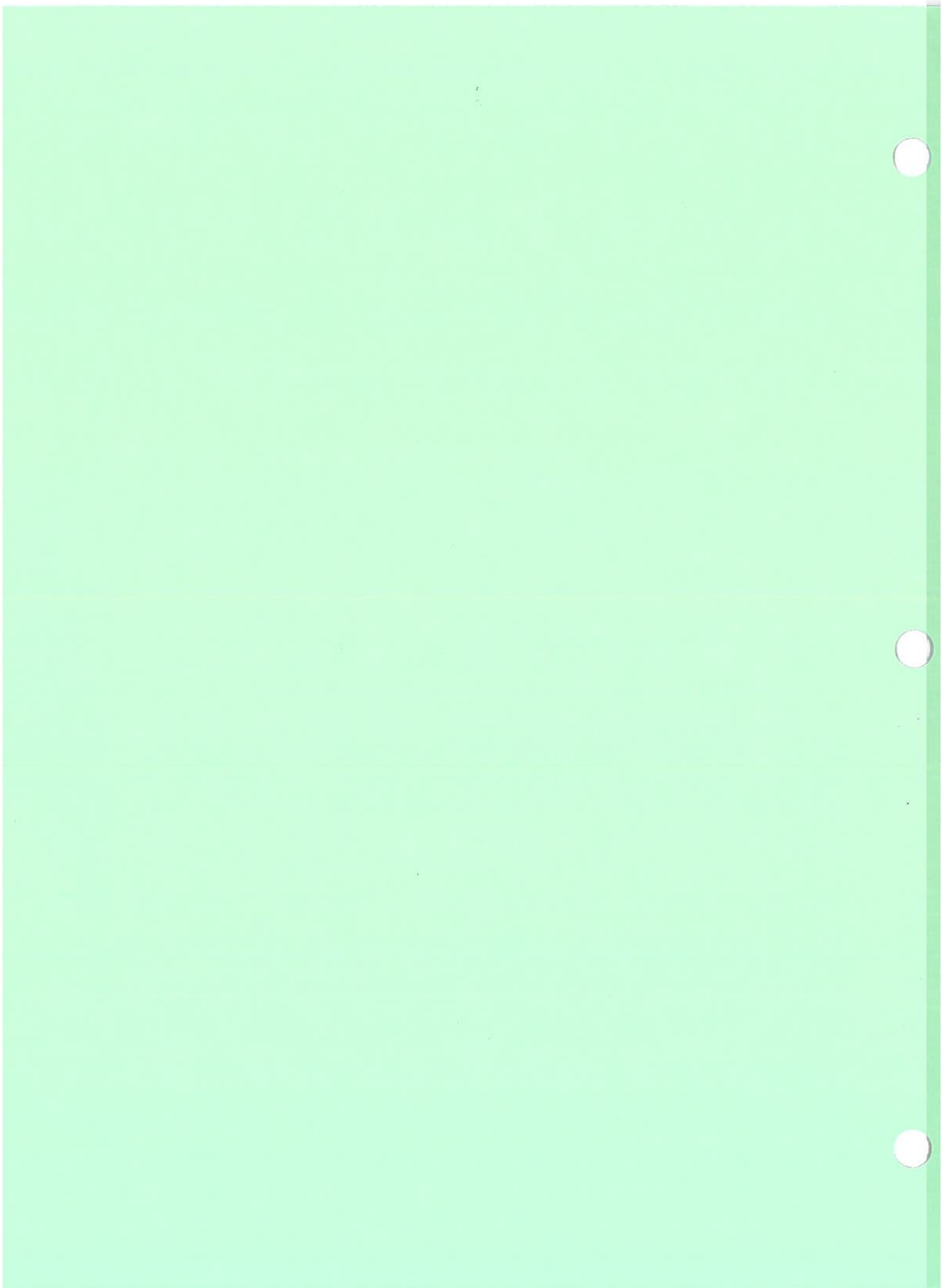
The College of Agriculture and Bioresources identified a need to enhance and strengthen Traditional Knowledge in the certificate program, and so have added INDG 107.3 as a requirement of the certificate program. The Department of Indigenous Studies has agreed to develop a condensed version of the course to fit the delivery model of the certificate.

Along with the addition of INDG 107.3, the College of Agriculture and Bioresources renamed the certificate program to reflect the goals and aspirations of the college. The Cree name Kanawayihetaytan Askiy means “Let us take care of the Land,” which reflects the coming together of Aboriginal communities and the University of Saskatchewan in their shared responsibility to take care of the land.

The name change to the Kanawayihetaytan Askiy Certificate (“Let us take care of the Land”) was approved by the Academic Programs Committee at its meeting on November 25, 2015.

ATTACHMENTS:

1. Kanawayihetaytan Askiy Program Changes and Request for Name Change



Rationale for Program and Name Change from the Indigenous Peoples Resource Management Program to the Kanawayihetaytan Askiy Certificate

In 2006, the Indigenous Peoples Resource Management (IPRM) Program was approved as a full-cost recovery program, based on a commitment from Aboriginal Affairs and Northern Development Canada (AANDC) that funding would be provided for an initial five-year period. The IPRM program was originally designed specifically to train land managers from First Nations that were entering the Regional Land Environment and Management Program (RLEMP). With regard to admission to the IPRM program, the number of students was restricted to students funded by AANDC. At that time, AANDC required First Nations entering into the RLEMP land regime to have a certified land manager in place. The objective of certifying land managers was to promote professional accountability and to identify to the public and professional peers that these land managers met specific professional standards. In 2013, AANDC removed this certification requirement, and opted for a training requirement that is defined in a less rigorous manner. This change in policy by AANDC resulted in their decision to discontinue funding to the University of Saskatchewan for the delivery of the IPRM program.

Within a similar timeframe, the need to re-evaluate AgBio's Aboriginal programming was identified in the college's Third Integrated Plan as follows: "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs". Based on this commitment, the College of AgBio developed and implemented an Aboriginal Engagement Strategy in 2012. College staff met with First Nation communities across Saskatchewan to assess their needs regarding post-secondary education. Murray Drew (Associate Dean (Academic)), Candice Pete (Coordinator, Aboriginal Programs), and Sheryl Mills from the Gwenna Moss Centre for Teaching Effectiveness attended the meetings. Overall, a total of 75 Aboriginal community members from 23 First Nation and Metis organizations contributed to these consultations. Additionally, an Aboriginal Program Advisory Group was established to provide input and feedback regarding proposed curricular changes. Based on these consultations, and discussions with the Aboriginal Program Advisory Group, it was clear that the need for the IPRM certificate program remained strong, irrespective of the AANDC change in policy. The demand for graduates from the IPRM program remains high and nearly all IPRM graduates have current employment or confirmed employment as land managers.

Additionally, consultations identified content within the program that needed to be enhanced and strengthened. Specifically, Traditional Knowledge was identified as an area to be strengthened. A need to provide students with a foundational background to provide context for contemporary Aboriginal issues and events also was identified. Ultimately, INDG 107.3 was identified as an appropriate course to provide this content and was added to the certificate. The department of Indigenous Studies has agreed to develop a condensed delivery version of INDG 107.3 to be offered in tandem with the ASKI 101.3 (currently IPRM 103.3).

October 28, 2015 - Submitted by F. Walley Associate Dean (Academic), AgBio

Along with the changes in the curriculum, there was a desire to change the name of the program to better reflect the current goals and aspirations. The new name, Kanawayihetaytan Askiy is Cree and translates to "Let Us Take Care of the Land". The reference to "us" acknowledges the coming together of Aboriginal communities and the University of Saskatchewan in a shared responsibility to take care of the land, and honours existing and future collaborations. This is not a program developed in isolation at the U of S, but rather is a program that has been shaped by a shared understanding of the needs and the wishes of Aboriginal land managers and the communities that they serve.

Kanawayihetaytan Askiy Certificate, “Let us Take Care of the Land”

Courses for this certificate program are delivered in an alternate format of three sessions that begin in April and end the following March, with two courses each session. Each session will begin with two weeks of intensive face to face instruction, field trips and laboratory work, with students meeting during the evening and weekend. Following the on campus period, students will return home for 7 to ten weeks of off-campus study, and participation in class chat sessions.

The Certificate is comprised of the following courses (21 credit units):

- ASKI 101.3
- ASKI 102.3
- ASKI 103.3
- ASKI 104.3
- ASKI 105.3
- ASKI 201.3
- INDG 107.3

Course Revisions:

ASKI 101.3 —

Field Studies in the Environment

This course introduces students to environmental science with emphasis on sustainable development of land, water and forests. Students will become familiar with the basic components of soil and will be able to recognize factors affecting productivity and land value as well as important environmental issues associated with managing a large land base. The basic components of surface and subsurface water will be investigated with the view of understanding and protecting both water quality and quantity. Students will gain an appreciation of the forest environment by investigating principles of forest ecology and sustainable forest management. Emphasis will be placed on methods of gathering information in addition to laboratory exercises and field trips

Note: Course instruction is blended with face-to-face instruction including laboratory and field trip experience, and web supported home study. Students with credit for IPRM 103 will not receive credit for this course. There are additional non-refundable costs in addition to tuition fees.

ASKI 102.3 —

Introduction to Legal Concepts in Resource Management

A study of the land systems used in Canada historically, currently and comparatively, as well as a look at the development and impact of legislation on Aboriginal people in Canada and recognition of traditional law. This course is designed to introduce students to various legal systems, international, national and local. Students will learn the basics of legal systems and structures and how jurisdiction and consultation have emerged as legal doctrines in Canada as well as how they impact on decisions and processes used by Aboriginal land and resource managers.

Note: Course instruction is blended with face-to-face lecture and web supported home study. Students with credit for IPRM 100 will not receive credit for this course. There are additional non-refundable costs in addition to tuition fees.

ASKI 103.3 —

Legal Process and Instruments in Resource Management

This course will introduce students to the study of legal instruments and process in resource management in Canada. The students will explore legal instruments in detail including ways of holding property, property transfer, property rights, business operations in First Nations communities, the taxation issues facing the business operations as well as a look at the development and impact of current legislation on lands and resources of the First Nation sector.

Note: Course instruction is blended with face-to-face lecture and web supported home study. Students with credit for IPRM 200 will not receive credit for this course. There are additional non-refundable costs in addition to tuition fees.

ASKI 104.3 —

Introduction to Management Issues

This course introduces students to the fundamental management principles of planning, organizing, leadership and control, and presents management tools and techniques for making informed decisions. Students are exposed to contemporary management issues facing Aboriginal communities such as economic development, corporate partnerships, land management, financial management and stakeholder consultation. The course combines management skills and issues related to leadership, community management, project planning,

Catalogue Entry, Kanawayihetaytan Askiy, October 28, 2015

implementation and assessment, stakeholder analysis, communications and change management.

Note: This course is a web-based distance course delivered on-line. Students with credit for IPRM 101 will not receive credit for this course.

ASKI 105.3 —

Economics and Planning

Natural resource management and land use planning requires an understanding of the biophysical characteristics of the resource. It is also important to understand the role that humans have in changing natural resource quantity and quality. This course introduces the basic social science concepts and theory underlying environmental land use planning and natural resource management. In particular the course will focus on understanding what motivates and/or controls how people use natural resources.

Note Course instruction is blended with face-to-face lecture and web supported home study. Students with credit for IPRM 102 will not receive credit for this course.

ASKI 201.3 —

Resource Management Project Assessment

Incorporates learning from previous courses in the Kanawayihetaytan Certificate. Students will identify an applied community-based research project and evaluate and assess the proposed project: legally, economically, and environmentally. Students will research land, history, market and impact of the proposal to determine pros and cons of the proposal. Written and oral presentations are required. This is an independently directed research course in which the student complete a specific resource management related project. This course aims to develop critical research skills and competencies for communicating research results effectively to leadership and community members.

Restriction(s): Only open to students in the Kanawayihetaytan Askiy program.

Prerequisite(s): ASKI 101, 102, 103, 104, 105, INDG 107 or permission of the department

Note: Course instruction is blended with face-to-face instruction and web supported home study. Students with credit for IPRM 210 will not receive credit for this course.



**UNIVERSITY OF
SASKATCHEWAN**

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Fran Walley, Associate Dean (Academic) Date: October 28, 2015

College: Agriculture and Bioresources

College approval date: May 6, 2015

Proposed effective date of the change: January 1, 2015

1. Proposed change of name

	From:	To:
College		
Department		
Program name	Indigenous Peoples Resource Management Certificate Program	Kanawayihetaytan Askiy Certificate
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)		
Course label (alphabetic)	IPRM 103 Field Studies in the Environment	ASKI 101
	IPRM 100 Introduction to Legal Concepts in Resource Management	ASKI 102
	IPRM 200 Legal Process and Instruments in Resource Management	ASKI 103
	IPRM 101 Introduction to Management Issues	ASKI 104
	IPRM 102 Economics and	ASKI 105

	Planning IPRM 210 Resource Management Project Assessment	ASKI 201
Building		
Street		
Other		

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

In 2006, the Indigenous Peoples Resource Management (IPRM) Program was approved as a full-cost recovery program, based on a commitment from Aboriginal Affairs and Northern Development Canada (AANDC) that funding would be provided for an initial five-year period. The IPRM program was originally designed specifically to train land managers from First Nations that were entering the Regional Land Environment and Management Program (RLEMP). With regard to admission, the number of students was restricted to students that were being funded by AANDC. At that time, the Department of Aboriginal Affairs and Northern Affairs Canada required First Nations entering into the RLEMP land regime to have a certified land manager in place. The objective of certification of First Nation Land Managers was to promote professional accountability and to identify to the public and professional peers that these land managers met specific professional standards. In 2013, AANDC removed this certification requirement, and have opted for a training requirement that is defined in a less rigorous manner. This change in policy by AANDC resulted in their decision to discontinue funding to the University of Saskatchewan for the delivery of the IPRM program. Based on Aboriginal Community consultation following this change, it was clear that the need for the program remains strong, irrespective of funding changes.

The College of Agriculture and Bioresources made a commitment to reevaluate Aboriginal programming in AgBio in the College's Third Integrated Plan, as follows: "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs". As a consequence of the ensuing consultations with Aboriginal communities, and the College of AgBio Aboriginal Programs Advisory Group, revisions to the existing Indigenous Peoples Resource Management Certificate program were proposed. Along with the changes in the curriculum, there was a desire to change the name of the program to better reflect the goals and aspirations of the program. The new name, Kanawayihetaytan Askiy is Cree and translates to "Let Us Take Care of the Land". The reference to "us" acknowledges the coming together of Aboriginal communities and the University of Saskatchewan in a shared responsibility to take care of the land, and honours existing and future collaborations. This is not a program developed in isolation at the U of S, but rather is a program that has been shaped by a shared understanding of the needs and the wishes of the Aboriginal Land Managers and the communities that are served.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- affect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

Introduction of the new name for the program will have minimal impact on students, faculty and staff, and, according to consultation with the Registrar's Office, acceptable impact on university-wide systems.

Alumni of the program will be advised of the change, and we will continue to recognize alumni of the IPRM certificate in all communications to alumni following the name change. With 2016 being the 10th anniversary of the IPRM program, an "Aboriginal Programming 10th Year Celebration" for Aboriginal land managers nationwide is being planned for the spring of 2016, in which former alumni of the IPRM will be recognized, and the new Kanawayihetaytan Askiy certificate will be introduced, to signal the transition to the new program name.

The name was put forward by the College of Agriculture and Bioresources Aboriginal Program Advisory Group, and reflects the outcomes of many consultations with Aboriginal communities regarding the need for an enhanced certificate in Aboriginal land management. According to our consultations with Aboriginal communities, and the advice and guidance of the Aboriginal Program Advisory Group, a shared responsibility and commitment to taking care of the land represents a step forward in engaging meaningfully with Aboriginal communities, and sends a clear signal to Aboriginal students and their communities that this is a shared endeavor. The faculty of the College of AgBio were fully supportive of the name change and approved the proposed changes at a faculty meeting in May 6, 2015.

We are confident that the external impact of the change will be positive. We work closely with the National Aboriginal Lands Managers Association and they have been fully supportive of the proposed changes to the IPRM program, including the name change. Leona Irons, the Executive Director of NALMA, has participated in meetings with the College of AgBio Aboriginal Programs Advisory Group, and has contributed to discussions regarding the proposed program and name change.

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

This name change is not anticipated to result in significant extraordinary costs to the university.

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

We have consulted with the Registrar, and a meeting was held to further discuss the IPRM revisions with representatives of Student and Enrolment Services. The proposed revisions have been discussed with representatives of the College of Arts and Science (Gordon DesBrisay) and the Department of Indigenous Studies. The college (Dan Pennock, Acting Associate Dean Academic) presented a Notice of Intent for this program, including the name change, to the Planning and Priorities of Council on March 18, 2015. The letter from Dr. Lisa Kalynchuk stated "In summary, the committee is very supportive of the new direction you are taking with these programs."



**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
ITEM FOR INFORMATION**

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2015

SUBJECT: Academic Calendar 2016-17

COUNCIL ACTION: For information only

SUMMARY:

At their meeting of November 25, 2015, the Academic Programs Committee approved the Academic Calendar for 2016-17.

The Academic Calendar was developed in consultation with the academic deans of the colleges and is based on the previous year's calendar, adjusting for yearly calendar changes.

ATTACHMENTS:

1. Academic Calendar for 2016-17
2. Summary of teaching days



This is a **test** website; its information might not be accurate. The live website is at students.usask.ca



Academic Calendar 2016-2017

Academic Calendars

Date	Description	Notes
Mon Aug 01, 2016	Saskatchewan Day - University closed	
Tue Aug 09, 2016	Summer Term 2, Quarter 4, and multi-term classes end	
Wed Aug 10, 2016	Summer Term 2, Quarter 4, and multi-term final examinations begin	
Thu Aug 11, 2016	Orientation for first-year Medicine	
Fri Aug 12, 2016	Orientatio for first-year Medicine	
Fri Aug 12, 2016	Summer Term 2, Quarter 4 and multi-term final examinations end	
Fri Aug 12, 2016	Orientation for first-year Dentistry	
Mon Aug 15, 2016	Classes begin for Dentistry, Medicine, and Physical Therapy	
Mon Aug 22, 2016	Classes begin for first, second, and third-year Veterinary Medicine	
Mon Aug 29, 2016	Clinical rotations begin for fourth-year Veterinary Medicine	
Wed Aug 31, 2016	College Quarter Move-in Day	
Thu Sep 01, 2016	Voyageur Place Move-in day	
Fri Sep 02, 2016	Graduate House and McEown Park Move-in Day	
Fri Sep 02, 2016	Orientation for second-year BSN	
Fri Sep 02, 2016	Orientation	

[2011-2012 Academic Calendar](#)

[2012-2013 Academic Calendar](#)

[2013-2014 Academic Calendar](#)

[2014-2015 Academic Calendar](#)

[2015-2016 Academic Calendar](#)

Mon Sep 05, 2016	Labour Day - University closed
Tue Sep 06, 2016	Registration for all years Law; Orientation for first year Law
Tue Sep 06, 2016	Classes begin for: Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate Studies and Research, Kinesiology, Pharmacy and Nutrition (except fourth-year Nutrition students), fourth-year NEPS, second-year Post Degree BSN, second, third, and fourth-year BSN, and M.N. and Ph.D. Nursing
Tue Sep 06, 2016	Clinical rotations begin for third-year BSN at the Regina Campus
Wed Sep 07, 2016	Classes begin for upper year Law
Thu Sep 08, 2016	Classes begin for first year Law
Sat Sep 10, 2016	Spring & Summer Terms deferred and supplemental examinations
Sat Sep 10, 2016	Clinical rotations begin for third-year BSN at the Saskatoon Campus
Fri Sep 16, 2016	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Fall Convocation
Mon Sep 19, 2016	Deadline for Registration changes for Fall Term 1 and multi-term (September to April) classes with 100% tuition credit
Thu Sep 22, 2016	University Council meeting
Fri Sep 23, 2016	No Classes for first-year Veterinary Medicine (White Coat Ceremony)
Mon Sep 26, 2016	Last day to withdraw from Fall Term 1 classes with 75% tuition credit
Fri Sep 30, 2016	Tuition payment deadline for Fall Term 1 classes
Fri Sep 30, 2016	Last day for MPT program to submit all requirements for students to graduate at Fall Convocation

Mon Oct 03, 2016	Last day to withdraw from Fall Term 1 classes with 50% tuition credit
Mon Oct 03, 2016	Last day to withdraw from multi-term (September to April) classes with 75% tuition credit
Mon Oct 03, 2016	Convocation Faculty Meetings
Tue Oct 04, 2016	Convocation Faculty Meetings
Fri Oct 07, 2016	Fall Term 1 Break Day - College of Nursing only
Mon Oct 10, 2016	Thanksgiving - University closed
Sat Oct 15, 2016	University Senate meeting
Tue Oct 18, 2016	Last day to withdraw from multi-term (September to April) classes with 50% tuition credit
Thu Oct 20, 2016	University Council meeting
Sat Oct 22, 2016	Fall Convocation
Mon Nov 07, 2016	Fall Mid-Term Break begins for all colleges except Dentistry, Medicine, Nursing, fourth-year Nutrition, Physical Therapy, Veterinary Medicine, and the University Language Centre
Fri Nov 11, 2016	Remembrance Day - University closed
Sat Nov 12, 2016	Fall Mid-Term Break ends for all colleges except Dentistry, Medicine, Nursing, fourth-year Nutrition, Physical Therapy, Veterinary Medicine, and the University Language Centre
Tue Nov 15, 2016	Last day to withdraw from Fall Term 1 classes
Thu Nov 17, 2016	University Council meeting

Fixed date. When the dates occur on a Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students

Fri Nov 25, 2016	Last day of classes for first, second, and third-year Dentistry
Mon Nov 28, 2016	First day of final examinations for first, second, and third-year Dentistry
Fri Dec 02, 2016	Last day of classes for first and second-year Medicine
Fri Dec 02, 2016	Last day of classes for fourth-year Dentistry
Mon Dec 05, 2016	Last day of classes for the College of Law
Mon Dec 05, 2016	Last day of classes for the College of Nursing
Mon Dec 05, 2016	First day of final examinations for first and second-year Medicine
Mon Dec 05, 2016	First day of final examinations for fourth-year Dentistry
Tue Dec 06, 2016	Last day of classes for second-year and third-year Veterinary Medicine
Wed Dec 07, 2016	First day of final examinations for the College of Law
Thu Dec 08, 2016	Last day of Fall Term 1 classes except for Dentistry, Law, Medicine, fourth-year Nutrition and all years Veterinary Medicine
Fri Dec 09, 2016	Fall Term 1 final examinations begin, including night class examinations except for Dentistry, Medicine, fourth-year Nutrition, and first, second, and fourth-year Veterinary Medicine
Fri Dec 09, 2016	Last day of final examinations for all years Dentistry
Sat Dec 10, 2016	First day of final examinations for second-year Veterinary Medicine
Tue Dec 13, 2016	Last day of classes for first-year Veterinary Medicine
Wed Dec 14, 2016	Last day of final examinations for first and second-year Medicine
Wed Dec 14, 2016	First day of final examinations for first-year Veterinary Medicine

Thu Dec 15, 2016	University Council meeting
Fri Dec 16, 2016	Last day of examinations for first, second, and third-year Veterinary Medicine
Mon Dec 19, 2016	Last day of clinical rotations for fourth-year Veterinary Medicine
Fri Dec 23, 2016	Last day of Fall Term 1 final examinations for all colleges except Dentistry, Medicine and Veterinary Medicine
Sun Dec 25, 2016	Christmas Day - University closed
Mon Dec 26, 2016	Boxing Day - University closed
Tue Dec 27, 2016	University closed
Wed Dec 28, 2016	University closed
Thu Dec 29, 2016	University closed
Fri Dec 30, 2016	University closed
Sun Jan 01, 2017	New Year's Day - University Closed
Mon Jan 02, 2017	University closed
Tue Jan 03, 2017	Classes resume for Dentistry; Medicine; Physical Therapy; fourth-year Nutrition; fourth-year Pharmacy; first, second, third, and fourth-year Veterinary Medicine; and Clinical rotations resume for fourth-year Veterinary Medicine
Wed Jan 04, 2017	Classes resume for all colleges except Dentistry, Law, Medicine, Physical Therapy, fourth-year Pharmacy, fourth-year Nutrition, and Veterinary Medicine
Wed Jan 04, 2017	Classes resume for Law; first, second, and third-year Veterinary Medicine; Clinical rotations resume for fourth-year Veterinary Medicine
Thu Jan 05, 2017	Clinical rotations begin for third-year BSN
Mon Jan 09, 2017	Clinical rotations begin for fourth-year BSN, fourth-year NEPS, and second-year Post-Degree BSN
Tue Jan 17, 2017	Deadline for registration changes for Winter Term 2 classes with 100% tuition credit

Tue Jan 17, 2017	Deadline for submitting Fall Term 1 supplemental and deferred exam authorizations
Thu Jan 19, 2017	University Council meeting
Tue Jan 24, 2017	Last day to withdraw from Winter Term 2 classes with 75% tuition credit
Tue Jan 31, 2017	Last day to withdraw from Winter Term 2 classes with 50% tuition credit
Tue Jan 31, 2017	Tuition payment deadline for Winter Term 2 classes
Wed Feb 15, 2017	Last day to withdraw from multi-term (September to April) classes
Wed Feb 15, 2017	Registration for Spring and Summer classes opens
Thu Feb 16, 2017	University Council meeting
Fri Feb 17, 2017	Last day of Term 2 Session A for fourth-year Dentistry
Mon Feb 20, 2017	Family Day - University closed
Mon Feb 20, 2017	Winter Mid-Term Break begins for all colleges except fourth-year Veterinary Medicine, fourth-year Nutrition, fourth-year Pharmacy, second-year Physical Therapy, third and fourth-year Medicine, and the University Language Centre
Tue Feb 21, 2017	Fall Term 1 deferred and supplemental examinations begin
Fri Feb 24, 2017	Mid-term break begins for fourth-year Veterinary Medicine - no clinical rotations
Sat Feb 25, 2017	Winter Mid-Term Break ends for all colleges except fourth-year Veterinary Medicine, fourth-year Nutrition, fourth-year Pharmacy, second-year Physical Therapy, third and fourth-year Medicine, and the University Language Centre

Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.

Mon Feb 27, 2017 Mid-term break ends for fourth-year
Veterinary Medicine

Mon Feb 27, 2017 First day of Term 2 Session B for fourth-
year Dentistry

Wed Mar 15, 2017 Last day to withdraw from Winter Term 2
classes

Fixed date. When
the dates occur on a
Saturday or Sunday,
any questions or
concerns will be
dealt with on the
next business day.

Thu Mar 23, 2017 University Council meeting

Fri Mar 31, 2017 Closing date for submission of applications
for Spring Convocation

Tue Apr 04, 2017 Last day of classes for College of Law

Wed Apr 05, 2017 Last day of clinical rotations for fourth-year
BSN, fourth-year NEPS and second-year
Post Degree BSN

Thu Apr 06, 2017 First day of final examinations for Law

Thu Apr 06, 2017 Last day of Winter Term 2 and multi-term
classes except Dentistry, Law, Medicine,
fourth-year Nutrition, fourth-year
Pharmacy, Physical Therapy, and all years
Veterinary Medicine

Fri Apr 07, 2017 Last day for Master's and Ph.D. students to
submit approved thesis to ETD site and for
departments to submit all supporting
documentation, indicating completion of
the graduate degree, in order to graduate
at Spring Convocation

Fri Apr 07, 2017 Winter Term 2 and multi-term (September
to April) final examinations begin, including
night-class examinations

Fri Apr 07, 2017 Last day of classes for second-year
Veterinary Medicine

Fri Apr 07, 2017 General Academic Assembly meeting

Mon Apr 10, 2017 First day of final examinations for second-
year Veterinary Medicine

Thu Apr 13, 2017 Last day of classes for fourth-year
Dentistry, final-year Medicine, and first-

year Veterinary Medicine

Fri Apr 14, 2017	Good Friday - University closed
Sat Apr 15, 2017	Easter weekend - no examinations
Mon Apr 17, 2017	First day of final examinations for fourth-year Dentistry and first-year Veterinary Medicine
Tue Apr 18, 2017	Last day of classes for third-year Veterinary Medicine
Thu Apr 20, 2017	First and last day of final examinations for third-year Veterinary Medicine
Thu Apr 20, 2017	University Council meeting
Fri Apr 21, 2017	Last day of final examinations for second-year Veterinary Medicine
Sat Apr 22, 2017	University Senate meeting
Wed Apr 26, 2017	Last day of clinical rotations for fourth-year Veterinary Medicine
Wed Apr 26, 2017	Last day of final examinations for first-year Veterinary Medicine
Wed Apr 26, 2017	Last day of final examinations for fourth-year Dentistry
Fri Apr 28, 2017	Last day of classes for fourth-year Nutrition and fourth-year Pharmacy
Fri Apr 28, 2017	Last day of classes first and third-year Dentistry
Fri Apr 28, 2017	Last day of classes for first and second-year Medicine
Sat Apr 29, 2017	Last day of Winter Term 2 and multi-term final examinations for all colleges except for Dentistry, first and second-year Medicine, fourth-year Nutrition, fourth-year Pharmacy, and third-year Veterinary Medicine
Mon May 01, 2017	First day of spring classes for second and third-year BSN and for first and second-year Post Degree BSN
Mon May 01, 2017	First day of final examinations for first and

third-year Dentistry

Mon May 01, 2017 First day of final examinations for first and second-year Medicine

Fri May 05, 2017 Last day of classes for second-year Dentistry

Mon May 08, 2017 First day of final examinations for second-year Dentistry

Wed May 10, 2017 Spring Term 1 (May 10 - June 23), Quarter 1 (May 10 - May 31), and multi-term (May 10 - August 15) classes begin

Thu May 11, 2017 Deadline for submitting Winter Term 2 and multi-term (September to April) supplemental and deferred exam authorizations.

Fri May 12, 2017 Last day of final examinations for first and second-year Medicine

Fri May 12, 2017 Last day of final examinations for first and third-year Dentistry

Mon May 15, 2017 Convocation Faculty meetings

Tue May 16, 2017 Convocation Faculty meetings

Wed May 17, 2017 Deadline to pay Term 1 Spring and Summer tuition

Thu May 18, 2017 University Council meeting

Fri May 19, 2017 Last day of final examinations for second-year Dentistry

Mon May 22, 2017 Victoria Day - University closed

Wed May 31, 2017 Quarter 1 ends

Thu Jun 01, 2017 Quarter 1 final examinations begin. Mid-term break for Spring Term 1 and multi-term classes - no classes

Fri Jun 02, 2017 Quarter 1 final examinations end. Mid-term break for Spring Term 1 and multi-term classes - no classes

Mon Jun 05, 2017 Convocation

Mon Jun 05, 2017 Quarter 2 (June 5 - June 23) classes begin

Tue Jun 06, 2017	Convocation
Wed Jun 07, 2017	Convocation
Thu Jun 08, 2017	Winter Term 2 and multi-term (September to April) deferred and supplemental examinations begin
Thu Jun 08, 2017	Convocation
Fri Jun 09, 2017	Convocation (tentative)
Thu Jun 22, 2017	University Council meeting
Fri Jun 23, 2017	Spring Term 1 and Quarter 2 classes end
Mon Jun 26, 2017	Spring Term 1 and Quarter 2 final examinations begin. Mid-term break begins for multi-term classes - no classes
Wed Jun 28, 2017	Spring Term 1 and Quarter 2 final examinations end. Mid-term break ends for multi-term classes - no classes
Thu Jun 29, 2017	Summer Term 2 (June 29 - August 15) and Quarter 3 (June 29 - July 20) classes begin.
Mon Jul 03, 2017	Canada Day - University closed
Fri Jul 07, 2017	Deadline to pay Term 2 Spring and Summer tuition
Thu Jul 20, 2017	Quarter 3 classes end
Fri Jul 21, 2017	Quarter 3 final examinations begin. Mid-term break for Summer Term 2 and multi-term classes - no classes
Mon Jul 24, 2017	Quarter 3 final examinations end. Mid-term break for Summer Term 2 and multi-term classes - no classes
Tue Jul 25, 2017	Quarter 4 (July 25 - August 15) classes begin
Wed Aug 02, 2017	Orientation for third-year Medicine
Mon Aug 07, 2017	Saskatchewan Day - University closed
Tue Aug 15, 2017	Summer Term 2, Quarter 4, and multi-term

classes end

Wed Aug 16, 2017 Summer Term 2, Quarter 4, and multi-term final examinations begin

Fri Aug 18, 2017 Summer Term 2, Quarter 4 and multi-term final examinations end



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Summary of Teaching Days

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2016	Sep 6 (T) - Dec 8 (Th)	11*°	13°	13°	13°	12**°	62	13(Dec 9 - 23)
2017	Jan 4 (W) - Apr 6 (Th)	12‡	12‡	13‡	13‡	12‡#	<u>62</u>	17(Apr 7 - 28)
							124	

- * Thanksgiving – M. Oct. 10
- ** Term 1 Break Day (College of Nursing only) – F. Oct. 7
- ° Fall Mid-term break – Nov. 7-12 (includes Remembrance Day – F. Nov. 11)
- ‡ Winter Midterm Break - Feb 20 - 25 (includes Family Day - M. Feb. 20)
- # Good Friday – F. Apr. 14

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2015	Sep 3 (Th) - Dec 8 (T)	11*°	13°	12°	13°	13**°	62	13(Dec 9 - 23)
2016	Jan 5 (T) - Apr 7 (Th)	12‡	13‡	13‡	13‡	11‡#	<u>62</u>	18(Apr 9 - 29)
							124	

- * Thanksgiving – M. Oct. 12
- ** Term 1 Break Day (College of Nursing only) – F. Oct. 9
- ° Fall Mid-term break – Nov. 9-14 (includes Remembrance Day – W. Nov. 11)
- ‡ Winter Midterm Break - Feb 15 - 20 (includes Family Day - M. Feb. 15)
- # Good Friday – F. Mar. 25

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2014	Sep 4 (Th) – Dec 3 (W)	12*°	12°	12°	13°	13**°	62	14(Dec 6 - 22)
2015	Jan 5 (M) - Apr 8 (W)	12‡	13‡	13‡	12‡	11‡#	<u>62</u>	17(Apr 11-30)
							124	

- * Thanksgiving – M. Oct. 13
- ** Term 1 Break Day (College of Nursing only) – F. Oct. 10
- ° Fall Mid-term break – Nov. 10-15 (includes Remembrance Day – T. Nov. 11)
- ‡ Winter Midterm Break - Feb 16 - 21 (includes Family Day - M. Feb. 16)
- # Good Friday – F. Apr. 3

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2013	Sep 5 (Th) – Dec 4 (W)	11*°	13	13	13	12**	62	14(Dec. 6-21)
2014	Jan 6 (M) – Apr 8 (T)	13‡	13‡	12‡	12‡	12‡#	<u>62</u>	16(Apr. 10-30)
							124	

- * Thanksgiving – M. Oct. 14
- ** Term 1 Break Day – F. Oct. 11
- ° Remembrance Day – M. Nov. 11
- ‡ Midterm Break - Feb 17 - 22 (includes Family Day - M. Feb. 17)
- # Good Friday – F. Apr. 18

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2012	Sept. 6 (Th) – Dec. 5 (W)	11**°	13	13	13	12**	62	13(Dec 7-21)
2013	Jan. 3 (Th) – Apr. 9 (T)	13‡	13‡	12‡	13‡	12‡#	<u>63</u>	17(Apr 11-30)
							125	

* Thanksgiving – M. Oct. 8

** Term 1 Break Day – F. Oct. 5

° Remembrance Day – M. Nov. 12 (M for S Nov 11)

‡ Midterm Break - Feb 18 - 22 (includes Family Day - M. Feb. 18)

Good Friday – F. Mar. 29

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2011	Sept. 6 (T) – Dec. 2 (F)	11*	13	13	13	12**°	62	16(Dec 5-22)
2012	Jan. 4 (W) – Apr. 5 (Th)	12‡	12‡	13‡	13‡	12‡	<u>62</u>	19(Apr 9-30)
							124	

* Thanksgiving – M. Oct. 10

° Remembrance Day – F. Nov. 11

‡ Midterm Break - Feb 20 - 24 (includes Family Day - M. Feb. 20)

Good Friday – F. Apr. 6

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2010	Sept. 7 (T) – Dec. 3 (F)	11*	13	13	12°	13	62	15 (Dec 6-22)
2011	Jan. 5 (W) – Apr. 8 (F)	12‡	12‡	13‡	13‡	13‡	<u>63</u>	16 (Apr 11-30)
							125	

* Thanksgiving – M. Oct. 11

° Remembrance Day – Th. Nov. 11

‡ Midterm Break - Feb 21 - 25 (includes Family Day - M. Feb. 21)

Good Friday – F. Apr.22

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2009	Sept. 3 (Th) – Dec. 4 (F)	11*	13	12°	14	14	64	14 (Dec. 7-22)
2010	Jan. 4 (M) – Apr. 8 (TH)	13‡	13‡	13‡	13‡	11‡#	<u>63</u>	18 (Apr. 10-30)
							127	

* Thanksgiving – M. Oct. 12

° Remembrance Day – W. Nov. 11

‡ Midterm Break - Feb 15 - 19

Good Friday – F. Apr. 2

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2008	Sept. 4 (Th) – Dec. 3 (W)	12*	12°	13	13	13	63	15 (Dec 5-22)
2009	Jan. 5 (M) – Apr. 8 (W)	13‡	13‡	13‡	12‡	12‡	<u>63</u>	17 (Apr 11-30)
							126	

* Thanksgiving – M. Oct. 13

° Remembrance Day – T. Nov. 11

‡ Midterm Break - Feb 16 - 21

Good Friday – F. Apr 10

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2007	Sept. 5 (W) – Dec. 3 (M)	11*°	12	13	13	13	62	15 (Dec 5-21)
2008	Jan. 3 (Th) – Apr. 7 (M)	13‡	12‡	12‡	13‡	12‡#	62	18 (Apr 10-30)
							<u>124</u>	

* Thanksgiving – M. Oct. 8

° Remembrance Day – Sun. Nov. 11

‡ Midterm Break - Feb 18 - 23

Good Friday – F. Mar. 21

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2006	Sept. 6 (W) – Dec. 4 (M)	12*	12	13	13	12°	62	14 (Dec 7-22)
2007	Jan. 3 (W) – Apr. 9 (M)	13‡	12‡	13‡	13‡	12‡#	63	15 (Apr 12-30)
							<u>125</u>	

* Thanksgiving – M. Oct. 9

° Remembrance Day – Sat. Nov. 11

‡ Midterm Break - Feb 12 - 17

Good Friday – F. Apr. 6

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2005	Sept. 7 (W) – Dec. 5 (M)	12*	12	13	13	12°	62	13 (Dec 8-22)
2006	Jan. 4 (W) – Apr. 7 (F)	12‡	12‡	13‡	13‡	13‡	63	17 (Apr 10-29)
							<u>125</u>	

* Thanksgiving – M. Oct. 10

° Remembrance Day – F. Nov. 11

‡ Midterm Break - Feb 13 - 18

Good Friday – F. Apr. 14

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2004	Sept. 8 – Dec. 6	12*	12	13	12°	13	62	13 (Dec 9-23)
2005	Jan. 5 – Apr. 8	12‡	12‡	13‡	13‡	12‡#	62	17 (Apr 12-30)
							<u>124</u>	

* Thanksgiving – M. Oct. 11

° Remembrance Day – Th. Nov. 11

‡ Midterm Break - Feb 14 - 19

Good Friday – F. Mar. 25

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2003	Sept. 4 – Dec. 3	12*	12°	13	13	13	63	13 (Dec 6-20)
2004	Jan. 5 - Apr. 6	13‡	13‡	12‡	12‡	12‡	62	16 (Apr 10-28)
							<u>125</u>	

* Thanksgiving – M. Oct. 13

° Remembrance Day – T. Nov. 11

‡ Midterm Break - Feb 16 - 21

Good Friday – F. Apr. 9

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2002	Sept. 5 – Dec. 4	11*°	13	13	13	13	63	14 (Dec 7-21)
2003	Jan. 6 - Apr. 8	13‡	13‡	12‡	12‡	12‡	62	17 (Apr 11-30)
							<u>125</u>	

* Thanksgiving – M. Oct. 14

° Remembrance Day – M. Nov. 11

‡ Midterm Break - Feb 17 - 23

Good Friday – F. Apr. 18

