AGENDA

2:30 p.m. Thursday, December 21, 2017
Neatby-Timlin 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 2017/18 academic year marks the 23rd year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty 6 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. Approval of Minutes of the meeting of November 16, 2017
4. Business Arising from the Minutes
5. Report of the President
6. Report of the Provost
7. Report of the Vice-president University Relations (verbal)
8. Student societies
   - 8.1 Report from the USSU
   - 8.2 Report from the GSA
9. Governance Committee
   - 9.1 Request for Decision: Student Discipline Policy

     It is recommended that Council approve the Student Discipline Policy with the changes as shown in the attached policy.
10. Academic Programs Committee
    - 10.1 Request for Decision: Undergraduate Degree-level Certificate: Internationally Educated Teacher Certificate

It is recommended that Council approve the Internationally Educated Teacher Certificate in the College of Education, effective September 2018.

10.2 Report for Information: Master of Physical Therapy - Removal of Major Project Requirement

10.3 Report for Information: Degree-level Certificate in Indigenous Governance and Politics

10.4 Report for Information: Deletions of Fields of Study
1) Biochemistry and Biotechnology
2) Biotechnology, Microbiology and Immunology

11. Other business

12. Question period

13. Adjournment

Next meeting January 18, 2018 – Please send regrets to barb.welland@usask.ca
Deadline for submission of motions to the coordinating committee: January 3, 2018.

UNIVERSITY OF SASKATCHEWAN

Minutes of University Council
2:30 p.m., Thursday, November 16, 2017
Arts Building Room 241 Neatby-Timlin Theatre

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

Chelsea Willness, vice-chair of Council, called the meeting to order at 2:30 p.m., observing that quorum had been attained. She informed members that she would chair the meeting as Kevin Flynn, Council chair was not able to attend.

Professor Jay Kalra of the Department of Pathology and Laboratory Medicine delivered a memorial tribute to honour Professor Harry Emson, former colleague and head of the Department of Pathology and Laboratory Medicine.

1. Adoption of the agenda

J. WILSON/de BOER: *To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

The vice-chair thanked members for attending Council during reading week and reminded those in attendance of the usual protocols for discussion and debate. She reported briefly on the monthly meeting of committee chairs with the president's executive committee in November. Two topics were discussed: the university's strategic use of early retirement incentive plans and the potential loss of expertise as experienced colleagues retire, resulting in the need for succession planning; and the memoranda of understanding with the Saskatoon Symphony Orchestra and the Remai Modern Gallery, and how the success of these new partnerships with the university will be measured.

3. Minutes of the meeting of October 19, 2017

The chair noted one correction had been received concerning item 7.2 Report from the GSA. The changes were displayed in underline for members as follows:

Ziad Ghaith, president of the Graduate Students' Association presented the GSA report to Council. Since submitting its report to Council, the GSA has clarified a number of concerns about graduate program review. The GSA continues to hold the opinion that a cyclical seven-year cycle is overly long, notwithstanding that it is the standard across the country. The GSA was not aware at the time of this Council report submission but was pleased to subsequently learn that the graduate program review process does already include opportunities for feedback from both students and alumni. …

GOODRIDGE/KO: *That the October 19, 2017 Council minutes be approved with the correction noted.*

CARRIED

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4. Business from the minutes

The chair noted one item arising from the minutes of last Council meeting under Question Period regarding conduct during memorial tributes. The question about appropriate conduct was referred to the coordinating committee, comprised of Council committee chairs and the university secretary, for discussion and a response to Council.

Members of the coordinating committee discussed the question at their meeting on November 2, 2017. The chair of Council recused himself for this item due to a conflict of interest so that an open discussion could occur. The committee reviewed the submissions of two members of Council, who provided their views in writing on the question. The chair thanked these members for their insight and read the response prepared by the committee as follows:

The coordinating committee felt that it is important to acknowledge that there are varying and substantive views and practices on how to show respect. The committee further acknowledged that families and loved ones of the deceased are the centre and most important part of our memorial tributes. Thus, with all of this in mind, the committee asks that individual Council members show respect during memorial tributes in every way they deem appropriate.

There was no discussion of the business arising.

5. Report of the President

President Peter Stoicheff outlined he would provide comments on a number of topics and drew members' attention to the *Universities Canada Principles on Equity, Diversity, and Inclusion* provided in his written report. The principles complement *Universities Canada Principles on Comprehensive Indigenous Education* and commit university leaders to attracting and retaining students, faculty, staff, administrators of all backgrounds and to being active champions of inclusiveness and diversity. An action plan to 2022 will be posted on the Universities Canada website. The president indicated he would continue to apprise Council of how the university will respond to the principles and action plan.

The president referred to the *Fundamental Science Review Report* commissioned by the Honourable Kirsty Duncan, Minister of Science, and informally dubbed *The Naylor Report*. The report states that federal investments in science in Canada have not kept pace with other OECD[1] countries and recommends an increase of approximately 35% or 1.3 billion in funding to science and academic-related initiatives. U15 members recently met with the Honourable Bill Morneau, Minister of Finance, and made the case for supporting the Naylor report. Discussion focused on how to sequence increases in funding over successive budgets as the total funding increase recommended is not immediately feasible.

President Stoicheff outlined the recent institutional MOUs and their purpose and intent, referring to the MOU with the 24 post-secondary educational institutes in the province signed at the first forum for reconciliation, the MOU between the University Library and the National Research Centre for Truth and Reconciliation, and the MOUs signed by the university with the Federation of Sovereign Indigenous Nations (FSIN) and the Saskatoon Symphony Orchestra (SSO). MOUs with the Remai

[1] Nations belonging to the Organisation for Economic Co-operation and Development

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Modern Art Gallery and with the City of Saskatoon are under discussion and are intended to be signed in the coming months.

The president spoke about the Building Reconciliation Forum recently held at the University of Manitoba, acknowledging those members of the university's senior administration involved in panel presentations, the many students in attendance, and noting the strong and influential presence of the university at the forum. A member requested that President Stoicheff consider sending the Universities Canada principles and a brief account of the reconciliation forum to the provincial ministers responsible for education and post-secondary education. The member noted that indigenization is not achieved by a perfunctory perfusion within the curriculum, but requires a commitment of the university and of the K-12 educational system within a post-Truth and Reconciliation Commission (TRC) future. President Stoicheff indicated he would act on the request and comment, in addition, on the long-term framework required to achieve the TRC calls to action.

A Council member suggested that the university have a debriefing about the format of the recent forum, explaining that the use of a Western format to address intimate stories of suffering and abuse places survivors in a setting that does a disservice to their experiences. She referred to similar tensions arising from the National Inquiry into Missing and Murdered Indigenous Women and Girls and the expressions of anger and frustration arising from those personally affected. President Stoicheff offered thanks and indicated he would convey the insight and advice provided to Jacqueline Ottmann, vice-provost Indigenous engagement, and to the education committee of Universities Canada to inform the concept of the next forum.

A Council member inquired about the university's status on gender equity among members of senior administration and asked about the university's goals for gender equity and how the barriers that affect the retention of women in senior leadership roles are being addressed. The president made note of all questions and indicated he would respond at a Council meeting in the near future.

6. Report of the Provost

Tony Vannelli, provost and vice-president academic, referred members to his written report and indicated he would focus his verbal remarks on the university plan and on the university's budget. He outlined the timing associated with the development and approval of the university plan and indicated that the college and school plans, together with the university plan, would provide a full vision with details and metrics. He emphasized the full engagement of the campus community during the present consultation phase of the plan is essential to the planning process.

Provost Vannelli expressed appreciation for the efforts of senior leaders, finance officers, and members of PCIP as budget planning occurs on the heels of a tough budget in 2017-18. Looking ahead, in the face of some financial uncertainty, the emphasis is on directing resources to critical academic and research programs and the development of new programs that will have impact.

The provost commented on the recent accreditation reviews in the Colleges of Pharmacy and Nutrition, Kinesiology, Medicine, Western College of Veterinary Medicine, and the Edwards School of Business, commending the efforts extended by faculty, staff, and students in preparing for the reviews. He also commented positively on the strong group of student leaders who are committed to the university's interests.

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In response to a question about whether the university's wellness initiative will include preventative approaches, in addition to therapeutic measures, Provost Vannelli confirmed that the initiative would include prevention as an approach to wellness.

The table on university rankings in the provost's written report prompted discussion of the university's standing in the *Maclean's* ranking and how the university might try to improve its placement. President Stoicheff reported that a review of why the university's placement continues to fall in the *Maclean's* rankings is being led by Debra Pozega-Osburn, vice-president university relations. Of the three major international rankings, the university has moved up in two and stayed in the same placement in the third.

Provost Vannelli noted that although the university's total research funds have increased, *Maclean's* measures only tri-agency funds. He also referred to the many facets of the university that define it and those initiatives that raise the profile and visibility of the university to others. President Stoicheff expressed that although the importance of rankings is not dismissed by senior administration, neither will the university chase after rankings at the cost of its own identity and aspirations. This view was supported by a member, who noted that if the university is confident in the *Vision, Mission and Values* document and its planning process, then the institution should have the confidence that its distinctiveness will be measured and will alter the "needle" for all other institutions.

7. Report of the Vice-president Research

Vice-president research Karen Chad presented the first of her biannual reports to Council. Dr. Chad reported briefly on the initiatives to develop a university research strategic plan, to design principles for industry-academic engagement, to re-examine the university's approach to centres, the initiative to enhance artistic discovery, and the collaborative use of research infrastructure, which she described as, "spaces, places, and things to use." The university is also developing a diversity plan that will meet the requirement of most institutional research funding grants to have a plan in place.

Dr. Chad briefly outlined some of the ideas submitted to the Vice-president Research Office for discussion and development and reported on recent institutional research proposals submitted, noting the university's proposal to make Canada the pre-eminent supplier of plant-based proteins is one of nine short-listed proposals in the new industry-led supercluster program.

Significantly, the university leads all other Canadian universities in percentage growth of research income, with a 28% increase over the previous year, moving the university from 13th to 11th place among Canada's research universities. Dr. Chad reported on the highlights of the NSERC and SSHRC grant application results and the internal and national average success rates. The CIHR tri-agency grant competition will be held in 2018. The number of CIHR funding applications submitted by the university to the competition has increased.

The university's annual research metrics report will be available in December. A member proposed exploring with the province the possibility of using some of the university's research metrics in the province's funding mechanism to universities.

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8. Student Societies

8.1 Report from the USSU

Jessica Quan, vice-president academic of the University of Saskatchewan Students' Union (USSU) presented the USSU report. Ms. Quan announced that the sixth annual Undergraduate Project Symposium to celebrate the research, scholarly artistic work of undergraduate students would take place February 5, 2018, and that a call had been issued for volunteers to serve as judges at the event.

8.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association presented the GSA report to Council. Mr. Ghaith reported that a priority of the GSA this year is to promote and support the new graduate student/supervisor agreement endorsed by GSA Council. He noted the recently ratified Graduate Student Employee Collective Agreement is viewed positively by GSA members.

The GSA looks forward to changes and initiatives that help improve the experiences of graduate students within the university, including discussion about the possibility of adopting a position statement to support representation of graduate students on the university's Board of Governors.

9. Governance Committee

Jay Wilson, chair of the governance committee, presented the committee report to Council.

9.1 Request for Decision: Changes to Council Bylaws Part III Section V.1.A. *Ex-officio* Membership of the Faculty Councils

WILSON/ZELLO: *It is recommended that Council approve the changes to Part III Section V.1.A (a) to (m) of the Council Bylaws Membership of the Faculty Councils as shown in the attachment.*

CARRIED

9.2 Report for Information: Council Member Attendance

Professor Wilson referred members to the written report outlining various strategies to improve attendance at Council meetings.

10. Nominations Committee

Jim Greer, chair of the nominations committee, presented the report to Council. The vice-chair called three times for nominations from the floor. There were none

10.1 Request for Decision: Academic Programs Committee Member Nomination

GREER/WALKER: *It is recommended that Council approve the nomination of Michael Cottrell, Department of Educational Administration, College of Education to serve on the Academic Programs Committee effective immediately and continuing until June 30, 2020.*

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CARRIED

11. Academic Programs Committee

Terry Wotherspoon, chair of the academic programs committee, presented the report to Council.

11.1 Request for Decision: Certificate and Diploma Guidelines

Professor Wotherspoon provided a brief background on the development of the Certificate and Diploma Guidelines presented to Council for approval. He explained that as guidelines, rather than regulations, colleges and schools continue to retain the flexibility to determine the program specifics, but would have the benefit of a framework providing the typical range of course numbers and credit units and academic standards associated with these types of programs.

Associated with the approval of the guidelines are some slight changes in the university's nomenclature to ensure consistency in naming conventions, differentiation between degree and non-degree programs and the different types of certificates and diplomas within these categories.

The guidelines reflect practices that are fairly consistent at other universities, but also those practices that distinguish the university. For example, the community-level certificates offered reflect the degree of community engagement at the university.

WOTHERSPOON/OSGOOD: *It is recommended that Council approve the Certificate and Diploma Guidelines, and that the recommended name changes be reflected in the Nomenclature Report, effective immediately.*

CARRIED

11.2 Request for Decision: Direct-entry Doctor of Philosophy (Ph.D.) in Chemistry

Professor Wotherspoon indicated that the admissions template approved by Council sets a minimum admissions average of 80% and that any other variation requires separate approval by Council. To provide greater flexibility and to attract top students, the change requested would permit those students with an 85% average to move directly into a Ph.D. program in Chemistry from an undergraduate program. Professor Wotherspoon noted that the revised cover page circulated in advance of the Council meeting differentiates the program requirements of the direct-entry program from the regular M.Sc./Ph.D. entry program.

Discussion of the proposed change focused on how the requirement of "demonstrated ability for independent thought, advanced study, and independent research" is assessed for those applicants who enter a Ph.D. program directly from an undergraduate program. Points in favour of the ability to make this assessment referenced publications arising from undergraduate research, the requirement for an undergraduate research project in honours B.Sc. programs, and other forms of writing and presentations evident from the student's curriculum vitae.

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WOTHERSPOON/OSGOOD: *It is recommended that Council approve a direct-entry Doctor of Philosophy (Ph.D.) program in Chemistry with an 85% admission average, effective September 2018.*

CARRIED

11.3 Request for Decision: Deletion of the Master of International Trade (M.I.T.) program

The Master of International Trade (M.I.T.) program was developed in 2006 to be an innovative, online-based course program that would reach out to professional and non-traditional students to provide a degree program not being offered in another context. At one point the program had a peak enrolment of 17 students, sufficient to cover the basic costs of offering the program. However, enrolment could not be sustained on a significant basis over time and ultimately termination of the program was requested.

WOTHERSPOON/OSGOOD: *It is recommended that Council approve the deletion of the Master of International Trade (M.I.T.) program, effective June 2019.*

CARRIED

12. Policy Oversight Committee

Sandra Calver, associate secretary, academic governance, presented the report on behalf of Beth Bilson, university secretary.

12.1 Report for Information: Policy Oversight Committee Report 2015-2016 and 2016-2017

Ms. Calver reported that the policy oversight committee is an advisory committee chaired by the university secretary and that two members of Council serve on the committee. Each year, the committee is to submit a report to Senate, the Board of Governors and to Council. As a report was not submitted to Council the previous year, the report before Council is a summary of the policies approved under the guidance of the committee over the past two years.

13. Other business

The vice-chair reported that an educational session on the role of Council members serving on university-level student hearing and appeal boards would be provided by the university secretary in December. All Council members will be invited to the session, with further details to follow on the date and time.

President Stoicheff offered thanks to all who attended the fall convocation ceremonies, with special thanks offered to Russell Isinger, university registrar.

14. Question period

The vice-chair invited questions. A member asked whether the discussion at the breakfast meeting with Council chairs and the president's executive meeting identified any solutions in response to the concern about losing institutional knowledge in the wake of administrative retirements. The president addressed the question. He characterized the discussion as one of mutual concern on the part of members of both groups. All were in agreement about the need to be extremely careful to

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avoid loss of expertise and institutional memory, while at the same time recognizing that the university needed to offer a retirement incentive at the institutional level to reduce its budget. The discussion came to no conclusions other than that succession planning must be carried out at all levels of the institution. The president encouraged Council committee chairs to seek feedback from their respective committees on the topic to provide further insight and advice.

Patti McDougall, vice-provost teaching and learning, reported that the practical strategies being employed in the face of losing 35 administrative colleagues across the VPTL portfolio are to overlap incoming and outgoing colleagues and ensure exiting employees are not in the midst of an important project when they leave.

Dr. McDougall further recalled the earlier question about gender equity at the senior administrative level and noted that women administrators comprise 44% of the university's senior administration and that this percentage would increase to close to 50% in January.

15. Adjournment

The meeting was adjourned by motion (GJEVRE/ZELLO) at 4:35 pm.

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COUNCIL ATTENDANCE 2017-18

Voting Participants

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Abbasi, Aliya	R	A	R							
Aitken, Alec	P	P	R							
Bell, Scott	A	A	A							
Bergstrom, Don	P	R	A							
Bindle, David	P	P	P							
Bonham-Smith, Peta	P	R	P							
Bowen, Angela	A	P	R							
Brothwell, Doug	P	P	P							
Bruni-Bossio, Vince	P	P	P							
Buhr, Mary	P	R	P							
Burgess, David	P	P	P							
Calvert, Lorne	R	P	R							
Cameron, Mason	A	A	A							
Card, Claire	R	P	P							
Carter, Mark	P	R	P							
Chernoff, Egan	P	P	P							
Chibbar, Ravindra	P	P	R							
Crowe, Trever	P	P	P							
De Boer, Dirk	P	P	P							
Deters, Ralph	P	P	A							
Detmer, Susan	P	P	P							
Dick, Rainer	P	P	P							
Dobson, Roy	P	P	R							
Downe, Pamela	P	P	P							
Dumont, Darcy	P	P	R							
Elias, Lorin	P	P	P							
Eskiw, Christopher	A	P	A							
Findlay, Len	P	A	P							
Flynn, Kevin	P	P	R							
Freeman, Douglas	P	R	R							
Gabriel, Andrew	A	A	R							
Gjevre, John	P	P	P							
Goodridge, Donna	P	P	P							
Gordon, John	P	P	R							
Greer, Jim	P	R	P							
Grosvenor, Andrew	P	P	P							
Gyurcsik, Nancy	P	P	R							
Hamilton, Murray	P	P	P							
Harrison, William	P	P	P							
Heintz, Austin James	R	A	R							
Henry, Carol	R	R	P							
Honaramooz, Ali	A	P	P							
Jensen, Gordon	P	P	R							
Jones, Paul	R	P	R							
Just, Melissa	P	R	P		R					
Kalra, Jay	P	P	P							
Kampman, Courtney	A	A	A							
Khandelwal, Ramji	P	P	R							
Kiani, Ali	A	P	P							
Ko, Seokbum	n/a	P	P							
Kobes, Brent	P	A	A							
Koh-Steadman, Noah	A	A	A							
Kumaran, Arul	P	P	P							
Lamb, Eric	P	P	P							
Lane, Jeffrey	P	P	P							

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Langhorst, Barbara	P	R	R							
Lemisko, Lynn	P	P	P							
Lindemann, Rob	P	A	P							
London, Chad	P	P	P							
Luke, Iain	R	R	R							
Macfarlane, Cal	A	A	A							
Macnab, Sabrina	A	P	R							
Mathews, Rosemary	A	A	A							
McMillan, Alexandria	P	R	R							
Mousseau, Darrell	P	A	P							
Muri, Allison	P	R	P							
Murphy, Aidan	P	P	R							
Murphy, JoAnn	P	A	R							
Nagel, Madison	A	A	A							
Nicol, Jennifer	P	R	P							
Osgood, Nathaniel	R	R	P							
Papagerakis, Petros	A	P	P							
Phillips, Peter	P	P	P	R						
Phillipson, Martin	R	P	R							
Pocha, Sheila	R	P	R							
Poettcker, Grant	A	A	A							
Prytula, Michelle	R	P	P							
Racine, Louise	P	R	R							
Risling, Tracie	P	P	P							
Roy, Wendy	P	P	R							
Sarty, Gordon	P	P	P							
Saxena, Anurag	P	A	P							
Shevyakov, Alexey	P	P	R							
Smith, Charles	A	P	R							
Smith, Preston	P	P	P							
Solose, Kathleen	P	P	R							
Soltan, Jafar	P	P	P	R						
Spurr, Shelley	P	P	P	R						
Stoicheff, Peter	P	P	P							
Swidrovich, Jaris	P	P	P	R						
Stone, Scot	P	R	P							
Tait, Caroline	R	P	P							
Tyler, Robert	P	R	P							
Tzeng, Huey-Ming	P	P	P							
Vannelli, Tony	P	P	P							
Vargo, Lisa	P	R	P							
Vassileva, Julita	P	P	R							
Waldner, Cheryl	n/a	P	R							
Walker, Keith	R	R	P							
Walker, Ryan	P	R	P							
Wasan, Kishor	P	P	P							
Willness, Chelsea	P	P	P							
Willoughby, Keith	P	R	P							
Wilson, Jay	P	P	P							
Wilson, Ken	P	P	R							
Wilson, Lee	P	A	P							
Wotherspoon, Terry	P	P	P							
Wurzer, Greg	P	P	P							
Zello, Gordon	P	R	P							

Attachment 2 - Item 7.0 - presentation of the Vice-president research as presented to Council November 16, 2017.

VP Research
Report to University Council

Karen Chad
Vice-President Research
November 16, 2017

Initiatives

- UofS Research Strategic Plan
- Principles for Industry-Academic Engagement
- Re-examining our Approach to Centres
- Enhancing Artistic Discovery
- Collaborative Use of Research Infrastructure

Engagement and Generation of Ideas

- Wanuskewin – a Place of Academic Excellence
- Pathways to Equity
- Integrated Solutions for Infectious Disease
- Social Innovation and Sustainable Communities
- Renewing Indigenous Relations through Renewable Energy
- Cannabis

Institutional Proposals

- 3 NCE Proposals
- 2 CERCs
- Supercluster Program - Industry Led Consortia
  - $950M Total for up to 5 Applications
  - Saskatchewan – 1 of 9 short-listed out of 50 proposals
    - Make Canada Pre-eminent Supplier of Plant-based Proteins
- Canada 150 Research Chairs
  - 15 applications reviewed; 4 submitted

Tools, Supports & Enablers

- Research Metrics Annual Report
- Revised Research Website
- Implemented Awards “Snapshots”
  - research.usask.ca/awards/Nomination_process.php
- Harvest: U of S Institutional Repository
  - Library Pilot: Open Access Repository

Infrastructure

- Livestock and Forage Centre of Excellence
- Smart Water Systems Laboratory
- Omics and Precision Agriculture Laboratory
- Collaborative Science Building
- WP Thompson Building
- WCVM One Health Imaging and Oncology Expansion, PET-CT Suite, Animal Cancer Centre
- Ag & Bioresources Greenhouse Facility
- Digital Hub

Tri-Agency Highlights: NSERC

- 2016: 83 NSERC Discovery Grant applications
  - Overall success rate = 70%; national avg = 66%
  - Early Career Researcher rate = 75% (85% internal review)
    - National avg = 69%
  - Established Researcher rate = 77% (88% with workshops)
    - National avg = 83%

- 2016: 16 NSERC Research Tools & Instruments applications
  - Success rate = 25%; national avg = 33%

- 2017 Submissions
  - 71 DG applications
  - 30 RTI applications

Tri-Agency Highlights: SSHRC

- Insight Development Grant
  - 2017 success rate = 39.1%; national avg = 32.1%
  - 20 NOIs for the 2018

- Insight Grant
  - 2017 success rate = 33.3%; national avg = 40%
  - 23 applications for 2017
  - Closing gap on success rate; internal peer review

- New grant development workshop series

- Restructured President's SSHRC in development

Tri-Agency Highlights: CIHR

- Fall 2017 Project Grant Competition (n=39)
  - Most for single competition
  - 32 completed Internal Review (82%); 30% in 2016

- 2 Project Grant competitions in 2018

Research Income

- First in Canada for growth
- Highest growth % of any university
  - $47M increase (28%)

Upcoming Research Cafes

Cannabinoid Research Initiative of Saskatchewan (CRIS)

Open discussion for U of S faculty interested in learning more about CRIS and in exploring opportunities to participate in cannabinoid research programs ranging from agriculture, policy, economics, chemistry, biology, health sciences.

When:	1 December 2017, 12:00-4:00pm
Location:	Arts 211
More information:	http://research-groups.usask.ca/cris/about.php
RSVP:	robert.laprairie@usask.ca

Achieving Personal and Institutional Success: Addressing Unconscious Bias

Panel Discussion led by Peta Bonham-Smith, Regan Mandryk and Jeffrey McDonnel to determine strategies and approaches to become a more equitable institution that promotes and enables the success of everyone in our campus.

When:	4 December 2017. 4:00-5:30pm
Location:	Louis' Loft
Register at:	unconsciousbias_uofs.Eventbrite.com

Attachment 3 - Item 6.0 - Slides presented by Dean Smith as part of the Provost Report October 19, 2017.

UNIVERSITY OF SASKATCHEWAN

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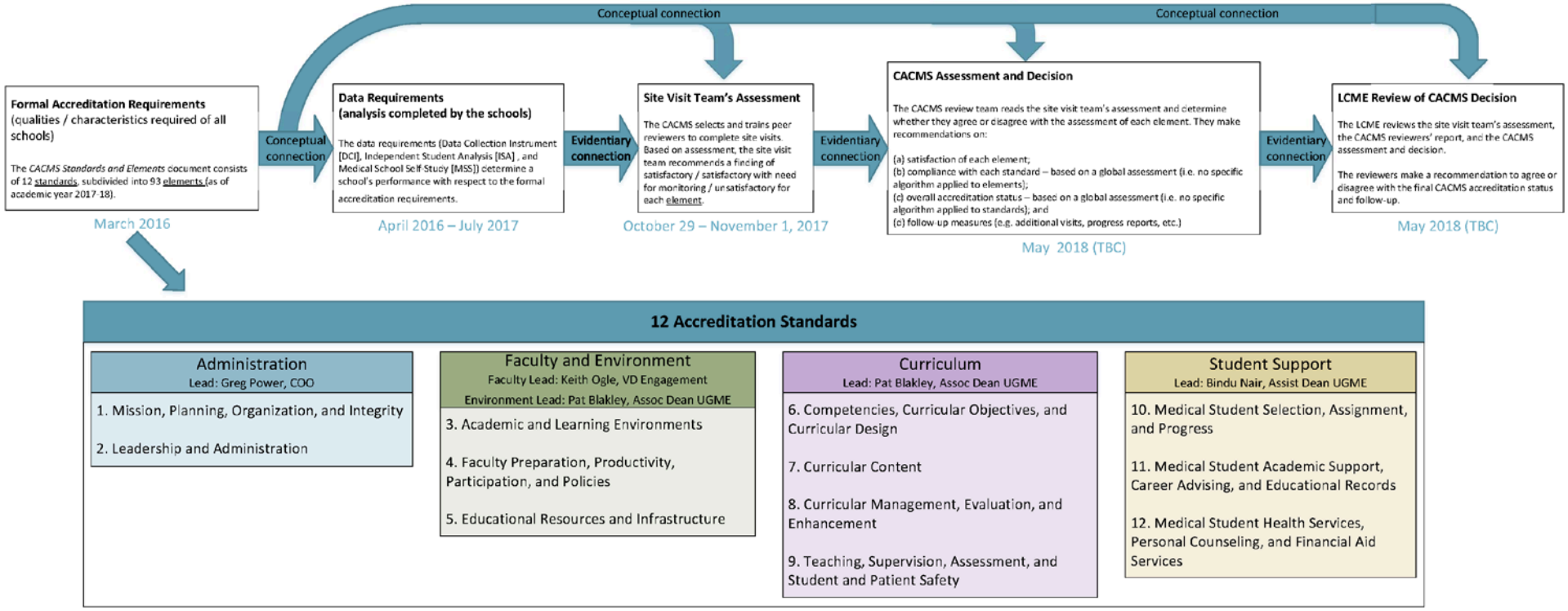
College of Medicine – Accreditation 2017

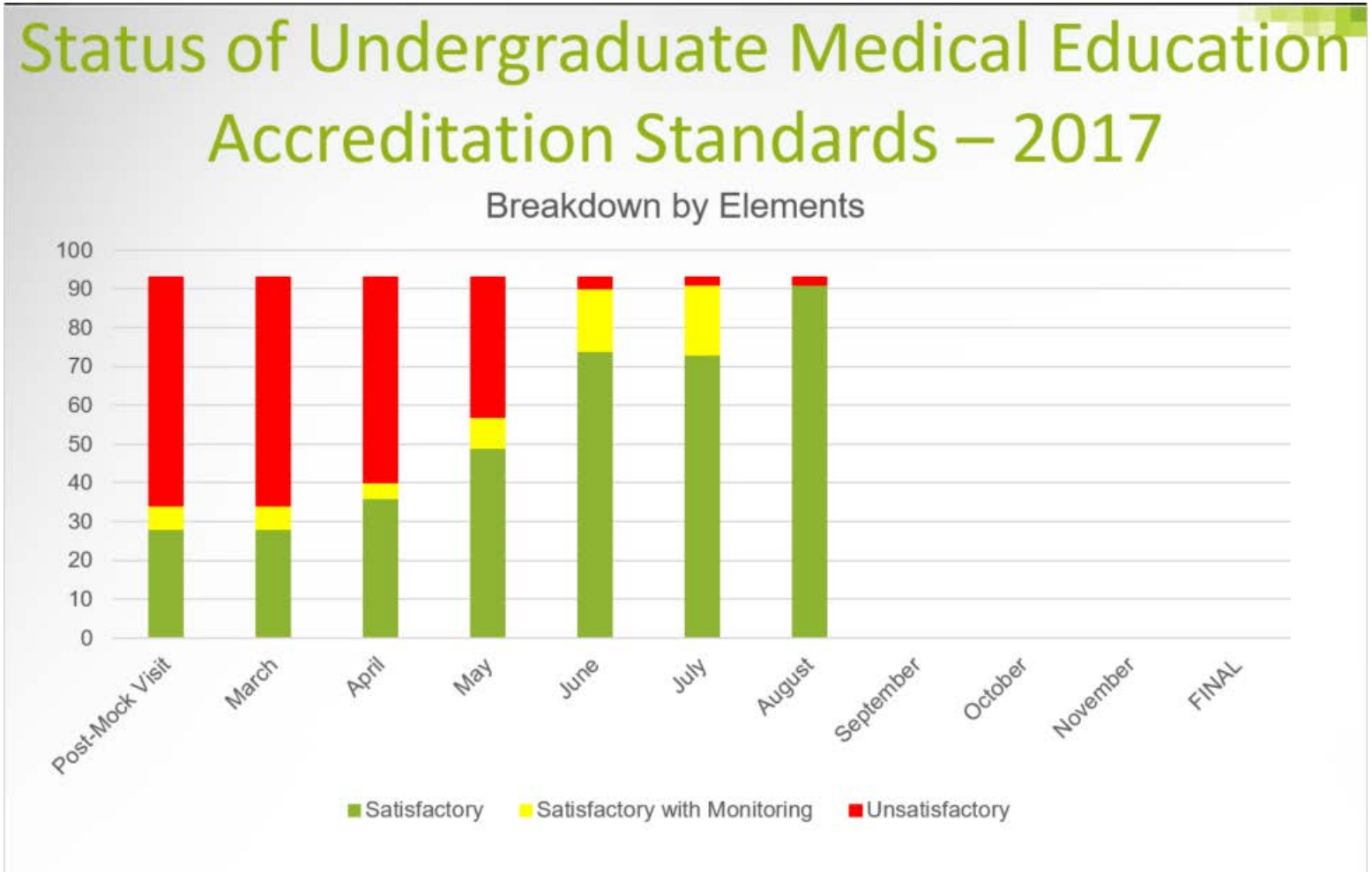
MD Program Accreditation in Canada: Overview of requirements and decision-making process



- 7 member accreditation team that will be here from Oct 29 – Nov 1.
- Most of their time will be spent in Saskatoon, 3 members of the team will be also going to our Regina campus.
- they will participate in 25 meetings
  - with 215 people – College leadership; Curriculum management, Faculty, Residents, Health Region CEOs, administration and management, students (50),
  - tours of Health Sciences Building, RUH, Regina General

- preparation for this visit started in January 2016
  - independent student analysis
  - medical school self-study
  - completion of the data collection instrument
- mock accreditation visit in February 2017
- **Quality Undergraduate Medical Education program**
- DCI submitted July 21st, 2017
- **Quality visit**
- Weekly wall walks; intense preparation

Status of Undergraduate Medical Education Accreditation Standards – 2017



- We have done an incredible amount of work, and now we are positioned and poised for excellence. Our college has been on a transformative path since 2013 – with the largest structural and cultural change any medical school has embarked on.

- We have been deliberate about following *The Way Forward* – which is now largely implemented

- We have seen significant improvements across the continuum – encompassing admissions, curriculum, structure and partnerships, and supports for our students and faculty.

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL December 2017

Annual Address to the Greater Saskatoon Chamber of Commerce

This November, the Greater Saskatoon Chamber of Commerce invited me to one of its monthly luncheons to discuss the state of the university. This annual invitation is always an excellent opportunity to make a purposeful connection with Saskatoon business and community leaders.

On this occasion, I focused on the ideas of "disruptive innovation" and the role the University of Saskatchewan can play, and has played, in working with cities to prepare for the future. According to Dominic Barton, chair of the federal advisory council on economic growth, over the next decade 40% of the jobs that currently exist in Canada will disappear as technology automates our work and society evolves. Another report by Dell Technologies predicts that 85% of the jobs that will exist in 2030 haven't been invented yet.

These and many other studies point to the greater need for university training to prepare people for this "age of disruption" - an age in which new emerging technologies like artificial intelligence, next-generation genomics, and robotics are displacing established technologies, and in the process are changing the way we think, behave, do business, and learn.

I highlighted that by seeking opportunities within Canada's innovation agenda, capitalizing on our unique research facilities and outstanding academic talent, and working with business, government and communities, we have a positive impact on the province's and the city's futures.

It's important to note that cities have become the sites of greatest influence in Canada, the sites of the highest populations in Canada, and the sites of the greatest innovation in Canada. Because of the growing importance of our nation's cities, our relationship with the City of Saskatoon is more important than it has ever been. We are continuing to build that relationship, and it's becoming a powerful one - one of the most outstanding in the country.

My full speech to the Chamber can be downloaded from www.usask.ca/president.

New Research Website

The U of S has made public a new web presence concentrated on highlighting our institution's research focus. The website is primarily targeted at external audiences and will give our research activities the web prominence befitting one of the pillars of the University of Saskatchewan's mission.

Of particular interest to Council members is how the site uses storytelling and captivating visuals to communicate our connections and our impact locally, nationally and globally. It is easily accessible to those familiar with the university research agenda and to those who aren't. It is also a great resource for anyone who simply wants to learn about the world's problems we are solving at the U of S.

I highly recommend checking out the site now and periodically over the course of the year as it is updated and evolves. http://research.usask.ca/

Saskatoon Tribal Council Athletic Partnership

Close to 70 young athletes ages 10-14 have been recruited by the Saskatoon Tribal Council (STC) to participate in the *Youth Leadership Through Sports Program* that will be offered at various times throughout the year under the guidance of experts from the College of Kinesiology and Huskie Athletics.

The College of Kinesiology, Huskie Athletics and STC are teaming up to launch the sports program in support of Indigenous youth. From physical sport testing to strength and conditioning, nutrition and skill development, participants will be given the opportunity to reach their goals in sport and develop as leaders and role models in our communities.

One of the Calls to Action in the Truth and Reconciliation Commission of Canada is that we take action to ensure long-term development programs for Aboriginal athletes aspiring to compete at the highest levels. This new program will fill a significant opportunity gap that currently exists for our Aboriginal youth, while providing our kinesiology students with a hands-on opportunity to develop their capacities in sport development and training.

Saskatoon Tribal Council Chief Mark Arcand stated that "We have naturally talented young athletes with great potential who don't get exposure to sports excellence or elite training. This program is a great start to supporting our young people in thinking big for themselves."

Inductees to the Royal Society College of New Scholars, Artists, and Scientists

It was my pleasure to attend the Royal Society celebrations in Winnipeg this November to see two of our faculty members inducted into the College of New Scholars, Artists, and Scientists. Congratulations to Dr. Marcie McKenzie and Dr. Keith Carlson.

McKENZIE, Marcia D. – *Sustainability Education Research Institute*

Marcia McKenzie is a leading authority worldwide on environmental and sustainability education. A Professor at the U of S and the Director of the award-winning Sustainability and Education Policy Network (SEPN), Dr. McKenzie works to improve sustainability policies and

practices in education systems. The author of numerous articles, chapters, and books, Dr. McKenzie has written influential studies at the intersections of environment and education in relation to public policy and research.

CARLSON, Keith Thor – *Department of History*

Keith Thor Carlson is one of Canada's foremost experts in Indigenous history. A Centennial Research Chair in Indigenous and Community-Engaged History at the U of S, Dr. Carlson has written or edited nine books, including the prize-winning *The Power of Place, The Problem of Time: Aboriginal Identity and Historical Consciousness in the Cauldron of Colonialism* (2010) and *A Stó:lo-Coast Salish Historical Atlas* (2001).

U of S Key Factor in Local Firm's Success

Solido Design Automation is a world-leading Saskatoon software development company established by University of Saskatchewan graduates and is a good example of the University of Saskatchewan's impact. Solido, led by U of S graduate Amit Gupta, was recently acquired by German technology giant Siemens AG. Siemens officials referred to the university as a key reason for the acquisition, because of our ability to produce highly skilled and innovative graduates in computer science, engineering and mathematics.

Solido develops software used in the creation of semiconductor chips for almost all modern electronic devices. The software is created using proprietary machine learning technology, which involves the software itself learning from data, predicting results based on the information, figuring out relevant parameters, mining data for trends, and identifying design problems.

Siemens has indicated that they want to keep Solido's current research and development and custom applications, and grow them further to make Saskatoon a key R and D centre for their digital factory division.

Of note is that 53 of Solido's 63 employees at Innovation Place are U of S graduates. Expansion over the next five years anticipated by Siemens to meet its increased needs in the machine learning area mean more jobs and career opportunities for graduates.

AGENDA ITEM 6.0

PROVOST'S REPORT TO COUNCIL

December 2017

GENERAL REMARKS

As we close out 2017, I want to provide updates to Council on (1) consultations regarding the University Plan, (2) budget planning and allocations (3) emerging presence of the University of Saskatchewan in the North – Prince Albert Gateway.

First, an update on the University Plan – Strategic Framework 2025. At this time, ongoing consultations are expanding with all sectors of the university community including strong discussions with faculty, staff and students including governance bodies (i.e., Senate and Board of Governors). An additional strong key component is being developed in parallel with Elders and Knowledge keepers from our indigenous communities led by Dr. Jackie Ottmann, Vice Provost, Indigenous Engagement. The indigenous language that captures the spirit of this of this University Plan is also being shaped. Priorities and Planning Committee of Council had the first look at the "narrative" to accompany the one-page weave that has been extensively discussed with all Committees of Council and within many Colleges and School. We plan to bring the draft plan for initial discussion to Council in January 2018 (subject to PPC approval). Other important detailed timelines for Council are included in the Institutional and Planning Assessment report. Finally, the "high level" University Plan is being augmented by emerging strategic plans which are local to Colleges, Schools, Library, Teaching, Learning and Student Experience, Research and Institutional support units. Milestones and metrics to measure the success of both the University and unit plans will take shape in early 2018 supported by IPA.

Second, I am engaged in discussions with all senior leaders since becoming Provost (i.e., President, VPs, Deans' Council, PCIP) to look at the 2018-19 budget as it takes shape. Most important, we are having key discussions with the Ministry of Advanced Education as well as with other levels of government to best plan on what operating funding that we can expect for 2018-19. There are major challenges obviously in this planning including the loss of students to WCVM from Alberta starting in 2020-21. It is crucial to this discussion that "planning (including University and Unit plans) drive budgeting" not the other way around. We need to stay focussed on our vision and emerging plans at this time in academic, research and community engagement to allow us to flourish. To this end, I want the university to look at what planning can do to drive budgeting over a 4-5-year horizon rather than the immediate 2018-19 budget cycle. I will share more details with Council as they become clearer in the new year and certainly before the planned provincial budget in March.

Finally, there is increasing need from communities in the North for strong universities such as the University of Saskatchewan to be engaged with their future growth. We have had a strong presence in Prince Albert for many years especially with Nursing, Arts and Science and Education programs. There is the need to establish a permanent footprint to begin establishing this presence. At this point we are looking at an opportunity to finalize purchasing such a facility in Prince Alpert to act as a gateway to this northern initiative. Opportunities for other health science units such as Dentistry are being discussed. More important, educational opportunities for students including indigenous students in these

communities will increase with this permanent footprint. I will brief Council on the status of this northern gateway that we are looking at in the new year.

INSTITUTIONAL PLANNING AND ASSESSMENT

Planning

Progress continues on the development of the University Plan. The committees of Council have been directly consulted at least once on the current version of the strategic framework, which is a one-page summary of the commitment areas and goals under each commitment.

Based on the input to date, a revised draft was reviewed again by the senior leadership forum on November 30. PPC will have seen the full narrative of the draft plan at a special meeting of the committee on December 13, 2017. We will now re-engage in a broad range of consultations to receive input into the draft narrative. Once feedback has been received and the necessary revisions have been made, preparation will commence for seeking approval of the university's governing bodies—University Council, the Board of Governors and Senate this spring.

The consultation and approval schedule for the draft plan to proceed through the university's governing bodies is as follows:

Motion/Action	**PPC***	**Council**	**Senate**	**Board of Governors**
Updated timelines	13-Dec-17	21-Dec-17	memo (January)	8-Dec-17
For Input	3-Jan-18	18-Jan-18	memo (February)	19-Mar-18
Notice of Motion	24-Jan-18	15-Feb-18	NA	NA
Request for Approval	28-Feb-18	15-Mar-18	21-Apr-18	26-Jun-18
** PPC recommends whether the plan proceeds to Council for input, notice of motion, or approval, as appropriate.*				

Simultaneously, planning within academic units is either well underway or in development. Undertaking this parallel process is consistent with the progress we have made on the U of S' approach to strategic planning. While decisions regarding priorities are best made at the locale closest to implementation (hence the college, school and unit planning processes happening in tandem), the university's strategic plan provides central coherence and direction.

College, school and unit plans will now be refined on annual basis, and so you can anticipate these plans developing over the next year to reflect the goals of the University Plan, following its approval. Through this planning process, our objective is that our community see themselves contributing to the operationalization of the commitments we are making.

The current draft of the strategic plan is available on the IPA website at usask.ca/plan. Feedback is welcome and solicited, and will inform the next iterations of the summary strategic framework, and the full narrative of the document. An anonymous feedback form is accessible here, but you are also welcome to contact Tony Vannelli, Provost and Vice-President Academic, or John Rigby, Associate Provost, IPA directly with your insights, input and ideas.

Tuition Policy

Work and consultation on a revised tuition policy is ongoing. The university's current tuition policy was last updated in 2004. In order to reflect our current practices and principles with respect to tuition and fees rate-setting, a review of the policy is underway. In addition to our current principles of affordability and accessibility, enabling quality, and comparability, the principles of predictability and transparency are being discussed. Planning and Priorities Committee and Academic Programs Committee have been consulted. The policy will be brought to Council for input at a future meeting in Term 2, in advance of the request for approval to the Board of Governors in March, 2018.

Budget Planning

There continues to be considerable uncertainty around the provincial government's capacity to support the post-secondary sector in the next year, including the University of Saskatchewan. Accordingly, the Provost has met with deans and executive directors to begin the process of planning for several possible budget scenarios for the next financial year. Individual meetings with each of the colleges, schools, and units will begin in January 2018 to inform our ability to meet this challenge head-on, in order to ensure that our mission continues to drive our actions.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

- The college is pleased to announce that the 2018 College of Arts and Science Book of the Year / Book Club author is Thomas King. Accolades for King's works include the 2014 Governor General's Award for Literature, the BC National Award for Canadian Non Fiction and the RBC Taylor Prize. He has been a critic and activist on policies related to Aboriginal rights including land and status and was named a member of the Order of Canada in 2004. For information regarding the free public events in January 2018 please refer to http://artsandscience.usask.ca/bookclub/ or contact bookclub@artsandscience@usask.ca.

For more news and events please visit: http://artsandscience.usask.ca/news/

College of Pharmacy and Nutrition

New Research Infrastructure Program

The new Research Infrastructure Program was announced **as part of the commitment to continue to increase research funding and productivity in the College of Pharmacy and Nutrition.** The College of Pharmacy and Nutrition Research Infrastructure Program is a competitive funding program designed to support the acquisition, upgrade, and maintenance of research equipment. The program will provide $250,000 in available funding over the next 2 years.

The program's funding can be utilized in two ways: acquiring new research equipment with a useful life of more than 1 year, and upgrading or maintaining existing research equipment to improve or preserve efficiency.

This program is part of the college's larger strategy to enhance research activity and graduate student/postdoctoral fellow training in the college. It will complement the other research activities and programs that have been initiated or are planned to develop over the next few years, including:

1. Grants Incentive Program

2. Graduate Student Training Program
3. A number of new research chairs
4. New Journal Publication Incentive Program

College of Nursing

Indigenous Student, Faculty & Staff Partnership Profile

Enhancing Literacy and Traditional Values of Saskatchewan First Nation Children Using eBooks

Literacy gaps among First Nations children are an issue impacting many communities throughout Saskatchewan. Prior to beginning school, some First Nations children have weak language skills, but technology, specifically electronic books (eBooks), can help to bridge this gap. A partnership project between College of Nursing students, staff and faculty at the Regina Campus is helping to solve this. Recent Bachelor of Science in Nursing (BSN) graduate Rene Lerat and current BSN student Sydney Lerat, officially launched two eBooks in October 2017 that they have been working on with Treaty 4 Literacy Director Rhonda Kayseas, College of Nursing's Associate Dean Southern Saskatchewan Regina Campus Dr. Lynn Jansen, Professor Dr. Sandra Bassendowski and Aboriginal Nursing Advisor Heather Cote-Soop.

Using a combination of First Nations teachings, including the Seven Sacred Teachings and a variety of stories, the eBooks are interactive, easily accessed and available for families to use on a variety of mobile devices. The books, Seven Sacred Teachings for Kids and The Seven Sacred Teachings-RPS, are aimed from Pre-Kindergarten to Grade 6 and are designed to promote an increase in early literacy and a love for learning and reading for children and families.

College of Education

Premier's Board of Education Award for Innovation and Excellence in Education

With a joint submission of ni ahkwatonâmonân: An Indigenous Language Pathway to Improved Student Learning Outcomes at St. Frances Cree Bilingual School, the College of Education Indian Teacher Education Program (ITEP) in partnership with Greater Saskatoon Catholic Schools (GSCS) and the Saskatoon Tribal Council (STC) received the 2017 Premier's Board of Education Award for Innovation and Excellence in Education. The award was presented to the partners at the Saskatchewan School Boards Association's 2017 Fall General Assembly in October in Regina. The project is currently in its third year of implementation. The prize will be used for the continued enhancement of innovation and support of this work and the difference that it is making in the education of First Nations and Métis Children and Youth.

Edwards School of Business

A peer review team recently visited the Edwards School of Business as part of the School's Association to Advance Collegiate Schools of Business (AACSB) accreditation pursuit. The School received a positive recommendation from the reviewers. In particular, the reviewers commented on the School's experiential learning opportunities, business co-operative placements, and numerous Indigenous engagement programs (especially those dealing with entrepreneurship). Moreover, the reviewers noted the School's excellent outreach and engagement with important stakeholders such as University and government leaders.

It is expected that AACSB's Initial Accreditation Committee will ratify the positive endorsement in February.

USSU Report
December 2017

The USSU Executive would like to wish University Council a happy holidays, and hope that everyone finds the opportunity to relax and spend time with loved ones.

For our report this month, we will first emphasize our enthusiasm at the work that has already been done to move the undergraduate student body forward. We further acknowledge our students' council, our friends and peers in administration, faculty, and the GSA for their hard work thus far.

Our priorities and activities for term two are as follows:

1) President D'Eon will continue to advocate to the provincial government for better funding and student supports, and draw attention towards the 2018/19 budget and its implications for the student body. President D'Eon will also continue to work with the Indigenous Student Affairs Committee to advance the conversation of Reconciliation and Indigenization within the Union and the campus community;
2) Vice President Kapacila will be working on the Bus Rapid Transit plan with the city to ensure that safe transit continues to be available to all undergraduate students on campus. Additionally, VP Kapacila will be locating funding to put towards professional development for all college and constituency groups;
3) Vice President Quan will be focusing on the Undergraduate Project Symposium, which has received a significant amount of funding by different parties across the campus and the community;
4) Vice President Lau will be launching the Rink in the Bowl in January, along with other events including Women in Leadership, Global Village, International Day Against Racism, and One Day for Students.

We look forward to working with the university through term two to continue the positive momentum towards a better campus for students.

Sincerely,

The USSU Executive

University of Saskatchewan - Graduate Students' Association

GSA Report – December 2017

It is our great pleasure to provide to University Council the last GSA report for the Fall term. The GSA team and staff would like to extend their warm wishes to University Council members for a happy Holiday Season and New Year. We look forward to continuing to work with the University Council and committees, for the ultimate benefit of our campus community.

We continue our efforts to advance on the main goals and objectives set by the GSA earlier this year. In this monthly report, we will emphasize on two major updates.

First: Graduate Student membership on the University Board of Governors

In the month of November, the GSA Council, as an elected body representing the entire graduate student population in the University of Saskatchewan, adopted a formal position statement regarding graduate student membership on the University Board of Governors. The position statement recommends two major actions:

1. Upon any future opening of the University of Saskatchewan Act, the University of Saskatchewan supports an amendment of the Act, by the Provincial Government, that allows for the appointment or election of one graduate student to serve on the Board.

2. Until such an amendment is achieved, it is recommended that the GSA Council be permitted to appoint one graduate student to serve as a non-voting, resource member on the Board. This student will be expected to adhere to the general code of conduct expected of all Governors.

The GSA will seek a formal endorsement for these recommendations from University Council in January. We are hoping that University Councils' endorsement of this statement will be a key step in the right direction and will have important implications for the University in the long run as a research-intensive University.

Attached to this report is a copy of the statement adopted by the GSA Council on November 21, 2017.

Second: Graduate Student Achievement week

The GSA, once again, has started planning for the Graduate Student Achievement week, which will occur in March. This week is intended to support our fellow graduate student research, scholarly and artistic achievements at the University of Saskatchewan. The events of this week are designed to provide students with an opportunity to; develop skills and experience presenting research in a conference format, share research with colleagues to foster a vibrant academic community, and to acknowledge student achievement so as to reinforce a culture of excellence. The Graduate Student Achievement Week is built around three main events: the Three Minute Thesis Competition, the Graduate Student Conference, and the Graduate Awards Gala. Our objective is to create events for students that both facilitates their growth as thriving academics and instills a sense of excellence and collegiality within our university community.

** Attached GSA Council position statement

Official Position Statement

RE: Graduate Student Member on the University of Saskatchewan Board of Governors

Adopted unanimously by the GSA Council on November 21, 2017

Recommended Action

The Graduate Students' Association (hereafter referred to as GSA) Council, along with the Executive Committee as elected members representing the graduate student body as a whole, requests that all involved stakeholders undertake the necessary actions to ensure that graduate students have full access to the University of Saskatchewan Board of Governors (hereafter referred to as the Board). Specifically, these actions include:

3. Upon any future opening of the University of Saskatchewan Act (hereafter referred to as the Act), the University of Saskatchewan (hereafter referred to as the University) supports an amendment of the Act, by the Provincial Government, that allows for the appointment or election of one graduate student to serve on the Board.

4. Until such an amendment is achieved, it is recommended that the GSA Council be permitted to appoint one graduate student to serve as a non-voting, resource member on the Board. This student will be expected to adhere to the general code of conduct expected of all Governors.

Notes on Recommendation

The GSA Council recognizes that this is a complicated and potentially political subject; which is why we are fully committed to working with the Board for the benefit of the University. As one of the U15 research-intensive universities, it is important that individuals involved in research activities, at this university, be represented on the Board. However, we also recognize that the University Board is not as large as other U15 boards, which is why we have recommended that only one graduate student member be permitted to attend Board sessions, as a non-voting, resource member. We hope that this action will benefit the health of the Board, without causing disruption or diluting the influence of existing Board members.

It is the GSA's hope that in the future an acceptable solution will be found which will allow for a graduate student to be a full Board member. In the interim, the GSA hopes to lend its unique perspectives, as researchers and future academic leaders, to the Board for the benefit of the University.

The Value of the Graduate Student Perspective

We recognize that the Board is not necessarily an assembly of individuals who represent a particular group. Instead, the Board represents the entire campus and community, whereby each member brings with them unique experiences and perspectives. Currently, the unique and vital perspectives of graduate students is lacking from the Board. The Board deals with key decisions that impact teaching, research, finance, and reputation; all of which will benefit from the perspectives and experiences of graduate students.

Under-Representation of Graduate Student Perspectives

As future leaders in both the community and academia, our unique perspectives are insightful and significant for the growth of the University as a research-intensive university. It is important to recognize that graduate students bring in millions of dollars of funding for research. This research, published in many of the top academic journals, is a massive contribution to the University's reputation. Notably, the University of Saskatchewan is the only U15 member who completely lacks a graduate student representative on its board.

While we deeply appreciate and value the important work that the undergraduate student member brings to the Board, the undergraduate student member cannot represent the views, unique perspectives, or experiences of a graduate student. Considering that graduate students make up 17% percent of the student population, there is a significant gap in student representation at this University.

Some of the Board may have been graduate students in the past, but this experience cannot adequately represent the graduate student perspectives of the present. Due to a rapidly changing academic and research environment, in the world and within the University, the only individuals that can sufficiently provide the graduate student perspectives are current graduate students.

The actions recommended would allow the Board to better reflect the University's stakeholder population and give the Board access to the unique perspectives of the University's graduate students.

Closing Remarks

The GSA Council, on behalf of the entire graduate student population, would like to thank the University community for their consideration and cooperation in this matter. Feedback, suggestions, or discussions on this issue is encouraged by the GSA Council. For further discussion, please contact the GSA President at: gsa.pres@usask.ca.

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jay Wilson, chair
Governance Committee

DATE OF MEETING: December 21, 2017

SUBJECT: **Revisions to Policy on Student Discipline**

DECISION REQUESTED: *It is recommended:*

That Council approve the changes to the Student Discipline Policy as shown in the attached policy.

PURPOSE:

University Council and University Senate are the governing bodies responsible for the process by which allegations of academic misconduct and non-academic misconduct are handled. *The University of Saskatchewan Act, 1995,* article 61(1)(h) gives Council authority to *"discipline students for academic dishonesty, including admonishing, dismissing, suspending or expelling students or imposing fines;"* article 23(f) of the Act provides Senate with the authority to *"make bylaws respecting the discipline of students for any reason other than academic dishonesty, including bylaws providing for the admonishing, dismissing, suspending or expelling of students or the imposition of fines on students;"*

The *Student Discipline Policy* governs the procedures for student academic misconduct and non-misconduct. As Council is responsible for the *Regulations on Student Academic Misconduct*, which outline the process for informal resolutions and formal hearings of academic misconduct, Council is required to approve the policy.

DISCUSSION SUMMARY:

The governance committee reviewed the policy revisions at its meeting on November 9, 2017. The revisions are of a housekeeping nature and result from the latest revisions approved by Council to the *Regulations on Student Academic Misconduct.* In addition, there are a number of editorial updates.

FURTHER ACTION REQUIRED:

Once approved by Council, the policy will be submitted to University Senate for approval at its meeting on April 21, 2017 and made available on the university policies web page.

ATTACHMENT:

1. *Student Discipline Policy* – with changes showing in markup

Student Discipline

Student Affairs and Activities

Responsibility: University Secretary
Authorization: University Council, University Senate
Approval Date: Jan 1, 2012

Editorial Revisions: December 21, 2017 (Council); XX, 2018 (Senate)

Purpose

To provide a learning, working and living environment that is supportive of scholarship and fair in treatment of all of its members, and to establish a process for addressing and hearing allegations of violations by students of the university's expectations for academic and non-academic conduct.

Authority

The *University of Saskatchewan Act, 1995* ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. The Council delegates oversight of college-level hearing boards to the respective deans, and oversight of university-level hearing boards to the governance committee of Council.

Deleted: bylaws

The Act gives the **Senate** responsibility to make by-laws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals* address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university.

Principles

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening

manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.

- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.

- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.

- **Security and Safety:** The university will act to safeguard the security and safety of all members of the university community. When situations arise in which disagreement or conflict becomes a security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.

- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

Scope

This policy applies to all students who are registered or in attendance at the University of Saskatchewan in a program under the oversight of Council. More complete explanations of the scope of academic and non-academic disciplinary procedures are outlined in the respective procedures.

It is acknowledged that while similar expectations govern all members of the university community, including faculty and staff, these expectations and their associated procedures are dealt with under various of the university's other formal policies (such as Council's Guidelines for Academic Conduct, University Learning Charter, the Policy on Discrimination and Harassment Prevention and the Responsible Conduct of Research Policy) as well as by provincial labour legislation, employment contracts and collective agreements.

Deleted: ,

Deleted: Scholarly Integrity

Policy and procedures

Wherever possible and appropriate, every effort should be made by instructors, university officials and/or student associations to resolve minor violations of expectations for student conduct through informal means. If, however, it appears that formal measures are warranted, complaints and allegations of misconduct will be handled through the regulations and procedures referenced below.

The *Regulations on Student Academic Misconduct* and associated procedures outline the process for informal resolutions and formal hearings.

The *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals* addresses the expectations of the university community for student conduct, and procedures for discipline of students for any reason other than academic misconduct.

Related Documents

Informal Resolution of Academic Misconduct form

Contact Information

Deleted: There are no other documents associated with this policy.

Contact Person: University Secretary
Email: university.secretary@usask.ca
Phone: 306-966-4632
Website: http://www.usask.ca/secretariat

AGENDA ITEM NO: 10.1

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs Committee

DATE OF MEETING: December 21, 2017

SUBJECT: **Undergraduate Degree-level certificate: Internationally Educated Teachers Certificate**

DECISION REQUESTED:

It is recommended:

That Council approve the Internationally Educated Teachers Certificate in the College of Education, effective September 2018.

PURPOSE:

The College of Education has developed the Internationally Educated Teachers Certificate (IETC) to address the main areas where internationally trained teachers are lacking coursework, in order to help them meet the requirements for registration with the Saskatchewan Professional Teachers Regulatory Board (SPTRB). The certificate program provides a structure that would enable students to gain a formal Canadian credential.

CONTEXT AND BACKGROUND:

The demographics of the student population in Saskatchewan's K-12 system is becoming more diverse and that diversity is not reflected in the pool of teachers certified to teach in Saskatchewan. Internationally educated teachers are required to have their credentials assessed and certified by the SPTRB, which will inform them of any deficiencies that need to be corrected before they can teach in Saskatchewan. Internationally educated teachers will upgrade their credentials by taking classes in the College of Education to fulfill the deficiencies identified by the SPTRB. This is currently done in a haphazard and piecemeal fashion, as internationally educated teachers do not come into the College as a part of the regular intake, but rather whenever their credentials have been assessed. Internationally trained teachers are also often working in some sort of employment, and so find the existing undergraduate course schedule difficult.

For these reasons, the College of Education is proposing a new online certificate offering for internationally educated teachers who need to upgrade their credentials to be

permitted to teach in Saskatchewan. The certificate is made up of 12 credit units of coursework in the four areas most often identified by the SPTRB as areas where internationally trained teachers lack knowledge: 1) organizational and legal contexts in Canada and Saskatchewan; 2) First Nations and Metis culture and diversity; 3) learning theory and special education in Saskatchewan; and 4) knowledge of curriculum, instruction, and assessment in Saskatchewan. Additionally, the certificate will include a 6 credit unit field experience. All courses would be offered online and the 6-week field experience would be delivered at a Saskatchewan school. The online sections for this certificate will be limited to students enrolled in the certificate program.

Admission to this certificate program would be restricted to internationally educated teachers presenting a letter from the SPTRB showing that their credentials have been assessed by the regulatory board. After assessment by the SPTRB, candidates may be required to complete more coursework than that required by this certificate and they would complete additional courses as they are available and offered in the current undergraduate program.

CONSULTATION:

The College of Education has worked closely with the SPTRB to identify the courses for this certificate program to align with the areas where the regulatory body most frequently identifies deficiencies in the credentials of internationally educated teachers.

The proposed certificate program has support for the College of Education's principal educational partners, including the Government of Saskatchewan, the Saskatchewan Teachers' Federation, the Saskatchewan Professional Teachers Regulatory Board, and several school divisions.

The certificate was presented to planning and priorities committee of Council on October 11, 2017 and was well received. The academic programs committee of Council discussed the proposed certificate at its December 6, 2017 meeting and recommends that Council approve it.

FURTHER ACTION REQUIRED:

Tuition for this program, requires review and approval by the Board of Governors, and was presented at its December 2017 meeting.

ATTACHMENTS:

1. Proposal for the Internationally Educated Teachers Certificate

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Internationally Educated Teachers Certificate

Degree(s): Certificate Program

Field(s) of Specialization: Education
Level(s) of Concentration:
Undergraduate Option(s): N/A
Degree College: College of Education

Contact person(s) (name, telephone, fax, e-mail):
Dr. Dawn C. Wallin
306-966-7560
dawn.wallin@usask.ca

Proposed date of implementation: September, 2018

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.

Academic justification:
a. Motivation for Program Proposal

Based on data from Immigration, Refugees and Citizenship Canada, from 2010 to 2016, Immigration Canada notes that 1,874,740 permanent residents landed in Canada; Saskatchewan's share of this immigration totals 77,610 or 4.1% (*Canadian Magazine of Immigration*, 2017; Government of Saskatchewan, 2014). Since 2010, the number of permanent residents who landed in Saskatchewan has increased steadily from 7,615 individuals in the year 2010, to 14,855 individuals in 2015, representing more than 135 countries. According to the 2011 National Household Survey, 68,760 people in Saskatchewan were born in countries other than Canada. The ten top source countries of immigration are the following: Philippines (27%), India (11.4%), China (9.1%), Pakistan (5.7%), Ukraine (3.8%), UK (3.7%), USA (2.4%), Bangladesh (2.2%), Iraq (1.9%) and South Africa (1.9%).

As a consequence of this growing trend of immigration, the student body of the Saskatchewan K-12 school system is becoming much more diverse than it has been in the past. School divisions desire to hire teachers whose cultures are representative of this growing diversity. Many of the newcomers to Saskatchewan have been teachers in their home countries, but

each teaching credential must be evaluated by the Saskatchewan Professional Teachers Regulatory Board (SPTRB) to ensure that it meets the criteria for Saskatchewan teacher certification.

Internationally educated teachers (IET) are educators who are trained in their home countries, many with years of teaching experience, but who are missing content, context, and knowledge that is needed for teaching in Saskatchewan. These international teachers often find it difficult to gain employment by Saskatchewan school boards because of their knowledge gaps, and they cannot apply for teaching positions until they have met the Saskatchewan teacher certification standards. The Saskatchewan Professional Teachers Regulatory Board has approached the College of Education to create a program to fill this need for a foreign qualifications program that:

1. is respectful of, and acknowledges, international teachers' previous training and experience;
2. is available and accessible prior to, during, or after the move to Canada upon review of a teaching credential;
3. fills the requirements to be certified in Saskatchewan with a previous degree;
4. is specific to the Saskatchewan educational context;
5. provides an element of field experience to address school division concerns;
6. has a rolling intake; and
7. is delivered online with placement locations throughout the province.

To meet this need, the College of Education is proposing the creation of the Internationally Educated Teachers Certificate (IETC) Program consisting of 12 credits of coursework, and 6 credits (6 weeks) of field experience.

b. **Strategic Objectives**

The College of Education believes that this certificate program supports the spirit and intent of the University of Saskatchewan's *International Blueprint for Action* that reiterates President Stoicheff's desire for the University of Saskatchewan to become *"a welcoming place for students, educators and researchers from around the world."* In this case, this program helps to welcome international teachers from around the world who wish to become certified teachers in Saskatchewan. We believe that this program would attract internationally educated teachers and help "promote a global perspective that develops global citizens and helps solve global challenges." This program will diversify our student body and leads to increased collaborations with international interests as our college creates more international connections to people, places and ideas.

We anticipate that the program would support a number of Key Pillars supporting the *International Blueprint for Action*. For example, the program would exemplify **Key Pillar #1: Internationalizing Learning Experiences** as internationally educated teachers work with instructors, teachers and school system leaders towards increased intercultural understanding, cross-cultural perspectives, and enhanced feelings of belonging to our university (and to the Saskatchewan school system). One of the key features of this program includes a course on First Nations, Métis and Inuit perspectives that is integral to the Saskatchewan school system. In return, the IET themselves will build the capacity of U of S instructors, teachers and school system leaders to enact cultural responsivity to the plethora of cultural groups who engage in this certificate. The program also aligns with **Key Pillar #2: Diversifying our University Community** by virtue of the fact that this program is especially designed to serve a diverse student body and support them in their efforts to obtain teacher certification. The College of Education currently has large numbers of international students in its graduate programming, but less than 1% of its undergraduate study body is international. As certificate programs are administered as undergraduate

programs, this program would support our College's commitment to diversifying our undergraduate student body. The online design, the packaging of courses into a certificate, and our commitment to serving internationalization efforts with the addition of this portfolio for one of the Associate Deans will ensure that there is accessibility, professional recognition, and support for these students as they progress through the certificate program. The field-based portion of the program designed in collaboration with school leaders and STF members will also help to ensure that school divisions are invested in the education of these IET, which will help them obtain employment at the end of their program. Given that it is very common for our undergraduate students to move into our graduate programming, it is anticipated that some of these students would later enter into graduate programs, which could help us enhance research and discovery in innovative, culturally relevant ways. Finally, this program aligns well with **Key Pillar #4: Growing Our Global Citizenship and International Community Service** as we support international people and communities who are mobile and desirous of Canadian employment opportunities. Certainly these individuals' engagement in the program and eventual employment in the Saskatchewan school system will lead to greater intercultural experiences and cultural diversity within the education system.

In addition to aligning well with these priorities of the University of Saskatchewan, this program would result in immediate, targeted training that responds to the needs of the province in terms of teacher certification requirements; the needs of employers who have identified gaps that need addressing amidst their desire to diversify the teaching force; the needs of internationally trained teachers who will be able to access and acquire Saskatchewan teacher certification requirements in ways that respect their experience, and does not repeat what they already know; and the needs of students in Saskatchewan through providing teachers new to the province with context-rich and culturally relevant programming.

c. **Student Demographic**

The student body intended to be supported by this program are internationally educated teachers who hold the equivalent of an undergraduate degree in education, and who wish to teach in pre-K-12 Saskatchewan schools, but who do not meet Saskatchewan teacher certification requirements. These individuals have had their teaching credentials assessed by the Saskatchewan Professional Teachers Regulatory Board (SPTRB) and have a letter from the SPTRB that indicates the coursework they must acquire before being granted a Saskatchewan teaching certificate.

The demand for this program has been ascertained by the SPTRB, which receives a high number of requests for teacher certification, scattered throughout the year. For example, in its inaugural year in 2015-2016, the SPTRB responded to a "backlog" of 129 applications from internationally educated teachers forwarded by the Ministry of Education for processing. In 2016-2017, another 69 applications were received, and additional applications have already arrived this fall. In 2015-2016, the SPTRB granted 29 teaching certificates to internationally trained teachers from outside of North America, and in 2016-2017, another 33 certificates were granted. The number of registered teachers in Saskatchewan in 2016-2017 was 17,099, and of those, 391 teachers were internationally educated teachers. It is anticipated that these numbers will continue to climb for the foreseeable future. As is evident from the data, there is a backlog of internationally educated teachers seeking certification, and a regular stream of newcomer internationally educated teachers seeking certification. Demand for a program has also been expressed by school divisions upon the recognition that internationally trained teachers have gaps in their knowledge and understanding of Saskatchewan context, curricula, diversity, and culture. The support from our Educational Partners is evidenced by a number of

support letters attached to this program proposal: Government of Saskatchewan, Saskatchewan Professional Teachers Regulatory Board, Saskatchewan Teachers' Federation, Saskatchewan Public School Division, Prairie Spirit School Division, Northwest School Division, Saskatchewan Rivers School Division, Regina Public School Division, and Northern Lights School Division.

The College of Education has attempted to serve this population of newcomers, but has been able to do so only in a haphazard manner that does not address the real needs of these teachers. Each individual who has a credential assessed by the SPTRB is provided with a letter from SPTRB that outlines the nature and number of credit units of missing coursework, which can range from 3 credit units to 48 credit units of coursework. These individuals then come to the College of Education at the University of Saskatchewan (or the University of Regina), and enroll in current undergraduate courses as non-degree students. There are a number of complicating factors with this practice. Because they are non-degree students, they technically must reapply annually if they are unable to complete all of their outstanding course requirements. In addition, these IET already have an undergraduate degree, and most have years of experience. They are also almost always working in some sort of employment in order to support their families as they work on regaining their teaching certification. Also, they do not come to the College in a regular intake fashion, as they show up in our Undergraduate Office whenever their credentials are assessed and confirmed. As a consequence, the current undergraduate coursework is not the best fit for these individuals, and the course scheduling almost never works well for them. Their entry into the undergraduate courses also complicates our undergraduate class size and enrolment targets for the Bachelor of Education undergraduate program.

Given all of these concerns, the College of Education is requesting approval to create a specific 18-credit unit certificate that addresses the educational course needs outlined by the SPTRB in a way that is accessible and responsive to IET needs. Furthermore, a formal certificate program would allow the College to receive acknowledgement for students enrolled in, and who graduate from, a certificate program rather than a collection of non-degree courses, which is of benefit through the TABBS model of funding. The certificate also provides an incentive for IET to gain a formal Canadian credential instead of simply a collection of courses on a transcript.

In the past year and a half, the College has responded (email, phone calls, walk-ins, etc.) to 150 IET who are searching for support. We also know that because the SPTRB has approached our College specifically, that should we fill this need for the certificate, we would receive the enrolment of IET who currently go to the University of Regina to complete courses. Given the increasing numbers of IET who are applying for certification through the SPTRB, the projected student enrolment initially is likely to be 25-40 students per year. This projection is based on previous non-degree students in the College of Education who have taken coursework to complete the requirements SPTRB has outlined, as well as numbers from the SPTRB of those IET who have obtained teacher certification since its inception in 2015. Ideally, once running and depending on demand, there would be ongoing intake throughout the year. As is noted in the first paragraph, as numbers of newcomers increase to Saskatchewan, it is also likely that numbers of IET will remain stable or increase, thereby increasing enrolment in the program over time.

d. Other Programs in Canada

The College of Education is proposing the advancement of four of its highly subscribed and successful courses that would fulfill the required course requirements of the certificate. As noted earlier, these courses exist but need to be modified and/or developed for online access.

In addition, a support structure for internship placements through a network of collaborating teachers will be developed in collaboration with the STF and school division leaders. No programs will be deleted or duplicated as a result of this offering.

In most jurisdictions in Canada, there are very few institutions that offer programs for internationally educated teachers to obtain certification. Rather, most jurisdictions offer collections of courses and possibly a field experience upon the adjudication of credentials from the provincial certification body. The following is a summary of available options for internationally educated teachers across the country updated from an internal report for the University of Alberta written by Xiao (2015):

- The University of Calgary offers a full-time face-to-face one-year program specific to the Alberta context that includes four courses related to teaching in Alberta, learning with technology, and innovation in education, with two placement opportunities in Calgary area schools only. The program is offered through Graduate Programs. Simon Fraser University offers a similar program (full-time, with placements in BC classrooms, with fewer courses).
- Ontario Institute for the Study of Education (OISE) no longer offers an undergraduate education degree. Instead, students are encouraged to enroll in one of two graduate programs that concurrently meet the requirements for licensure to teach.
- York University and Queen's University offer courses consisting of specific hours of class time in courses such as Foundations of Education; Anti-Racist Education Studies; Learning in the Digital World; and Managing Conflict in Classrooms and the School Workplace. These institutions assess newcomers individually and students enroll in the courses that are deemed missing from their programming. Students are also required to complete placements in Ontario, meeting the Ontario College of Teachers requirements. George Brown College offers courses to train internationally trained teachers to teach in a college setting in Ontario.
- University of Manitoba, University of Winnipeg, and Mount Saint Vincent University (Halifax, NS) have similar programs. University of Manitoba is not specific to international teachers, but coursework is made accessible for all educators needing additional courses to meet certification requirements. Internationally educated teachers who enroll at the University of Winnipeg and the Mount Saint Vincent programs are provided with "special status" that allows them to acquire courses required by the certification units in Manitoba and Nova Scotia respectively.

The above descriptions suggest that in most jurisdictions in Canada, there are very few programs that provide a coordinated approach to teacher licensure for internationally educated teachers. Most jurisdictions rely on the efforts of the provincial certifying body to determine the courses each person needs, after which the universities find ways to include the person in available coursework that emphasizes their provincial schooling contexts.

Currently, Saskatchewan has no coordinated program to address IET needs for teacher certification. This certificate program fills this gap. Though similar to other institutions in that the programmatic aspects of this proposal include a combination of coursework and a field placement, the proposed University of Saskatchewan program has been more intentionally designed to coordinate learning experiences between courses and fieldwork. The courses have been developed as online offerings so that students could enroll in them prior to leaving their home countries, and/or could complete their program regardless of where they settle in Saskatchewan for greater access, and to minimize financial difficulty.

The design of the program is also different from most other offerings in Canada. For instance, the proposed program requires students to focus on culturally relevant teaching, in that it includes a required course in Indigenous education, as well as focused attention on Indigenous

education during the field work placement. The four courses requested for the program were chosen based on research data from the SPTRB as well as our own College records that indicated that these four courses are the most commonly required coursework that internationally educated teachers are asked to acquire for the purposes of teacher certification. If students already have some of those required courses, the flexible design allows them to substitute electives for those spaces so that students can acquire a Canadian credential.

The field placement experience is also quite innovative for this program and different from the full-time placement experience in most other places. First, it has been intentionally coordinated around the four courses to ensure there is an integration of learning between the courses and the field experience. Second, the placement has been designed such that students who need more flexible schedules for family or work reasons can complete the six-week field experience in modules that are one to two weeks long. Finally, the field work placement opportunity is designed in partnership with the Saskatchewan Teachers' Federation (STF) with support from local school divisions in a deliberate attempt to build supportive networks between professional peers, and for subsequent hiring opportunities.

In examining the potential use of other programs created and offered across the country, unavoidable barriers surface. Although some programs offer some courses online, these programs require physical presence at each of the locations, and all programs are specific to the provincial context for provincial certification. Adaptation of courses in other provinces is complex, problematic, and costly. In addition, internationally educated teachers living in Saskatchewan are generally not able to attend another Canadian institution, and these other institutions do not offer courses specific to the Saskatchewan context. Lastly, and it is important to note, is that although the University of Saskatchewan and University of Regina do offer courses that could be individually put together to meet the gaps in the portfolios of these internationally-certified teachers, courses delivered to domestic (and often younger) student learners are less appropriate for already experienced, internationally trained teachers, and are most often scheduled at times that are not convenient for individuals who are older and who need to work to support families. One only needs to imagine the challenges in learning and engagement that would be felt by an internationally trained teacher with years of experience who is expected to engage with (primarily) recent grade twelve graduates who are just beginning the road to teaching. Desired is an approach that is respectful to the careers and experiences of internationally trained teachers new to Saskatchewan.

2. Admissions

At pre-assessment, the SPTRB would be responsible for screening applicants and recommending this program given that its jurisdiction over teacher certification in the province requires this service. Students will be required to submit an application for admission to the IETC program and pay the application fee. The letter from SPTRB will serve as supporting documents for the applicant. Students will have to fulfil University of Saskatchewan language requirements prior to entering the program. The University of Saskatchewan and the SPTRB will consider an information sharing agreement to facilitate and expedite this work, such as adding a permission statement to release information on the application for admission. Candidates must have completed at least one year of a teacher education program in their home country and be qualified to teach in their country of origin. Teaching experience is preferable but not required. After assessment by the SPTRB, candidates may be required to complete more coursework than that required by this certificate; if that is the case, individuals would complete additional courses as they are available and offered in the current undergraduate program. If candidates have some, but not all, of the required courses, they would be allowed to substitute in electives in lieu of the required coursework in order to complete the certificate.

3. Description of the program

The SPTRB has identified that the majority of internationally trained teachers are lacking coursework in four specific areas that align with our College's own data collection on the requests made for coursework from internationally educated teachers:

- organizational and legal contexts in Canada and Saskatchewan;
- First Nations and Métis culture and diversity;
- learning theory and special education in Saskatchewan, and;
- knowledge of curriculum, instruction and assessment in Saskatchewan.

The five courses that would be packaged together for this certificate include 12 credits of coursework based on these four areas of study, and 6 credits of field coursework delivered in Saskatchewan schools (a 6 week placement). For those students who already hold credit for some of the required coursework, the College would allow elective options from our current undergraduate course offerings to support the professional growth of IET with a specific focus on the Saskatchewan context.

Though there is no order in which the 12 credit units of coursework have to be completed, all 12 credit units of coursework must be completed prior to the field experience course. The design of the field experience after the coursework provides the opportunity for students to synthesize the learning of the courses and apply their learning with the support of a peer facilitator teacher. The field experience course is designed to engage students in critical reflection of what they have learned as they are provided with teaching and learning opportunities in Saskatchewan schools. Given the diversity that exists in Saskatchewan schools, and the ideological differences in teaching and learning across international contexts, the College believes it is critically important for students in this program to first learn about the Saskatchewan context during coursework, and then engage in a direct relationship with a practicing Saskatchewan teacher whose role is to support them in the application of their learning during their field experience.

Note that this program is not an assessment program for current credentials (that is already being done by the SPTRB). This program is an educational program that addresses the knowledge, context and ideological gaps in IET understanding of the Saskatchewan education system.

The following courses are proposed for this program. Their course descriptions are provided below.

12 Credit Units Coursework (online)	**6 Credit Units Field Experience (six week modular framework)**
• ECUR 400.3: Curriculum and Instruction for Saskatchewan Schools • EADM 203.3: The Professional and Organizational Contexts of Saskatchewan Schools • EPSE 390.3: Exceptional Learners And **ONE** of either • EFDT 265.3: Foundations for First Nations, Métis and Inuit Teaching and Learning	• EDST 215.6: Internationally Educated Teachers Field Experience

• ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula	

ECUR 400.3: Curriculum and Instruction for Saskatchewan Secondary Schools
Enables students with a teaching certificate or an education degree from another jurisdiction to plan for instruction in their minor teaching area. Plans will demonstrate an understanding of Saskatchewan curricula, include the use of generic and subject-specific instructional methods, and be designed to accommodate cultural diversity (particularly the needs of Métis and First Nations students). ***This course is already available online. The only change proposed by the College is to take out the word "Secondary" from its original title because the course is utilized for students in elementary, middle, and secondary schools.***

EADM 203.3: The Professional and Organizational Contexts of Saskatchewan Schools
This course examines the professional and organizational context of schooling in Saskatchewan. Students learn about the design and delivery of primary and secondary education at the local and provincial levels, with an emphasis on the professional bodies engaged in the governance and operation of schools; how schools are financed, and; legal/policy issues that guide teaching and learning. Also emphasized are considerations of teacher professionalism, ethical conduct, and the rights and responsibilities of Saskatchewan teachers in and outside of the classroom. ***This is a new course for online delivery designed specifically for this certificate program.***

EPSE 390.3: Exceptional Learners
Introduces students to the concept of exceptionality as it reflects the special needs of individuals for whom they will be responsible in their classrooms, schools, and communities. The philosophy of inclusion will be emphasized. Students will learn how to identify and provide appropriate learning opportunities for children with special needs and ensure that they receive additional services to which they are entitled by the Saskatchewan Education Act and current Regulations. Students will become sensitive to cultural differences, the need to work with families and the importance of early intervention to prevent or ameliorate disability. This course addresses three of the six semester hours required by the Saskatchewan Professional Teachers Regulatory Board (SPTRB) related to Educational Psychology content for teacher certification. ***This course is already available online.***

ONE of the following two courses:

EFDT 265.3: Foundations for First Nations, Métis and Inuit Teaching and Learning
Building on recognition of pre-existing agreements such as the Canadian Constitution, Aboriginal education documents, related agreements, and treaty mandates, students will explore Saskatchewan's mandate for schools to build new relations with First Nations, Métis, and Inuit peoples. The course will focus on the study of school purposes and practices, including teaching and learning processes, assessment, course content, and familial and community relations. ***This course is an existing course that needs to be developed for online offering.***

ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula
Drawing from the Truth and Reconciliation Report's Calls to Action, this course guides students to frame a personal orientation to Aboriginal education and plan to teach for reconciliation. Through readings, lectures, group learning activities, interactions with elders/knowledge keepers, reflective practice, and writing, students will link their learning about historical and cultural foundations of First Nations, Métis, and Inuit education to respond to community and cultural contexts. Teacher candidates will learn to infuse Indigenous ways of knowing into the K-12 curriculum in order to build relationships of mutual

understanding. ***This course is an existing course that needs to be developed for online offering.***

EDST 215.6: Internationally Educated Teachers Field Experience
This six-week field experience for internationally educated teachers who are enrolled in the Internationally Educated Teachers Certificate program involves directed observation, peer reflection, and teaching opportunities in a school classroom in Saskatchewan. The course is designed to include learning experiences focused on the organization of schools and professionalism; curriculum, instruction and assessment; Indigenous education, and; special education. ***This is a new field experience course designed in collaboration with the Saskatchewan Teachers' Federation and may be offered in school sites across the province.***

The **Learning Charter** includes five learning goals that are exhibited within this program design: discovery goals, knowledge goals, integrity goals, skills goals, and citizenship goals.

- ***Discovery goals*** of lifelong learning are embedded in the very intent of the program, which is to help internationally educated teachers become life-long educators within the Saskatchewan education system. To that end, the coursework and field experience portions allow students to learn individually, but also work in school contexts with a peer facilitator teacher whose role is to support reflection on their learning, and experience what it means to be a teacher in Saskatchewan.
- ***Knowledge goals*** are supported as these students come to understand the context, ideological framing, and diverse contexts of Saskatchewan schools related to curricular knowledge, knowledge of students with special needs, Indigenous education, and school/professional contexts.
- ***Integrity goals*** are supported in the coursework that considers teacher professionalism, how to work in culturally responsive ways, and supporting differentiated learning environments. Much personal reflection on this goal will be spurred in the assignments required in the field experience course during which peer facilitator teachers provide scaffolding for professional practice related to ethical, legal and moral issues facing teachers in schools. In addition, the final assessment of the field experience asks students to self-reflect on their learning and to articulate areas of professional growth for the future.
- ***Skills goals*** are embedded in the communication requirements of written and oral presentations in the coursework, and more specifically in the practical aspects of the field experience as students apply what they have learned in a school and classroom setting.
- Finally, ***citizenship goals*** are of primary interest in the design of this program, and the College hopes to support the professional development and career goals of internationally educated teachers to become contributing, ethical, culturally aware citizens of Saskatchewan who provide leadership in education.

The nature of this program, being fully online, context-rich, and intensive, is designed to meet the needs of internationally educated teachers in the province. In its current design, it is not open to other students in other programs, because of its specific intent to support this particular group of students. However, it could be adaptable to other sectors including post-secondary instruction, adult basic education instructors, the early learning sector, or any occupations that require employees to have a knowledge-base of the culture and context of learners in Saskatchewan. Although the provincial education system does necessitate that these programs are province-specific, modules within the program could be adaptable to other jurisdictions. The SPTRB has already been in discussion with other provincial certification bodies who are interested in the nature of this program that could serve as a model for teacher

certification given that teacher certification has inter-provincial portability. The provincial government is also in strong support of this program, and has agreed to provide financial support for its development.

The delivery of this program is sustainable through its design. Sustainability is supported through the development of rotating offerings, open enrolment (not fixed to cohorts), access to courses pre- and post-arrival (for the course work components) and field placements available across the province. As an additional benefit, this certificate would allow IET who already have credit for some of the required courses to choose educational electives from our undergraduate complement of courses to increase their professional capacity in Saskatchewan schools. This flexibility would also allow IET to acquire a Canadian credential that grants them professional recognition which is much preferable to the current collection of courses on a transcript. Program success therefore is measured by the program's more intentional focus on supporting students who are currently served in an adhoc fashion that does not fully address their needs, does not acknowledge their prior learning and work experiences, and does not provide them with an opportunity to engage in a field experience in which they can apply their learning in Saskatchewan schools. Another measure of success will occur by extension as our College takes a role in ensuring that more internationally educated teachers whose backgrounds are more representative of the growing diversity of Saskatchewan students will be able to teach in Saskatchewan schools. A third measure of success is the ability to offset the backlog of internationally educated teachers who are trying to attain teacher certification in Saskatchewan through the SPTRB. Finally, increased collaboration and positive working relationships with professional organizations such as the SPTRB, the Saskatchewan Teachers' Federation, and Saskatchewan school divisions and First Nations educational authorities is a strong measure of success of College programming.

4. Consultation

As indicated above, this program would intentionally package courses that for the most part are already being requested by the SPTRB, along with the inclusion of the field experience. To that end, students have been enrolling in undergraduate coursework in a piecemeal fashion dependent upon their evaluation of qualifications, but they do not enrol in the Bachelor of Education degree because of their prior education backgrounds. There are no other programs of this nature in operation, as it is intentionally designed to support teacher certification for a very particular group of professionals. Students in other programs therefore cannot benefit directly, because of the specific focus of the program for a select demographic of potential teachers. Students who complete this program and become certified as Saskatchewan teachers are more likely to engage in graduate coursework in the future, offered by the College of Education, or elsewhere.

Because of the specific focus of this program on teacher certification requirements of the SPTRB, consultation with other units was unnecessary. Internal to the College, the Associate Dean met with each of the four departments of Curriculum Studies, Educational Administration, Educational Psychology and Special Education, and Educational Foundations. All groups supported the design of the certificate. Critiques focused mostly on supporting international students generally (through funding or support opportunities). Internal committee processes were also respected, including movement through the Undergraduate Programs Committee and Faculty Council.

The College presented the Notice of Intent to the Planning and Priorities Committee. Its memo with feedback is attached with this proposal. The main request of PPC was to include a memo with feedback from northern or First Nations educational authorities, which has been provided in the support letter from the Northern Lights School Division.

PCIP has not been involved in any discussions to date related to resources as resources are being provided by the provincial government, and tuition will be standard Education undergraduate student tuition.

Evidence of consultation with the Library is provided in the attached correspondence. Given that most of the courses are not new courses, and that the new courses are those that utilize resources common to other undergraduate courses for the Bachelor of Education program, there are no concerns with library resource provision. The Education and Music Library contains all necessary resources as these are currently available for all undergraduate courses similar to the ones involved in this program.

Along with the obvious potential benefits, this program has already achieved support in partnership through the Saskatchewan Professional Teachers Regulatory Board, as well as the Saskatchewan Teachers' Federation. The Saskatchewan Teachers' Federation and local school boards are eager to support the development of the field placement course in collaboration with the College of Education. The University of Saskatchewan College of Education and the University of Regina Faculty of Education engage frequently in knowledge sharing and program planning (evident in the SUNTEP and previous NORTEP off-campus offerings), as well as engaging in the Saskatchewan Universities Graduate Agreement (SUGA) where students may enrol in some courses at either institution. The University of Regina Faculty of Education is aware that the University of Saskatchewan College of Education is engaging in work on this program, and intends to share its findings from an ongoing action research study on the experiences of immigrant teachers to Canada. The University of Regina has also expressed the potential of later developing these courses in French. In these ways, and because of its online nature, once developed, this program can be easily shared with the University of Regina.

Please find attached letters of support from the following educational partners: Government of Saskatchewan, Saskatchewan Professional Teachers Regulatory Board, Saskatchewan Teachers' Federation, Saskatchewan Public School Division, Prairie Spirit School Division, Northwest School Division, Saskatchewan Rivers School Division, Regina Public School Division, and Northern Lights School Division.

5. Budget

This program aims to provide rich, intensive, and targeted instruction, information, and experiences for internationally educated teachers in a respectful, accessible, and flexible format. It provides both preparation supports as well as skills and knowledge contextually relevant to Saskatchewan (as identified through the scope of work requirements). The program design will be one that is readily available, focused on educational needs, the Saskatchewan context, flexibility, and cost-effectiveness.

Readily available: by eliminating the need for an individually designed program plan, learners could begin to access courses before, at the time of, or after moving to Saskatchewan.

Focus on educational needs: recognizing that internationally-trained teachers come with rich knowledge and experience, these courses are designed to fill knowledge gaps but avoid repetition. Courses are specific to Saskatchewan and address specifically what the SPTRB and school boards have previously identified as barriers to knowledge and hiring.

Flexible and cost effective: by providing context-rich, online, and open enrolments, there will be few barriers to this training. Through a partnership with the Saskatchewan Teachers'

Federation and school division leaders, placements will be available across Saskatchewan, allowing internationally trained teachers to learn where they live. Engagement with the Saskatchewan Teachers' Federation (STF) and school division leaders for the delivery of province-wide practicum placements has already begun, ensuring a low-cost, highly accessible program for internationally trained teachers. The field component is also integral to introducing successful candidates to the social network of teaching, providing an opportunity for school division personnel to become aware of their potential, as well as to induct participants into an informal peer support network.

The courses targeted for this program are based on other courses already being delivered face to face at the U of S. The courses will need only minor modifications for the international learner, as well as development for online use.

Unfortunately, given that this is a certificate program and students' prior academic backgrounds, it will be unlikely that many of these students will be eligible for awards unless terms of reference are created specifically for this group of students. However, some students may be eligible to apply for government funding. According to information received from the Government of Saskatchewan's Ministry of the Economy, "Immigrants in Canada may apply for character-based, low interest loans of up to $10,000 to assist with the costs of application, gap training and licensure required to work in their occupation in Canada."

Taking advantage of existing courses and a phased in approach, this project can be completed for $6,000 per course (payment to the instructor course developer for curriculum modification and online development), and $10,000 for the placement development for work with the STF. Once developed, there are no additional costs for this project as the program will sustain itself. Once developed, students could enroll in the courses pre- or post- arrival. ***An application to the Immigrant Bridge to Licensing Program has resulted in funding for the development of the program granted by the Government of Saskatchewan, Ministry of the Economy***. To this end, the development costs are minimal.

For instructional support, the college will support one faculty lead per course (approximately $3,000 per course). The four departments within the College of Education—Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education—will each support one of the offerings through regular Assignment to Duties or through the hiring of sessional instructors using online course payment structures based on enrolment. The practicum placement will be supported by the Field Experience Team in the Undergraduate Programs Office.

Classroom space will not be required because courses will be offered online. The field experience/practicum placement will take place in school locations as arranged with partner school divisions throughout Saskatchewan.

Information and Communications Technology (ICT) support will be required for the online platform infrastructure and usage. That is, use of PAWS and the Blackboard Learning Management System will be required for the online offerings.

Administration of this certificate, including support for the admission and application processes, academic advising and field experience coordination, will be provided by the Undergraduate Programs Office, College of Education.

In-kind contributions: Saskatchewan Teachers' Federation and school division partners

- Supports with the maintenance of the cooperating teacher network and field placements

Anticipated Cost to the Student:

- Tuition: $613.50 / three credit unit class (2017-2018 rates)
  Standard Education undergraduate student tuition (TC02) will be applied.

Enrolment is targeted at 20-40 students per year in each course. Given the backlog of internationally educated teachers who are waiting for certification, and the contact the College has received from potential students interested in obtaining certification, we do not anticipate it will be more than a year before we can meet enrolment targets. If courses are offered as online distance delivery courses, they can be run with high efficiency as instructors are paid per student in the course. To that end, the College could run courses with enrolments as low as 20 and the program would remain sustainable. It is possible that rather than cancel a class, the College could open up registration to Bachelor of Education students to ensure that any class with low enrollment runs, though it will be a preference to keep these sections specifically for internationally educated teachers. There really is no maximum that can enroll in the online courses, though it would be unlikely to have more than 40 students in a section at any one time. Field placements are planned individually based on students' academic and teaching backgrounds through the Undergraduate Programs Office by the Field Experiences Coordinator. Students will be placed with peer facilitator teachers in proximity to communities where they live. The Saskatchewan Teachers' Federation will help the College access teachers who wish to work as Peer Facilitators in these communities, and help provide professional growth opportunities for supporting the peer relationship.

Estimated Costs: The hiring of course instructors will follow the online course payment structures adopted by DEU (Distance Education Unit) for online facilitators for 3 credit unit courses, which ranges from $235.66 per student to $261.96 per student depending on the number of times they have facilitated the course. The TABBS scenario analysis tool does not allow the use of specific rates per student so we had to use a close salary estimate. There will also be substitute teacher costs for the field experience. Substitute teacher costs range from $200-$300 per day plus travel, materials and supplies. Two days are anticipated for the 6 credit units of field experience. In the TABBS scenario analysis tool, we used $500 per day to generously cover these non-salary costs.

Based on the TABBS Scenario Analysis Tool:

- At 20 students the estimated cost of program deliver is $56,373 in indirect expenses and $24,000 in direct expenses, totaling $80,373.
- At 25 students the estimated cost of program deliver is $69,150 in indirect expenses and $29,750 in direct expenses, totaling $98,900.
- At 40 students the estimated cost of program deliver is $107,448 in indirect expenses and $47,000 in direct expenses, totaling $154,448.

Total Expected Revenues: Tuition will be charged at the standard College of Education category 2 tuition level for undergraduate students. The 2017-18 rates are $613.50 per 3 credit unit class. Enrolment is targeted at 25-40 students per year in each course.

Based on the TABBS Scenario Analysis Tool:

- At 20 students the total expected increase in revenue is $101,317.
- At 25 students the total expected increase in revenue is $126,068.
- At 40 students the total expected increase in revenue is $200,314.

All revenue increases are related to core program delivery and all can be thought of as incremental (or new) revenue.

Total Incremental Costs of the Program: The incremental cost of resources needed to deliver the program include:

- the increase in indirect expenses assigned by the University through the TABBS analysis (identified above), and
- the direct expenses of instruction (identified above).

There is no requirement to apply existing resources against the total cost of delivering the program as there will be sufficient incremental revenues (identified above) to cover the total incremental costs.

Based on the TABBS scenario analysis tool:

- At 20 students the projected impact of the scenario is $20,945.
- At 25 students the projected impact of the scenario is $27,168.
- At 40 students the projected impact of the scenario is $45,865.

No additional funding should be required if the TABBS scenario analysis tool presents an accurate projection.

College Statement

- See attached college statement from Dr. Michelle Prytula, Dean, College of Education.
- Also, see section 4 above.

Related Documentation

- Memorandum from the Planning and Priorities Committee of Council (response to the Notice of Intent to create the Internationally Educated Teachers Certificate (IETC) Program)

Letters of support from:

- Government of Saskatchewan
- Saskatchewan Professional Teachers Regulatory Board
- Saskatchewan Teachers' Federation
- Saskatchewan Public School Division
- Prairie School Division
- Northwest School Division
- Saskatchewan Rivers School Division
- Regina Public School Division
- Northern Lights School Division

Other:

- Course and Program Catalogue Entry for 2018-2019

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 for the following new courses are attached:
    - EADM 203.3
    - EDST 215.6

Required if resources needed:

- Information Technology Requirements form – attached.
- Library Requirements form – attached.
- Physical Resource Requirements form – attached.
- Budget Consultation form – attached along with a letter from the Government of Saskatchewan, Ministry of the Economy.

References

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Government of Canada. (2011). *National Household Survey.* Available at http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/index-eng.cfm

Government of Saskatchewan. (2014). *Saskatchewan Statistical Immigration Report 2012-2014.* Report prepared for the Ministry of the Economy, Available at http://publications.gov.sk.ca/documents/310/93353-2014%20Immigration%20Statistical%20Report%20-%20July%2020%202016.pdf

University of Saskatchewan. (internal draft). *International Blueprint for Action.*

Xiao, J. (2015). *Listing of internationally educated teachers bridging programs in Canada.* Internal report. University of Alberta.

UNIVERSITY OF SASKATCHEWAN
College of Education
USASK.CA/EDUCATION

Office of the Dean
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Phone: (306) 966-7627 Fx : (306) 966-7644

October 28, 2017

Dear Members of the Provost's Committee on Integrated Planning:

Please accept this letter as the College Statement for the proposal for the Internationally Educated Teachers' Certificate (IETC).

The College of Education is in strong support of this program, and recommends to the committee that the proposal move forward. The IETC targets internationally educated teachers taking residence in the province who possess a range of knowledge and skills that would serve the needs of many students (and educational organizations) in this province, but many of these teachers lack specific (and common) requirements to be granted a Saskatchewan Teachers Certificate. As such, they are unable to become employed as teachers in Saskatchewan (and beyond).

Through its many conversations with its multiple partners, such as with the Saskatchewan Professional Teachers Regulatory Board (SPTRB), as well as with educators and administrators from its partner school divisions, it became clear that educational organizations throughout the province were faced with challenges in recognizing the many new Canadians taking residence in this province who had both teacher education and experience in their home countries, but who were unable to successfully gain employment in Saskatchewan. Combined with the many requests that the College received by internationally educated teachers for isolated courses in order to meet the requirements of a Saskatchewan Teachers Certificate, it quickly became clear that the College needed a concerted and deliberate response to the challenge that internationally educated teachers were facing in Saskatchewan.

Conversations continued with the SPTRB and school divisions, as well as with the Ministry of Economy and the Saskatchewan Teachers Federation, and quickly, support for the program was visible from multiple sectors. Through an examination of the common gaps that internationally educated teachers possessed in terms of the requirements of the Saskatchewan Teachers Certificate, a certificate containing four key courses plus a practicum was planned (as proposed).

The College of Education is proud of its commitment to responding to the needs of educational organizations and teachers throughout the province. Initiatives such as this one, which target the needs of students, teachers, and organizations, are evidence of the College's continuous efforts to create meaningful impact and change in our communities.

Please contact me if you would like further information.

Sincerely,

Michelle Prytula
Dean, College of Education

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: Dawn Wallin, associate dean, undergraduate programs and research, College of Education
Arvelle Van Dyck, undergraduate programs coordinator, College of Education
Preston Smith, dean, College of Medicine

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: October 23, 2017

RE: **Planning and priorities committee response to the Notice of Intent to create a the Internationally Educated Teachers Certificate (IETC) Program**

Thank you once again for attending the planning and priorities committee meeting on October 11, 2017, to present the notice of intent to offer the Internationally Educated Teachers Certificate (IETC) Program as a certificate of proficiency offered by the College of Education.

The notice was met with enthusiasm by members who saw the potential of the program to serve as a model for other professions, in partnership with the provincial government. The future potential of the certificate to apply to French Immersion schools in partnership with the University of Regina is also unique and supported by the committee. The program will meet the needs of the province, of schools across the province that have an increasingly diverse student body, and of internationally-educated teachers who seek employment in their profession within the province.

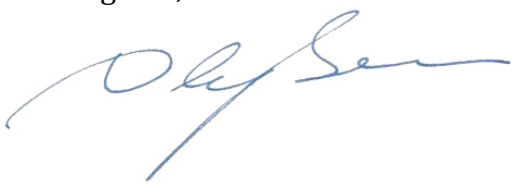
Members noted the importance of the six-week placement to provide these students with exposure within Saskatchewan schools and recognized that adaptability is key to finding a placement as a teacher within the Saskatchewan school system. The certification requirements reflect the situation within the province at present, where teachers in rural and remote areas may not have the specialization desired and must adapt to the communities they are in.

.../2

As differences in funding and regulations apply to different constituencies, the committee suggests that greater support for the program be evidenced through additional letters from the northern communities engaged. Seeking these letters would also demonstrate the respect of the college for the community and allow the college to determine if the community has special needs.

I wish you the very best as you proceed to develop the full program proposal to submit to the academic programs committee of Council. Please do not hesitate to contact me if you have any questions.

Kind regards,



Dirk de Boer

c Tony Vannelli, provost and vice-president academic
Terry Wotherspoon, chair, academic programs committee of Council
Russell Isinger, registrar

Government
of
Saskatchewan
Minister of Education
Legislative Building
Regina, Canada S4S 0B3

July 14, 2017

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
michelle.prytula@usask.ca

Dear Dr. Prytula:

Thank you for your email of June 6, 2017, informing me about the program you are developing for internationally trained teachers.

A bridging program such as this will be of great benefit to ensure that internationally trained teachers have adequate skills and training to teach within the Saskatchewan context. I understand that this program has been discussed at the Teacher Education and Certification Committee of the Saskatchewan Professional Teachers Regulatory Board and is being received enthusiastically by that committee.

I am sure that this will result in those teachers having a more positive transition into the Saskatchewan education system and will result in an improved experience for the students.

I look forward to hearing more about the development and success of the program from you. If you have any questions for the Ministry of Education during the development of this program, I invite you to contact Clint Repski, Assistant Deputy Minister of Education, at 306-787-6115 or clint.repski@gov.sk.ca.

Thank you again for writing and I wish you success on this program.

Sincerely,

Don Morgan, Q.C.

cc: Clint Repski, Assistant Deputy Minister of Education

SPTRB
Saskatchewan Professional
Teachers Regulatory Board

September 28, 2017

Re: Support for the Bridging to Teaching in Saskatchewan Program proposal

To Whom It May Concern:

I am very pleased to be able to write this letter in support of the Bridging to Teaching in Saskatchewan Program proposal. Having served as the Certifying Official for teachers with the Government of Saskatchewan for five years and now as Registrar of teachers for the newly established Saskatchewan Professional Teachers Regulatory Board, I have been aware of the need for this program for seven years.

One of the primary responsibilities of the certification function is to assure that people who wish to teach in Saskatchewan have completed a teacher education program of sufficient quality and duration. For internationally educated teachers, this means that the teacher education program must lead to teacher certification in the jurisdiction where it was completed and that the program must be similar in content and duration to that of Saskatchewan's teacher education programs.

Many international teacher education programs are one-year after degree programs and as such they do not meet the minimum duration requirement of 48 semester hours for teacher certification in Saskatchewan. In order to qualify for teacher certification in Saskatchewan, such individuals are required to complete an additional 18 semester hours of pre-service teacher education.

The practice of having experienced internationally educated teachers attend university classes designed for inexperienced teacher candidates has always seemed not quite right to me. I felt there needed to be a better way to help experienced internationally educated teachers to prepare for a career in Saskatchewan without having them complete pre-service teacher education coursework. The Bridging to Teaching in Saskatchewan program will do just that. Internationally educated teachers will now be able to meet the duration requirement for teacher certification in Saskatchewan but with courses that utilize their teaching experience while helping them to become oriented to the Saskatchewan context.

I applaud the Dean and her staff for taking the initiative to propose this program and can proudly state that the Saskatchewan Professional Teachers Regulatory Board and its Teacher Education and Certification Committee fully support the proposed Bridging to Teaching in Saskatchewan Program.

Sincerely,

Trevor Smith
Registrar & COO

204 – 3775 Pasqua Street, Regina, SK, Canada S4S 6W8 • Bus: 306.352.2230 • Email: general@sptrb.ca • www.sptrb.ca

2317 Arlington Avenue
Saskatoon SK S7J 2H8
T: 306-373-1660 1-800-667-7762
F: 306-374-1122
stf@stf.sk.ca

October 11, 2017

To Whom It May Concern:

The Saskatchewan Teachers' Federation is pleased to provide a letter of support to the University of Saskatchewan's College of Education in support of the development of a program for internationally educated teachers. As the professional organization for teachers in Saskatchewan teaching in publicly funded schools, we believe there is a need to address the issue of certification for teachers coming to Saskatchewan from locations outside of Canada.

The mandate of the Federation speaks to ensuring that the quality of education and the delivery of educational supports for and by teachers are carried out in a manner consistent with the public interest. It is always our goal to have the best qualified teachers teaching in Saskatchewan schools.

The Federation believes that internationally educated teachers coming to Saskatchewan possess knowledge and experience in teaching; however, they are missing core components that are essential for all teachers to be successful in teaching in the province. The Internationally Educated Teacher Certificate program under development by the College of Education is a major step in addressing this gap – specifically, providing knowledge and understanding of Saskatchewan context, curricula, assessment, diversity and culture. We also believe that a key component to belonging to the teaching profession is professionalism and, thus, this too should be addressed in the courses as well as in the practicum.

The Federation is exploring the opportunity to collaborate with the College of Education in the development of this program to ensure that internationally trained teachers are mentored by master teachers so that they have the opportunity to integrate into a school setting and community with the support and guidance of professional teachers with expert knowledge and experience.

To that end, we provide this letter of support and invite the committee to contact the Saskatchewan Teachers' Federation if it requires additional information.

Sincerely,

Randy Schmaltz
Executive Director

RS/bmg

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

September 26, 2017

Dr. Michelle Prytula
Dean of Education
University of Saskatchewan
michelle.prytula@usask.ca

Dear Dr. Prytula,

Saskatoon Public Schools supports the creation of a certification program for internationally educated teachers at the University of Saskatchewan. We endorse the proposed Internationally Educated Teacher Certificate (IETC) program because it will provide our division and education system across the province with two main benefits.

First, it would allow us to assess the quality of applicants from around the world with the security of knowing that they are ready for the curriculum expectations of the Saskatchewan context. The standardization of certification will provide school divisions with a much needed level of confidence in the hiring process.

Second, an increased number of well qualified teacher applicants who have diverse cultural and linguistic backgrounds would be valuable to our school division. We serve an increasingly diverse population of students and families and we know that public education is better able to meet a range of needs when the professional staff reflects student diversity.

Bringing more high quality internationally trained teacher candidates to our division is something we look forward to through the Internationally Educated Teacher Certificate (IETC) program at the University of Saskatchewan.

Sincerely,

B. MacDougall

Mr. Barry MacDougall, Director of Education, Saskatoon Public Schools

tat

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

September 18, 2017

Dr. Michelle Prytula
College of Education
University of Saskatchewan
3046 - 28 Campus Drive
Saskatoon, SK S7N 0X1

Dear Dr. Prytula:

Please consider this letter of support in relation to an Internationally Educated Teacher Certificate (IETC) program currently being developed by the College of Education.

We recognize the demand for a program like this and recognize the number of international teachers we have living in our province. This program would allow our school division, and others in the province, to be able to employ well educated teachers with a wealth of experience who, at this point, cannot be employed due to missing courses and an understanding of teaching and learning in the context of a provincial or First Nations school.

We applaud the College of Education for recognizing the need for this type of program and for committing to provide a well-rounded experience and training for these teachers. We believe that the courses identified will contribute to a successful transition into the teaching profession in Saskatchewan.

Sincerely,

Lori Jeschke
Director of Education

Noel Roche
Learning Superintendent

LJ/nm

Meadow Lake Office
525 5th Street West
Meadow Lake SK S9X 1B4
Phone: 306-236-5614 Fax: (306) 236-3922
E-mail: davin.hildebrand@nwsd.ca

Northwest School Division #203

College of Education
University of Saskatchewan
3046 - 28 Campus Drive
Saskatoon, SK
S7N 0X1

Dear Dr. Prytula,

The purpose of this letter is to endorse the development of the Internationally Educated Teacher Certificate program at the University of Saskatchewan's College of Education. Recruitment and retention of certified teachers is always a priority for our human resources department and the IECT program has the potential to support this important work.

Sincerely,

Davin Hildebrand
Superintendent of Human Resources

Saskatchewan Rivers Public School Division
Excellence for Every Learner

Education Centre
545 11th Street East • Prince Albert, SK • S6V 1B1
Phone: (306) 764-1571 Fax: (306) 763-4460
Robert Bratvold, Director of Education

September 18, 2017

Dean Michelle Prytula
College of Education
University of Saskatchewan
3046 – 28 Campus Driver
Saskatoon, SK S7N 0X1

Dear Michelle:

Michelle, I am pleased to write this letter of support for the Internationally Educated Teacher Certificate (IETC) that you hope to develop through the College of Education. Your collaboration with the SPTRB makes great sense and the classes and practicum will benefit teachers who arrive in Canada lacking in certain areas of education classes. For these individuals it will fill in a gap that is often present. I can see this impacting the hiring of teachers in our province which will be beneficial for all school divisions.

For these reasons, I can highly endorse and support your development of the IETC through the College.

Yours in Education,

Alan Nunn
Superintendent of Schools
Saskatchewan Rivers Public School Division

AN/th

Email: September 20, 2017

Good morning Michelle,

On behalf of Regina Public Schools, I support the University of Saskatchewan, Faculty of Education's efforts to develop a program that addresses the needs of internationally educated teachers. I certainly can see the benefits for many school divisions across Saskatchewan.

Best wishes with it!
Terri Baldwin
Superintendent, School Services

NORTHERN LIGHTS SCHOOL DIVISION No. 113

Bag Service #6500 La Ronge, Saskatchewan S0J 1L0
Telephone: (306) 425-3302 Fax: (306) 425-3377

November 2, 2017

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

Dear Dr Prytula,

Thank you for the important work you are doing in the development of the Internationally Educated Teacher Certificate (IETC) program by the College of Education.

I am confident that, Northern Lights School Division as well as many other school divisions would benefit from the opportunity for internationally educated teachers to receive the courses required to obtain full certification.

Please accept this as a letter of support from Northern Lights School Division for the College of Education developing an IETC program.

Sincerely,

Jason Young,
Director of Education
jasonyoung@nlsd113.ca
306 425 3302

Entry for the 2018-2019 Course and Program Catalogue

Internationally Educated Teachers Certificate (IETC)

This certificate is for internationally educated teachers who have completed at least one year of a teacher education program in their home country and who are qualified to teach in their country of origin. Teaching experience is preferable but not required. Candidates must first contact the Saskatchewan Professional Teachers Regulatory Board (SPTRB) to apply for teacher certification in Saskatchewan. After assessment by the SPTRB, candidates may be eligible to apply for this Internationally Educated Teachers Certificate (IETC).

Note: Candidates may be required to complete more coursework than that required by this certificate; if that is the case, individuals would complete additional courses as they are available and offered in the current undergraduate program.

Admission Requirements:

- Letter of Permission to enroll in the certificate from Saskatchewan Professional Teachers Regulatory Board (SPTRB)
- Proficiency in English, according to the University of Saskatchewan Language Proficiency Regulations

Certificate Requirements (18 credit units)*

- **EADM 203.3** Professional and Organizational Contexts of Saskatchewan Schools
- **EPSE 390.3** Exceptional Learners
- **ECUR 400.3** Curriculum and Instruction for Saskatchewan Schools

- **One of the following:**
  - **EFDT 265.3** Foundations for First Nations, Métis, and Inuit Teaching and Learning
  - **ECUR 265.3** Teaching for Reconciliation in the K-12 Curricula

- **EDST 215.6** Internationally Educated Teachers Field Experience

***Please note:** If any of the above U of S courses or equivalents have been completed, they must be replaced with an equivalent number of credit units of Education elective(s) from the list below. Prior to enrolling in an Education elective, students must consult with an academic advisor in the College of Education to ensure the above requirements are met.

- 100-Level, 200-Level, 300-Level or 400-Level EADM Courses
- 100-Level, 200-Level, 300-Level or 400-Level ECUR Courses
- 100-Level, 200-Level, 300-Level or 400-Level EFDT Courses
- 100-Level, 200-Level, 300-Level or 400-Level EPSE Courses
- 100-Level, 200-Level, 300-Level or 400-Level ETAD Courses

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

Title: Internationally Educated Teachers Certificate Program

NOTE: Program consists of 12 credits of course work and 6 credits (6 weeks) of field placement course work.

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

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

1 Is this a new degree, diploma, or certificate? Yes [X] No [ ]
Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Internationally Educated Teachers Certificate [IETC - suggested Banner code] [Intl Educated Teachers Cert - suggested Banner description] - maximum 30 characters for description

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 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes [X] No [ ]

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

IETC [In Intl Educ Teachers Cert]

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

Education

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

9 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.

Education [EDUC] - exists in student system

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

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

1 Is this a new program? Yes [X] No [ ]
Is an existing program being revised? Yes [ ] No [X]
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?
Internationally Educated Teachers Certificate [IETC - suggested Banner code] [Intl Educated Teachers Cert - suggested Banner description] - maximum 30 characters for description

3 What is the name of this new program?
Internationally Educated Teachers Certificate [IETC - suggested Banner code] [Intl Educated Teachers Cert - suggested Banner description] - maximum 30 characters for 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?
College of Education [ED] / Department of Education (Dean's Office) [ED]

6 Is this a replacement for a current program? Yes [ ] No [X]

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: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes [ ] No [X]
If yes, choose one of the following?
Domestic Mobility (both jurisdictions are within Canada) [ ]
International Mobility (one jurisdiction is outside of Canada) [ ]

2 Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Degree [ ]
Dual Degree [ ]
Professional Internship Program [ ]
Faculty-Led Course Abroad [ ]

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes [ ] No [ ]

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: 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 [X] Revised [ ]
If you've answered NO, please continue on to the next section.

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 5: 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 [X] 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?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department? Yes [ ] No [X]

Is an existing college, school, center, or department being renamed? Yes [ ] No [X]

Is an existing college, school, center, or department being deleted? Yes [ ] No [X]

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 7: 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 - existing course subjects 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?

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

4 Does the program timetable use standard class time slots, terms, and sessions? Yes [ ] No [X]

If NO, please describe.

Classes will be online and field experience could be modular over the course of a term; anticipate the current terms and/or open learning dates will suffice

5 Does this program, due to pedagogical reasons, require any special space or type or rooms? Yes [ ] No [X]

If YES, 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 8: Admissions, Recruitment, and Quota Information

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

Yes - College anticipates, might be RMS or something else (certificates not currently in RMS)

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

YYYY09, YYYY01, YYYY05, YYYY07

3 Does this impact enrollment?

Anticipated increase of 25-40 students per year

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

Refer to the College of Education

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

Yes

6 What is the application deadline?

Will work with Admissions to determine; as close to start time as reasonably possible, Admissions Office & College to discuss further

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

SPTRB letter and language proficiency

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.)

If admission qualifications are met, they will be admitted.

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

N/A

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 and supplemental documents through Admissions Office

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

Admissions Office

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

Yes - specific requirements about the program, including the web based classes, should be communicated, not actual letter but communication afterwards

13 Will the standard application fee apply?

Yes

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

Anyone completed U of S class in past will not be charged.

Section 9: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	X
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

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

Yes - category 2 (Education) [TC02]

9 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

10 Does proponent's proposal contain detailed information regarding requested tuition? Yes [ ] No [X]

If NO, please describe.

Not required - standard undergraduate Education tuition

11 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

12 IPA Additional comments?

3 Will students outside the program be allowed to take the classes?

Yes - with permission and exceptional circumstances

4 If YES, what should they be assessed? (This is especially important for program based.)

Standard tuition

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)? If yes, see NOTE below.

No

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 10: 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 - if Canada Student Loan requirements met

Section 11: Convocation Information (only for new degrees)

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

No - as certificate program

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

3 When is the first class expected to graduate?

Spring Convocation 2019 (June 2019)

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

25-40 students per year

Section 12: Schedule of Implementation Information

1 What is the start term?

September 2018 [201809 Term]

2 Are students required to do anything prior to the above date? Yes [ ] No [X]

If YES, what and by what date?

Section 13: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?

YR1 or YRU

2 Will students register themselves? Yes [X] No [ ]

If YES, what priority group should they be in?

As per current set-up

Section 14: Academic History Information

1 Will instructors submit grades through self-serve? Yes [X] No [ ]

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

As per current set-up

Section 15: T2202 Information (tax form)

1 Should classes count towards T2202s? Yes [X] No [ ]

Section 16: Awards Information

1 Will terms of reference for existing awards need to be amended? Yes [ ] No [X]

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

No - as program is only 18 cu unless a specific award with specific terms of reference for this certificate are created

Section 17: Program Termination

1 Is this a program termination? Yes [ ] No [X]

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?

7 Is there mobility associated with this program termination? Yes [ ] No [ ]

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program [ ]

Internship Abroad Program ☐
Term Abroad Program ☐
Taught Abroad Course ☐
Student Exchange Program ☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination? Yes ☐ No ☐

Section 18: 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 SESD, Student Finance and Awards, been informed about this new / revised program? Yes ☐ No ☐
4 Has CGSR been informed about this new / revised program? Yes ☐ No ☐
5 Has SESD, Transfer Credit, been informed about any new / revised courses? Yes ☐ No ☐
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes ☐ No ☐
7 Has the Library been informed about this new / revised program? Yes ☐ No ☐
8 Has ISA been informed of the CIP code for new degree / program / major? Yes ☐ No ☐
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses? Yes ☐ No ☐
10 Has the Convocation Coordinator been notified of a new degree? Yes ☐ No ☐
11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications ☐

OR

b. Fee Review Committee ☐
c. Institutional Planning and Assessment (IPA) ☐
d. Provost's Committee on Integrated Planning (PCIP) ☐
e. Board of Governors ☐
f. Other ☐

SIGNED

Date: November 10, 2017

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Dawn C. Zallocco

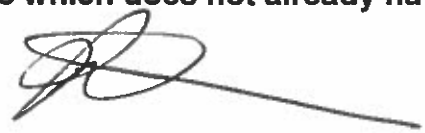
IPA Representative(s):

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: **EADM 203.3**

   2.2 Title of course: **The Professional and Organizational Context of Saskatchewan Schools**

   2.3 Total Hours: Lecture Seminar Lab Tutorial Other: **39**

   2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other: **3**

   2.5 Term in which it will be offered: T1 T2 **T1 or T2** T1 and T2

   2.6 Prerequisite:

   This course is open only to students in the Internationally Educated Teachers Certificate program.

   Students with credit for EADM 321, EADM 425, EDUC 303 or EADM 303 will not receive credit for this course.

   2.7 Calendar description:

   This course examines the professional and organizational context of schooling in Saskatchewan. Students learn about the design and delivery of primary and secondary education at the local and provincial levels, with an emphasis on the professional bodies engaged in the governance and operation of schools; how schools are financed, and; legal/policy issues that guide teaching and learning. Also emphasized are considerations of teacher professionalism, ethical conduct, and the rights and responsibilities of Saskatchewan teachers in and outside of the classroom.

   2.8 Any additional notes

   This course is one of four courses that, along with 6 credit units of field experience, comprise the new Internationally Educated Teachers Certificate program.

3. Rationale for introducing this course.

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) has identified that the majority of internationally trained teachers are lacking coursework in four specific areas that align with the College of Education's own data collection on the requests made for coursework from internationally educated teachers:

- organizational and legal contexts in Canada and Saskatchewan;

- First Nations and Métis culture and diversity;
- learning theory and special education in Saskatchewan, and;
- knowledge of curriculum, instruction and assessment in Saskatchewan.

The five courses that are packaged together for the Internationally Educated Teachers Certificate include 12 credits of coursework based on these four areas of study, and 6 credits of field coursework delivered in Saskatchewan schools (a 6 week placement). This course (EADM 203.3) covers content that addresses the first area of study: organizational and legal contexts in Canada and Saskatchewan.

4. Learning Objectives for this course.

Primary objectives include:

1. To investigate historical, political, economic, constitutional and Charter bases of education.
2. To acquire a basic understanding and knowledge of the governance of provincial and federal education systems in Saskatchewan and Canada.
3. To study organizational and structural aspects relating to the delivery of education in federal and provincial systems in Saskatchewan and Canada.
4. To become familiar with the governmental and professional bodies involved in the governance and delivery of education in Saskatchewan and Canada.
5. To develop an understanding of the nature of educational finance as it impacts the operation of schools.
6. To examine current issues in educational law and to relate these to the work of teachers.
7. To reflect upon notions of teacher professionalism and ethics as they relate to the work of teachers in Saskatchewan schools.
8. To appreciate the relationship between schools, parents, and community in Saskatchewan
9. To demonstrate an ability to research and report upon, collaboratively and in a critical and scholarly manner, important issues in the administration of public education.

5. Impact of this course.
Are the programs of other departments or Colleges affected by this course? **No.**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

The College of Education consulted with the Saskatchewan Professional Teachers Regulatory Board (SPTRB) and the Saskatchewan Teachers' Federation (STF) prior to program proposal. No other U of S departments were asked to review or comment on the proposal.

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? **Yes.**

All students in the Internationally Educated Teachers Certificate program will required to complete this course. Students in other programs/majors will not be required or allowed to take this course.

7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)

Date	Topic	Resources	Evaluation
Week 1	The Structure of Canadian Education: Provincial and Federal Responsibilities for Education	Provincial Jurisdiction Young et al (2014) Chapters One and Two Burgess et al (2014), Chapter One, Six, Seven, Eight, Nine, Twelve,	Discussion Board **Online Quiz #1 Released**

		Thirteen Hoy & Miskel (2008) The Constitution Act 1867 The British North America Act 1867 The Manitoba Act 1870 Charter of Rights and Freedoms 1982 Declaration on the Rights of Indigenous Peoples (2007) The Indian Act, 1985 The Education Act, 1995 The Education Regulations (2015) Home-based Education Program Regulations (2015) Independent Schools Regulations Lipman (2003) School Division Boundaries Map (All) School Division Boundaries Map (public, separate, conseil des ecoles fransaskoises) Historical Treaties of Canada Map First Nations Map of Saskatchewan Perrins Report (2016) Multimedia sources (on Backboard)	
Week 2	First Nations Education: Jurisdiction, Colonialism and Resistance	Burgess et al (2014), Chapter 11 Statement of the Government of Canada on Indian Policy (1969) (White Paper) Wahbung: Our Tomorrows, 1971 Indian Control of Indian Education (1972) (Red Paper) Royal Commission on Aboriginal Peoples (1996) Assembly of First Nations (2010) Assembly of Manitoba Chiefs Women of Wahbung (2012) TRC 2015 Aquash (2013) Courchene, 2012 Gillespie & Murdock, 2001 Grant et al, 2001 Kirkness, 2008 Fallon & Paquette (2012) Multimedia sources (on Blackboard)	Discussion Board **Option A or B Decision Due**
Week 3	Schools Boards Policy and Politics	Young et al (2014) Chapter Two/Three/Five Burgess et al (2014) SSBA By-laws SSBA (2015a) SSBA (2015b) SSBA (2016a) SSBA (2016b) SSBA (2016c) Links to school division websites Role of a school board member 2016 CBC News (Oct, 2016) Perrins (2016) Multimedia sources (on Blackboard)	Discussion Board
Week 4	Teaching as a Profession:	Young et al (2014) Chapter Six/Chapter Seven/Chapter Nine	Discussion Board

	Professional Ethics and Practice	Burgess, Chapter Three Benyon et al (2014) Dufour (2004) The Education Act, 1995 The Education Regulations (2015) The Registered Teachers Act (2015) STF (n.d.) STF Governance Handbook (2016) Stout & Peters (2011) Multimedia sources (on Blackboard)	**Online Quiz #1 Due** **Option A Assignment #1 Due**
Week 5	Teaching as a Profession: Continuous Learning, Evaluation, and Appraisal	The Education Act, 1995 The Education Regulations (2015) Registered Teachers Act (2015) STF Policy 2.1 Teacher Success (2016) STF Policy 2.2 Principal Success (2016) Buttram & Farley-Ripple (2016) Lambersky (2016) Maharaj (2014) Viseu et al (2016)	Discussion Board **Online Quiz #2 Released**
Week 6	Teaching as a Profession: Culturally Responsive Teaching in Diverse Contexts	TRC 2012 Gagne et al (2017) Hare & Pigeon (2012) Hatchfeld et al (2015) Murdock, 2001 Oskineegish (2015) Ottman (2009) Wallin & Peden (2014) Canadian Council on Learning (2009)	
Week 7	Teaching and the Law: Rights, Responsibilities, and Repercussions	Young et al (2014) Chapter Four Burgess et al (2014), Chapters Seven, Eleven and Fourteen Burgess et al (2014) Niyubahwe (2013) Schmidt (2010) Charter of Rights and Freedoms 1982 Youth Criminal Justice Act 2002 Criminal Code of Canada (1985) Saskatchewan Human Rights Code (1979) The Education Act, 1995 The Education Regulations (2015)	Discussion Board **Option B Due**
Week 8	Teaching and the Law: Safety and Negligence	Young et al (2014) Chapter Four Burgess et al (2014), Chapter One and Fourteen Charter of Rights and Freedoms 1982 Youth Criminal Justice Act 2002 Criminal Code of Canada (1985) Saskatchewan Human Rights Code (1979) The Education Act, 1995 The Education Regulations (2015)	Discussion Board
Week 9	Teaching and the Law: Child Protection	Saskatchewan Child and Family Services Act (1989) Saskatchewan CFS: Duty to Report Brochure Saskatchewan CFS: 2014 Child Abuse Protocol	

		Saskatchewan CFS: Online Course for Duty to Report Multimedia sources: (on Blackboard)	
Week 10	Parents, Families, Communities and Schools	Young et al (2014) Chapter Eight Burgess et al (2014) Prytula et al (2011) Schein (1993/2005) The Education Act, 1995 The Education Regulations (2015) Anuik & Bellehumeur-Kearns (2014) Clarke et al (2010) Pushor (2014) Pushor (2012) Pushor & Murphy (2010) Standing (1999)	Discussion Board **Option A Assignment #2 Due**
Week 11	Online Group Demonstrations and Class Feedback		**Online Quiz #2 Due**
Week 12	Hiring and Selection Processes	Cranston (2014) Hellsten et al (2013) Murray et al (2014) Oloo (2012)	

8. Enrolment.
   Expected enrollment: 25-40
   From which colleges? College of Education, Internationally Educated Teachers Certificate program.

9. Student evaluation.
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

	Percentage of Grade	Due Dates
Weekly Discussion Board	15%	6/9 posts due weekly (1 to instructor, one to colleague)
Assignments	40%	Option A: TBA Option B: TBA
Quizzes	15%	Quiz #1: TBA Quiz #2: TBA
Classroom Project	30%	TBA

10. Required text:
    Include a bibliography for the course.

Required Readings

Burgess, D., Walker, K., Chomos, J., & Donlevy, J. K. (2014). *A guide to Saskatchewan school law* (3rd edition). Saskatoon, SK: Turning Point Global.

Young, J., Levin, B., & Wallin, D. (2014). *Understanding Canadian schools: An introduction to educational administration* (5th ed.). Available at http://home.cc.umanitoba.ca/~wallind/understandingcanadianschools5.html.

Supplementary Material

Beynon, J., Ilieva, R. & Dchupa, M. (2014). Re-credentialling experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teacher and Teaching: Theory and practice*, 10 (4), 429-444.

Dufour, R. (2004). What is a "professional learning community"? *Educational Leadership, 61*(8), 6–11.

Hoy, W. K., & Miskel, C. G. (2008). Structure in schools. In W. K. Hoy & C. G. Miskel (Eds.), *Educational administration: Theory, research, and practice* (pp. 89–131). New York: McGraw-Hill.

Murray, J. C., Cross, J. L. & Cruikshank, K. (2014). Stakeholder perceptions of IELTS as a gateway to the professional workplace: The case of employers of overseas trained teachers. *IELTS Research Reports Online Series*, retrieved from https://www.ielts.org/pdf/IELTS_Online_RR_2014.1.pdf

Niyubahwe, A., Mukamurera, J. & Jutras, F. (2013). Professional integration of immigrant teachers in the school system: A literature review. *McGill Journal of Education*, 48(2), 279-296.

Oloo, J. A. (2012). Immigrant teachers in Saskatchewan schools: A human resource perspective. *KEDI Journal of Educational Policy*, 9(2), 219-237.

Schein, E. (1993/2005). Defining organizational culture. In J. M. Shafritz, J. S. Ott, & Y. S. Jang (Eds.), *Classics of organization theory* (6th ed., pp. 360–367). Belmont, CA: Wadsworth.

Schmidt, C., Young, J. & Mandzuk, D. (2010). The integration of immigrant teachers in Manitoba, Canada: Critical issues and perspectives. *International Migration & Integration*, 11, 439–452.

11. Resources.
Proposed instructor: **TBD**
How does the department plan to handle the additional teaching or administrative workload?
A sessional instructor will be hired to teach this course. Start-up funding was received from the Ministry of Economy for the creation of this online course.
Are sufficient library or other research resources available for this course? **Yes.**
Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Date of Implementation:
To be offered: **annually X** biennially other

See attached EADM 203.3 syllabus.

Department of Educational Administration

EADM 203.3

The Professional and Organizational Context of Saskatchewan Schools

Course Description

This course examines the professional and organizational context of schooling in Saskatchewan. Students learn about the design and delivery of primary and secondary education at the local and provincial levels, with an emphasis on the professional bodies engaged in the governance and operation of schools; how schools are financed, and; legal/policy issues that guide teaching and learning. Also emphasized are considerations of teacher professionalism, ethical conduct, and the rights and responsibilities of Saskatchewan teachers in and outside of the classroom.

Pre-requisites

This course is open only to students in the Internationally Educated Teachers Certificate program.

Students with credit for EADM 321, EADM 425, EDUC 303 or EADM 303 will not receive credit for this course.

The College of Education acknowledges that it resides on Treaty Six territory and the homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you may spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Objectives

There is little that is inevitable (the only possible way) about the ways in which education is currently organized in Saskatchewan and across Canada. Indeed, there is considerable variation across the provinces and First Nations communities, and all types of school systems are currently in the midst of significant changes and "reform."

This course will attempt to:

- describe existing educational systems in Saskatchewan and Canada;
- describe the work and professional expectations of teachers in Saskatchewan education systems;
- discuss why things are this way and how they might be otherwise, and;
- look at current changes in educational systems.

Always an attempt will be made to bring these organizational matters back to their significances for the lives of students and teachers in schools.

Four basic tensions provide themes for much of the course content:

- ***Jurisdictional issues*** that provide challenges for the design and delivery of education
- The relationship between ***public and professional*** authority in education;
- The balances between ***centralized and decentralized*** authority;
- The recognition and celebration of ***diversity*** within a context of equity and ***inclusion***.

Public school teachers work in a highly complex web of organizational, social and political relationships. The general objective of this course is to explore the ways in which public schooling and teachers' work is constructed within particular administrative, political, legal and professional frameworks and expectations.

Primary objectives include:

1. To investigate historical, political, economic, constitutional and Charter bases of education.
2. To acquire a basic understanding and knowledge of the governance of provincial and federal education systems in Saskatchewan and Canada.
3. To study organizational and structural aspects relating to the delivery of education in federal and provincial systems in Saskatchewan and Canada.
4. To become familiar with the governmental and professional bodies involved in the governance and delivery of education in Saskatchewan and Canada.
5. To develop an understanding of the nature of educational finance as it impacts the operation of schools.
6. To examine current issues in educational law and to relate these to the work of teachers.
7. To reflect upon notions of teacher professionalism and ethics as they relate to the work of teachers in Saskatchewan schools.
8. To appreciate the relationship between schools, parents, and community in Saskatchewan
9. To demonstrate an ability to research and report upon, collaboratively and in a critical and scholarly manner, important issues in the administration of public education.

Required Readings

Burgess, D., Walker, K., Chomos, J., & Donlevy, J. K. (2014). *A guide to Saskatchewan school law* (3rd edition). Saskatoon, SK: Turning Point Global.

Young, J., Levin, B., & Wallin, D. (2014). *Understanding Canadian schools: An introduction to educational administration* (5th ed.). Available at http://home.cc.umanitoba.ca/~wallind/understandingcanadianschools5.html.

Supplementary Material

Beynon, J., Ilieva, R. & Dchupa, M. (2014). Re-credentialling experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teacher and Teaching: Theory and practice*, 10 (4), 429-444.

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Schmidt, C., Young, J. & Mandzuk, D. (2010). The integration of immigrant teachers in Manitoba, Canada: Critical issues and perspectives. *International Migration & Integration*, 11, 439–452.

Websites:

Saskatchewan Ministry of Education < https://www.saskatchewan.ca/government/government-structure/ministries/education>

Council of Ministers of Education, Canada <www.cmec.ca>

Saskatchewan Teachers Federation < https://www.stf.sk.ca/ >

Canadian Teachers Federation < http://www.ctf-fce.ca/en/Pages/default.aspx>

Canadian Education Association < http://www.cea-ace.ca/>
Saskatchewan School Boards Association <https://saskschoolboards.ca/ >
Saskatchewan Indigenous Cultural Centre <http://www.sicc.sk.ca/ >
Saskatchewan Professional Teachers Regulatory Board <http://www.sptrb.ca/web/sptrb/>
Office of the Treaty Commissioner <http://www.otc.ca/>
Gabriel Dumont Institute <https://gdins.org/>
Truth and Reconciliation Commission of Canada
<http://www.trc.ca/websites/trcinstitution/index.php?p=3>
MANY other websites for individual public, Catholic and First Nations education authorities as found in the course materials

Note: If you are experiencing difficulties with your studies or assignments, or have a disability or an illness which may affect your course of study, please discuss these issues with me, and/or one of the following Student Affairs offices as soon as possible:

Disability Services for Students
E1 Administration Building
https://students.usask.ca/health/centres/disability-services-for-students.php
Ph: 966-7273
8:30 am - 4:30 pm Monday - Friday
Drop in Hours: Monday and Thursday 9:30 am - 12:30 pm
Tuesday and Wednesday 2:00 pm - 4:30 pm

Student Wellness Centre
3rd Floor and 4th Floor, Place Riel
https://students.usask.ca/health/centres/wellness-centre.php
Ph: 966-5768
8:30 am - 4:30 pm Monday – Friday
student.wellness@usask.ca

Undergraduate Programs Office
Room 3350, Education Building
(306) 966-7654
advising.education@usask.ca

Note: All unclaimed assignments at the end of the course will become the property of the College of Education and will be subject to destruction after four months.

Evaluation

	Percentage of Grade	Due Dates
Weekly Discussion Board	15%	6/9 posts due weekly (1 to instructor, one to colleague)
Assignments	40%	Option A: TBA Option B: TBA
Quizzes	15%	Quiz #1: TBA Quiz #2: TBA
Classroom Project	30%	TBA

Grading System

Percentages	Letter	GPA	Explanation
95-100	A+	4.5	Exceptional
90-94	A	4.0	Excellent
85-89	B+	3.5	Very Good
80-84	B	3.0	Good
75-79	C+	2.5	Satisfactory
70-74	C	2.0	Adequate
60-69	D+	1.0	Marginal
00-59	D	0.0	Failure

Plagiarism

Plagiarism is described as taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies completely unethical behavior. If it is discovered that any student has plagiarized material, the student will automatically fail the class. If you are unsure about what constitutes plagiarism, or do not know how to adequately reference material, please ask for help and consult the newest edition (6^{th}) of the American Psychological Association (APA) reference manual.

Schedule Adjustments and Late Submissions

Very occasionally, adjustments to the proposed schedule are required for a host of different reasons. For adjustments proposed by the professor, it is the professor's responsibility to bring these proposed adjustments forward for discussion in a timely manner. For adjustments proposed by students, it is the student's responsibility to bring these forward for discussion in a timely manner.

Assignments submitted to the professor after the deadlines as amended through mutual agreement in advance, will only be accepted within seven calendar days of any initially amended date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence they deem appropriate for the late submission. Late work not accompanied by a note outlining consequences will not be read and the assignment will receive a grade of F. Work received more than seven calendar days after a deadline stated herein, or the date mutually agreed upon, will not be read and the assignment will receive a grade of F.

Selected University of Saskatchewan Policies

No person may gain the benefit of instruction in a course without being duly registered in the course either as a credit or audit student.

If a student is not registered in a course, he or she will not receive credit for attending or completing assignments.

Reminder: This class convenes TBA

Date	Topic	Resources	Evaluation
Week 1	The Structure of Canadian Education: Provincial and Federal Responsibilities for Education	Provincial Jurisdiction Young et al (2014) Chapters One and Two Burgess et al (2014), Chapter One, Six, Seven, Eight, Nine, Twelve, Thirteen Hoy & Miskel (2008) The Constitution Act 1867 The British North America Act 1867 The Manitoba Act 1870 Charter of Rights and Freedoms 1982 Declaration on the Rights of Indigenous Peoples (2007) The Indian Act, 1985 The Education Act, 1995 The Education Regulations (2015) Home-based Education Program Regulations (2015) Independent Schools Regulations Lipman (2003) School Division Boundaries Map (All) School Division Boundaries Map (public, separate, conseil des ecoles fransaskoises) Historical Treaties of Canada Map First Nations Map of Saskatchewan Perrins Report (2016) Multimedia sources (on Backboard)	Discussion Board **Online Quiz #1 Released**
Week 2	First Nations Education: Jurisdiction, Colonialism and Resistance	Burgess et al (2014), Chapter 11 Statement of the Government of Canada on Indian Policy (1969) (White Paper) Wahbung: Our Tomorrows, 1971 Indian Control of Indian Education (1972) (Red Paper) Royal Commission on Aboriginal Peoples (1996) Assembly of First Nations (2010) Assembly of Manitoba Chiefs Women of Wahbung (2012) TRC 2015 Aquash (2013) Courchene, 2012 Gillespie & Murdock, 2001 Grant et al, 2001 Kirkness, 2008 Fallon & Paquette (2012) Multimedia sources (on Blackboard)	Discussion Board **Option A or B Decision Due**
Week 3	Schools Boards Policy and Politics	Young et al (2014) Chapter Two/Three/Five Burgess et al (2014) SSBA By-laws SSBA (2015a) SSBA (2015b) SSBA (2016a) SSBA (2016b) SSBA (2016c) Links to school division websites Role of a school board member 2016 CBC News (Oct, 2016) Perrins (2016) Multimedia sources (on Blackboard)	Discussion Board

Week 4	Teaching as a Profession: Professional Ethics and Practice	Young et al (2014) Chapter Six/Chapter Seven/Chapter Nine Burgess, Chapter Three Benyon et al (2014) Dufour (2004) The Education Act, 1995 The Education Regulations (2015) The Registered Teachers Act (2015) STF (n.d.) STF Governance Handbook (2016) Stout & Peters (2011) Multimedia sources (on Blackboard)	Discussion Board **Online Quiz #1 Due** **Option A Assignment #1 Due**
Week 5	Teaching as a Profession: Continuous Learning, Evaluation, and Appraisal	The Education Act, 1995 The Education Regulations (2015) Registered Teachers Act (2015) STF Policy 2.1 Teacher Success (2016) STF Policy 2.2 Principal Success (2016) Buttram & Farley-Ripple (2016) Lambersky (2016) Maharaj (2014) Viseu et al (2016)	Discussion Board **Online Quiz #2 Released**
Week 6	Teaching as a Profession: Culturally Responsive Teaching in Diverse Contexts	TRC 2012 Gagne et al (2017) Hare & Pigeon (2012) Hatchfeld et al (2015) Murdock, 2001 Oskineegish (2015) Ottman (2009) Wallin & Peden (2014) Canadian Council on Learning (2009)	
Week 7	Teaching and the Law: Rights, Responsibilities, and Repercussions	Young et al (2014) Chapter Four Burgess et al (2014), Chapters Seven, Eleven and Fourteen Burgess et al (2014) Niyubahwe (2013) Schmidt (2010) Charter of Rights and Freedoms 1982 Youth Criminal Justice Act 2002 Criminal Code of Canada (1985) Saskatchewan Human Rights Code (1979) The Education Act, 1995 The Education Regulations (2015)	Discussion Board **Option B Due**
Week 8	Teaching and the Law: Safety and Negligence	Young et al (2014) Chapter Four Burgess et al (2014), Chapter One and Fourteen Charter of Rights and Freedoms 1982 Youth Criminal Justice Act 2002 Criminal Code of Canada (1985) Saskatchewan Human Rights Code (1979) The Education Act, 1995 The Education Regulations (2015)	Discussion Board
Week 9	Teaching and the Law: Child Protection	Saskatchewan Child and Family Services Act (1989) Saskatchewan CFS: Duty to Report Brochure Saskatchewan CFS: 2014 Child Abuse Protocol Saskatchewan CFS: Online Course for Duty to Report Multimedia sources: (on Blackboard)	

Week 10	Parents, Families, Communities and Schools	Young et al (2014) Chapter Eight Burgess et al (2014) Prytula et al (2011) Schein (1993/2005) The Education Act, 1995 The Education Regulations (2015) Anuik & Bellehumeur-Kearns (2014) Clarke et al (2010) Pushor (2014) Pushor (2012) Pushor & Murphy (2010) Standing (1999)	Discussion Board **Option A Assignment #2 Due**
Week 11	Online Group Demonstrations and Class Feedback		**Online Quiz #2 Due**
Week 12	Hiring and Selection Processes	Cranston (2014) Hellsten et al (2013) Murray et al (2014) Oloo (2012)	

Evaluation

Classroom Project: (no more than 3 per group)
Each group must choose a relevant topic that school systems in Saskatchewan are facing and present on the nature of the topic, the issues schools face as they deal with the topic, and the ways in which schools are addressing the topic. Multimedia displays are encouraged. Each presentation must be uploaded to the class site and a group presentation/feedback session will occur the second last week of class.

Topics to consider:

- Language rights
- Religion in school
- Historical and/or contemporary issues in First Nations, Metis and Inuit education
- Sex education
- Canadian Charter of Human Rights issues
- Violence in schools
- Substance abuse
- Youth Criminal Justice Act
- Sexual harassment
- Parental involvement
- Legal issues (focus on a particular topic)
- Contracts
- Professional ethics
- School planning
- Dress code
- Student leadership
- Education funding
- Sexual orientation
- Truancy
- Corporal punishment
- Newcomer education
- Diversity issues in education
- Health and safety
- Urban/rural education
- Gender issues
- Teacher dismissal
- Hiring processes
- New teacher induction
- Teacher evaluation
- Other topics as discussed with instructor

Requirements:

1. A pamphlet or handout that provides a synopsis of the topic should be made available to all students.
2. Conduct some background research on your topic—read up on the subject and talk to people who currently work/deal with/are affected by the issue. Be able to outline the highlights of the subject in terms of:
    a) Its significance. Why do you think this is an important issue in the first place? (Personal opinion as well as research-supported ideas/statistics please!)
    b) The issues that need to be considered (ethical, legal, political, logistical, media). Think about how the issue has been defined. Whose definition of the issue appears to be uppermost? What other definitions or views of the issue might exist that are not being expressed? Why aren't they?
    c) What Saskatchewan or Canadian educational policy/law directs in relation to the topic;
    d) How school systems in Saskatchewan currently manage the issue;
    e) How the topic directly affects the ways in which Saskatchewan teachers work.
3. Possible inclusions in the display:

- Pamphlets
- Video
- Case studies
- Representative art forms of expression
- Legal documents
- Policy documents and/or current literature
- Media articles
- Lists of resources
- Others as discussed

Discussion Board
Each student is required to participate in the Discussion Board that will be included as part of the course as the topics progress. Participation will include responses to questions posted on the Discussion Board, as well as interaction with other student comments.

Criteria:

1. The individual communicates that he/she has read/viewed the course material and is prepared to discuss the course content.
2. The individual participates in the group discussion and provides an understanding of how the topics operate in a school/division by articulating connections between course content and personal experience.
3. The individual must complete at least **6 of the 9** discussion board postings.
4. For each posting, the individual must reply at least once to another student response, for a total of **12 responses—six to the instructor, six to other students**.
5. The individual must complete his/her response **before the following week of class**

Quizzes
There are two quizzes based on course readings and content from the "Course Materials" section of PAWS. You will need to know your content well in order to determine the answers for the quizzes. The quizzes can be found on the "Test" icon on PAWS. They are due **TBA and TBA**

Independent Assignments
Each student must choose a number of independent assignments to complete. The choice of assignments is optional, as long as the value of the assignments adds up to 40% of the grade. Students must choose their assignments within the first two weeks of class, and submit a form indicating their choice by the third week of class. It is recommended that each student discuss the nature of the assignments with the instructor to become aware of the requirements of each assignment as well as become comfortable with the due dates.

Option A. Should a student choose to complete two independent assignments, the due dates will fall on the following: **TBA and TBA**

Option B. Should a student choose to complete one independent assignment, the due date will fall on **TBA.**

Possible Independent Assignments (student choice—must add up to 40%)
NOTE: SEE THE COURSE MATERIALS IN WEBCT FOR AN EXEMPLAR OF APA SINCE THIS WILL BE A CRITERIA OF GRADING.

Notes:

- ALL assignments must use proper APA referencing
- ALL assignments must be written in ESSAY format, NOT BULLET FORMAT. This is professional work!
- ALL assignments need to have a proper introduction, body, and conclusion

Assignments worth **15% (4-5 pages)**

- **Reflective Journal**. Complete a reflective journal of your teaching experiences as they relate to particular topics discussed in class. What questions arise in your mind when you consider your own practice? What thoughts come to mind when you combine the issues dealt with in this class with the experiences you have had in the past? What do you still need to learn? All material in the journal will be kept strictly confidential.
- **Structure of Schooling.** Describe the structure of the educational system that you attended. Include in your description information about how the school system is organized and who the key stakeholders are. Briefly describe who determines the curriculum, how assessment is structured, and what the responsibilities of the teacher are. At the end, comment on one idea that you learned on the first day of class regarding Canada`s educational context. How is that the same or different from your context?
- **Role of the Principal.** Based on material covered in class, summarize the role and the responsibilities of the principal. In the paper, please include how the role relates to the minister of education and the director of the school division. Please explain the critical nature of the role of the principal in the success of the school and the success of the students.
- **Website Review**. Create a review of a Saskatchewan or Canadian educational website. Your review needs to consist of a general outline of the information available on the website, as well as your perceptions about the comprehensiveness of the site. What is the target audience of the site, and what particular "slant" of educational thought does it support? What recommendations could you make to improve the quality of the site, either technically or in terms of the types, kinds and perspectives of information available on it? How well supported is the site's information by argument or evidence? Would you recommend the site to others as one that provides justified, objective, and fair information to "cyber surfers"?
- **PD Session Outline**. You have been asked by the professional development committee to provide a PD session for teachers on a particular topic of interest to them. Develop a one-hour PD session about the topic, which includes the materials you would provide to teachers as well as an outline of the process you would use to facilitate the session. Provide a two page summary of the key ideas you would be sure to highlight in the PD session.
- **Annotated Bibliography**. Prepare an annotated bibliography on the current literature and research that surrounds an educational issue. The bibliography should contain at least 20 reputable sources, and each reference must be annotated so that the primary ideas of each reference are clearly outlined. You must also include a three page report that discusses the educational significance of the topic you chose, how the references you have chosen reflect differing perspectives on the topic at hand, and how they have influenced your own opinion on the issue.

Assignments worth **20% (6-7 pages)**

- **Professional Conversation**. Engage in conversations with two educational representatives from Saskatchewan (director, superintendent, board or educational authority member, STF representative, principal). Discuss questions related to their roles and responsibilities, their educational philosophy and their professional commitments. Then discuss with the individuals the extent to which community and/or political perceptions shape the expectations of the role and influence their professional and personal life. Finally, apply your findings to your own life, and justify whether or not you would be interested in assuming these roles in the future.
- **Article Analysis**. Review two scholarly journal articles from reputable education journals that deal with a particular topic of interest related to a topic in this course. What are the key ideas that

underlie the articles? What ideas and/or perspectives do the articles share in common, and in what ways are they different? Are there alternate perspectives that may be missing from them? Do you support or reject the ideas, and why?

- **Group Paper** (no more than 3 in a group). Conduct some background literature research and talk to two educational professionals from Saskatchewan–a teacher, and an in-school administrator—on their views of a topic of current educational interest. Be able to outline the findings of how the issue is managed from a teacher's perspective and from an administrator's perspective. Be sure to ask these individuals about their perceptions regarding the ethical, legal, political and logistical issues involved with the issue. Then present the top five findings/beliefs/understandings and/or suggestions the group has gathered about the topic because of the research on theory (articles) and practice (discussions) as a means of solving the problem at hand (along with some of your own personal experiences and suggestions).
- **Case Study Creation and Analysis**. Develop a case study (it may be one you have experienced in your practicum), on an educational topic of interest. Your case study may be written, or it may be a video-taped simulation. Then complete a "study package" for the case, which includes study questions for other teachers, as well as a framework of analysis that includes the legal, ethical, policy, and research-based information on what teachers need to know in order to deal with the situation.
- **International Comparison**. Choose a topic that was discussed during one week of the class, and compare the information shared about the Saskatchewan context with how the same phenomena is understood/enacted in your home country. What similarities exist? What differences exist? What effects does this comparative understanding have on your own professional identity and how you would teach in the Saskatchewan context?

Assignments worth **25% (8-9 pages)**

- **School Board/Education Authority Meeting Visit.** Attend a School Board or Education Authority meeting and write up a synopsis of your experience. This synopsis may be written using headings, but it must be written in paragraph format. Use proper sentence structure and formatting, including a cover page. Please include the following elements in your synopsis. (a) **Meeting Agenda.** Include the agenda of the board meeting. How many elements relate directly to "business" versus those that relate to "education"? Can any elements be grouped into particular topics? (b) **Attendance.** Were all board members present? Who else attended (central office members? In-school administrators? Parents? Business people? Community members? Students?) (c) **Two Primary Issues.** Of the entire agenda, what two issues were of primary importance? How could you tell? What was the final outcome of the debate? (d) **Politics.** Did you notice any "politicking" or power struggles going on while you were watching the interplay of all the "actors"? Did certain individuals seem to wield more "power" or dominate the board meeting? How might this affect school board matters? What were the relationships between board members like, and how could you tell? Did certain trustees/members seem to always agree with the same colleagues, so that a sense of "factions" could be intimated? Were there any gender issues? Who talked the most? The least? All of these kinds of interrelationships can help you figure out the insider politics of an organization. (e) **Decision Making:** How were decisions made at the meeting? Who had input? What was the procedure for making decisions at the table? What decisions seemed to be the most contentious, and why? **Final Statement.** Based upon your observations, what could you now say about the role the school board/education authority plays in education at that school division/education authority? Can you see any strengths/weaknesses/opportunities/threats of the organization of this school board/education authority and its relationship to education/educators? Would you want to be a teacher in this school division/education authority? Why or why not?
- **Comparison of Collective Agreements**. Obtain the provincial collective bargaining agreement and two local bargaining collective agreements for teachers. What are the main provisions in the agreements? Are there any provisions you find surprising? Compare and contrast the two local collective agreements. What similarities exist? Where are the differences? Which agreement would you prefer as a teacher, and why? It may help you to create charts that visually break down the provisions of the agreements.

- **Local Teachers Association Meeting.** Attend a local association meeting (with permission). It is very important that you treat this visit with the utmost confidentiality. However, an analysis similar to that of the school board meeting above is required.
- **Media Coverage Critique**. Collect media coverage over time about an educational issue facing schools in Saskatchewan or Canada. What assumptions underlie the media coverage? What "angle" does the coverage take, and what "side" of the issue seems to be missing (if it is missing)? How well supported is the coverage by argument or evidence? What alternatives might exist for dealing with the same issue? Who is included in the coverage, and whose perspective might be valuable, but missing? What kinds of responses does the coverage encourage, and what kinds of school responses would be appropriate given the issue? Include the media articles in a portfolio along with your written response. Media may take numerous forms, and all are acceptable for the scope of this project.
- **Tour of Professional Organization**. Go on a tour of a professional organization that serves educators in our province. You might choose Saskatchewan Teachers Federation, Saskatchewan School Boards Association, the Saskatchewan Professional Teachers Regulatory Board, Office of the Treaty Commissioner, Saskatchewan Indigenous Cultural Centre, Federation of Sovereign Indigenous Nations, Gabriel Dumont Institute, etcetera. Be professional; ensure that you phone ahead and make an appointment to do this tour! Then write up the findings and reflections of your tour. What is the mandate of this organization? How is it organized? What kinds of services does it provide? What roles do the people within the organization play? How might this organization be helpful to teachers? What was your general impression of the organization, its work, and the people therein?

Assignments worth **40% (10-12 pages)**

- **Individual Paper.** Conduct background research based on 3 articles and complete two professional conversations–from a teacher, and an in-school administrator in Saskatchewan—on their views of a topic of current educational interest. Be able to outline the findings of how the issue is managed from a teacher's perspective and from an administrator's perspective. Be sure to ask the interviewees about their perceptions regarding the ethical, legal, political and logistical issues involved with the issue. Then present the top five findings/beliefs/understandings and/or suggestions you have gathered about the topic because of the research on theory (articles) and practice (interviews) as a means of solving the problem at hand (along with some of your own personal experiences and suggestions).
- **Proposal Presentation**. Assume that you have been hired by a school division or education authority to prepare a proposal to be presented to the school board/education authority on a particular issue being faced by the school division/education authority. Members have asked that you provide the information they need and the direction they should take when dealing with the issue. What form would your proposal take? What would it include? How would you persuade the board/education authority to take direction from you, and what would that direction be? Include all the materials you would use to make your proposal, as well as a "lesson plan" on the process you would use and a script of what you would say when presenting your proposal to the board.
- **Statistics Canada Profile**. Obtain Statistics Canada demographic, economic and social data on a community in Saskatchewan in which you might be interested in working. Use the data from the 2011 and the 2006 census community profiles. What are the key features of the community? How have these features changed over the past five years? After completing the profile, discuss the impact these changes may have had on schools. Then do a projection of how these influences may impact schools in the future if they were to continue. Use research, visual data, and written report formats to present your findings. If you use large or numerous amounts of tables, place them in an appendix and refer to them in your text. If you use only a few small tables (4 or less), you may embed them within the document.
- **History of Education in a Saskatchewan Community**. For this project, find out about the historical development of a school, a school division, or an educational authority in a Saskatchewan community. Find out about the history by using historical data sources (text, community newspapers, historical artifacts), and/or by speaking to people who have an understanding of the history of the area. You might focus on: the general sequence of events that

lead up to the development and growth of the educational system in the area, the organization of the school day, primary events and celebrations, the nature and focus of the curriculum, the lives of the teachers who worked in those schools, and some of the "stories" that are remembered about the lives of students, teachers, and community members. Then do an analysis between that historical perspective and your understanding of schools today. How are they similar, and how are they different? What were the benefits and drawbacks of either time? And what can we learn about the development of education over time as a result of this knowledge?

Independent Assignments

- Research is evident. The students have reviewed literature that is relevant, current and useful in understanding the topic.
- Sources of information are acknowledged in an acceptable manner (APA 6th edition).
- The project says something substantive about the topic that is of value to the reader.
- The writer's own input is evident. The ideas taken from the literature are utilized to make observations, discuss implications, develop generalizations and draw conclusions.
- The project is characterized by clarity, simplicity, parsimony and good English. It can be easily read and understood by a colleague.
- The project has overall quality. The writer's understand the topic and display an ability to organize, to analyze, to synthesize, to evaluate ideas and to express thoughts fluently.

GRADING CATEGORIES	
90-100	Superior assignment in all respects, and in addition, contains original, creative thought 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.
80-89	Excellent assignment with respect to most or all criteria, 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; • a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
70-79	Good assignment that meets most of the criteria very well 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.
60-69	Satisfactory assignment that meets some of the criteria very well, and the remaining adequately 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.
50-59	Marginally acceptable assignment. Lacks originality in that it imitates references too closely, or it is deficient on three or more of the criteria. 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.
<50	Unacceptable. An assignment that is deficient on most of the listed criteria. Does not meet the standards required at this level of study.

Evaluation Criteria: Online Peer Evaluation of Group Presentation

Course: _____ Term: _____ Group: _____

Group Members:

_____

		1=weak; 5=excellent
C	The **significance** of the topic was clearly expressed.	1 2 3 4 5
	The project addressed most of the **issues** that are involved with the particular topic.	1 2 3 4 5
	The content of the project was **well organized**.	1 2 3 4 5
	The project incorporated **adequate** and **relevant** theoretical, legal and policy sources.	1 2 3 4 5
	Current **school practices were** clearly delineated.	1 2 3 4 5
	The **pamphlet** provided a good synopsis of the content.	1 2 3 4 5
	Group members treated the content **realistically**–the suggestions that were made were **"do-able."**	1 2 3 4 5
	The project provided **examples** where appropriate.	1 2 3 4 5
	If I were the teacher in that situation I would seriously **consider** using this project's suggestions.	1 2 3 4 5
P	The presentation was **clear** and **coherent**.	1 2 3 4 5
	The presentation demonstrated a **balanced representation** of group members.	1 2 3 4 5
	Group members showed an **in-depth understanding** of the project topic.	1 2 3 4 5
	Presenters **moderated** questions professionally.	1 2 3 4 5

1. What are the major strengths exhibited by this group project?
2. What suggestions would you make in order to improve this project?
3. What overall letter grade would you give this project?

A^+ A A^- B^+ B B^- C^+ C C^- D^+ DD^-

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INTEGRITY defined

Integrity is expected of all students in their academic work –class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.

What academic integrity means for students

Perform your own work unless specifically instructed otherwise. Check with your instructor about whether collaboration or assistance from others is permitted.

Use your own work to complete assignments and exams.

Cite the source when quoting or paraphrasing someone else's work. Discuss with your professor if you have any questions about whether sources require citation.

Follow examination rules.

Discuss with your professor if you are using the same material for assignments in two different courses.

Be truthful on all university forms.

Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

Integrity in non-academic activities

Misconduct that disrupts the activities of the university or harms the legitimate interests of the university community could be the cause for non-academic disciplinary action.

GUIDING PRINCIPLES

The university documents that lay out our rules and procedures are the **Student Academic Misconduct Regulations** (University Council) and the **Standard of Student Conduct in Non-Academic Matters** (University Senate). Both documents are based on the same Guiding Principles from the Policy on Student Discipline.

- Freedom of Expression
- Mutual Respect and Diversity
- Commitment to Non-violence
- Commitment to Justice and Fairness
- Security and Safety
- Integrity

ACADEMIC MISCONDUCT PROCEDURES

"Academic Misconduct" is the term the University uses to describe cheating. Types of cheating are listed in the **Student Academic Misconduct Regulations** of University Council. There is an onus on every student to become informed about academic misconduct.

When an instructor believes a student is guilty of academic misconduct, the following procedures are used:

Informal procedure:

Sometimes misconduct is the result of carelessness, misunderstanding of the rules, or miscommunication. In such cases, the instructor may discuss the matter with the student informally.

If the student concedes the misconduct, the instructor has the authority to impose one or more of the following penalties:

- reduce the grade on the assignment or exam, to as low as zero
- require the student to rewrite the assignment or exam

A penalty imposed by an instructor is not reported to the student's college and does not become part of the student's record.

A student who disagrees with the allegation of cheating or with the penalty imposed may request a formal hearing.

Formal procedure:

For more serious misconduct, or in cases where the student disputes the allegation or the penalty, a college hearing board will hear the matter. Procedures for hearings are described in the Regulations.

The hearing board has the authority to impose one or more of the following penalties:

- reprimand or censure the student
- reduce the grade on the assignment, exam, or entire course, to as low as zero
- require the student to rewrite the assignment or exam
- require the student to submit an essay or a presentation on academic misconduct
- suspend or expel the student
- postpone, deny or revoke the student degree, diploma or certificate

A penalty imposed by a Hearing Board is reported to the student's college and to the university, and becomes part of the student's record. A finding of misconduct in research funded by an external agency is reported to that agency.

Further appeal of a hearing board decision or penalty is permitted only on grounds of unfair procedure or new evidence.

FOR MORE INFORMATION

Student Conduct and Appeals website: www.usask.ca/university_secretary/honesty/

Date: Effective May 9, 2012

Academic Misconduct Defined

The following constitute academic misconduct that may be the subject-matter of an allegation under the **Student Academic Misconduct Regulations:**

(a) Providing false or misleading information or documentation to gain admission to the university or any university program;

(b) Theft of lecture notes, research work, computer files, or other academic or research materials prepared by another student or an instructor or staff member;

(c) Using work done in one course in fulfillment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;

(d) Presenting the work of someone else as one's own;

(e) The supply of materials prepared by the student to another student for use by that student as the work or materials of that student;

(f) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;

(g) Violation of the university's policy on misconduct in scholarly work as outlined at www.usask.ca/university_secretary/policies/research/8_25.php

(h) Fabrication or invention of sources;

(i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;

(j) Altering answers on a returned examination;

(k) When prohibited, removing an examination from the examination room;

(l) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;

(m) Possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;

(n) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;

(o) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;

(p) Failing to observe the terms of any agreement not to disclose the contents of an examination;

(q) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;

(r) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;

(s) Preventing others from fair and equal access to University facilities or resources, including library resources ;

(t) Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;

(u) Knowingly assisting another person engaged in actions that amount to academic misconduct;

(v) **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

(i) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].

(ii) The verbatim use of oral or written material without adequate attribution.

(iii) The paraphrasing of oral or written material of other persons without adequate attribution

(w) Unprofessional conduct or behaviours that occur in academic or clinical settings or other work placements, or that are related to the student's area of professional practice.

University of Saskatchewan
Office of the University Secretary
212 Peter MacKinnon Building, 107 Administration Place
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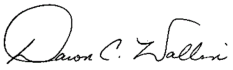
http://www.usask.ca/university_secretary/

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: **EDST 215.6**

   2.2 Title of course: **Internationally Education Teachers Field Experience**

   2.3 Total Hours: Lecture Seminar Lab Tutorial Other **210**

   2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other **35**

   2.5 Term in which it will be offered: T1 T2 **T1 or T2** T1 and T2

   2.6 Prerequisite: Successful completion of 12 credit units of coursework recognized for completion of the Internationally Educated Teachers Certificate.

   Restriction: Course only open to students in the Internationally Educated Teachers Certificate program.

   2.7 Calendar description:

   This six-week field experience for internationally educated teachers who are enrolled in the Internationally Educated Teachers Certificate program involves directed observation, peer reflection, and teaching opportunities in a school classroom in Saskatchewan. The course is designed to include learning experiences focused on the organization of schools and professionalism; curriculum, instruction and assessment; Indigenous education, and; special education**.**

   2.8 Any additional notes

   This is a new field experience course designed in collaboration with the Saskatchewan Teachers' Federation (STF) and will be offered in school sites across the province.

3. Rationale for introducing this course.

   This course is being designed to comprise 6 credit units of the 18 credit unit Internationally Educated Teachers Certificate. This new certificate program will include five courses packaged together: 12 credits of coursework based on four areas of study and 6 credits of field coursework delivered in Saskatchewan schools (a 6 week placement). Though there is no order in which the 12 credit units of coursework have to be completed, all 12 credit units of coursework must be completed prior to this field experience course.

The design of the field experience after the coursework provides the opportunity for students to synthesize the learning of the courses and apply their learning with the support of a peer facilitator teacher. This field experience course is designed to engage students in critical reflection of what they have learned as they are provided with teaching and learning opportunities in Saskatchewan schools. Given the diversity that exists in Saskatchewan schools, and the ideological differences in teaching and learning across international contexts, the College of Education believes it is critically important for students in this program to first learn about the Saskatchewan context during coursework, and then engage in a direct relationship with a practicing Saskatchewan teacher whose role is to support them in the application of their learning during their field experience.

4. Learning Objectives for this course.

   By the completion of this 6-credit unit course, students enrolled in the course will:

   - Become familiar with Teacher Certification Competencies (TECC);
   - Explore how Saskatchewan schools are organized and administered;
   - Reflect upon the professional and legal obligations of teachers in Saskatchewan schools;
   - Understand paradigms of teaching and learning reflected in and through teacher practice in Saskatchewan schools;
   - Become familiar with Saskatchewan curricular documents and how they are used to support teaching and learning in Saskatchewan classrooms;
   - Engage in preparation, teaching and assessment of lessons;
   - Understand the colonial relationship between Indigenous peoples and Canada, and its effects on teaching and learning for Indigenous peoples;
   - Experience the planning process for students with special needs and how special education services are organized in Saskatchewan schools and school divisions;
   - Reflect on one's personal and professional strengths as a teacher and how that will support transitions into Saskatchewan schools;
   - Create plans for developing one's own professional capacity as a teacher in Saskatchewan schools;
   - Develop respectful, mutually supportive and collaborative professional relationships with peer facilitator teachers and other members of the school community.

5. Impact of this course.
   Are the programs of other departments or Colleges affected by this course? **No.**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?

   The College of Education consulted with the Saskatchewan Professional Teachers Regulatory Board (SPTRB) and the Saskatchewan Teachers' Federation (STF) prior to program proposal. No other U of S departments were asked to review or comment on the proposal.

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? **Yes.**

   All students in the Internationally Educated Teachers Certificate Program will be required to complete this course. Students in other programs/majors will not be required or allowed to take this course.

7. Course outline.
   (Weekly outline of lectures or include a draft of the course information sheet.)

Course Organization	Recommended Experiences
Orientation	Meet and Greet Roles and Protocols (Field Experiences Coordinator, Peer Facilitator Teachers, communication channels, dealing with concerns, etc.) Expectations (course, school, peer relationship) TECC Team Profiles (Student and Peer Facilitator Teachers) Reflection on Team Profiles (strengths, areas on which to focus, differences, similarities, etc)
Module #1 (one week): Organization of Schools and Professionalism	Orientation to school site Political organization of schools Professional ethics and codes of conduct; norms for working together with colleagues and staff Nature of professional roles in the school/division and how they are connected/supervised School/school division policy context Visits with in-school and division administration School culture Hiring practices Student behavior and discipline Professional reading • **First Essential Conversation**
Module #2 (three weeks): Curriculum, Instruction and Assessment	TECC Refresher Overview of Saskatchewan curricula Teaching and learning philosophies for Saskatchewan teachers/learners School division foci on instruction and assessment Examination of available resources/how to acquire them Discussions with consultants, learning specialists, etc. Learner-centred pedagogies Teaching with technology Parental engagement Reporting Organization of extracurricular responsibilities Professional reading • **Two focused observations of peer facilitator teacher or another teacher** • **Three lessons taught by student focused on pre-arranged curricular learning outcomes that include assessment procedures/practices** • **Second Essential Conversation**
Module #3 (one week): Indigenous Education	Indigenous education strategy for the school/division Treaty education Discussions with school/division Indigenous education lead teachers, consultants, directors, etc. Opportunity to meet with an elder Participation in cultural opportunities in the school, the division, or the community Strategies to include Indigenous perspectives across the curricula Professional reading • **One lesson taught by student focused on incorporating Indigenous perspectives into Saskatchewan curricula utilizing culturally responsive pedagogies** • **Third Essential Conversation**
Module #4 (one week): Special Education	Organization of special education services in Saskatchewan schools Specialized services available in the division

	Learner profiles Referral protocols Individualized Education Plans Differentiated instruction and assessment Working with Educational Assistants Visits with resource teachers, educational assistants, speech pathologists, psychologists, etc. Professional reading • **Fourth Essential Conversation**

8. Enrolment.
Expected enrollment: **20-40**
From which colleges? **College of Education, Internationally Educated Teachers Certificate**

9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Assessment: Pass/Fail

This field experience is intended to provide a peer learning experience for the student as well as the peer facilitator teacher. The relationship between the student and peer facilitator teacher is not intended to be punitive or supervisory in nature. As such, the general goal of assessment for the course is the completion of all field experience opportunities for each module, and the completion of the time commitment for the course. However, should it be determined in due process that after reflection, peer conversations, and involvement with the Field Experience Coordinator that:

- serious concerns arise that could compromise the safety, security or learning environments of students, colleagues, or university personnel; and/or
- it is determined that the student would not meet the professional standards of conduct or teaching expected of teachers in Saskatchewan as indicated by the Code of Professional Ethics or the Standards of Practice of the Saskatchewan Teachers' Federation, or the regulations regarding conduct and competence of the Saskatchewan Professional Teachers Regulatory Board,
- it is possible that a student could fail the course and be required to repeat, or discontinue.

10. Required text:
Include a bibliography for the course.

Recommended Resources and Materials:

For extensive support information on field experiences, visit the College of Education Field Experiences website:
http://www.usask.ca/education/students/undergraduate/field-experiences.php#FieldExperiences

Other Recommended Materials

Beynon, J., Ilieva, R. & Dchupa, M. (2014). Re-credentialling experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teacher and Teaching: Theory and practice*, 10 (4), 429-444.

Chassels, C. (2010). Participation of internationally-educated professionals in an initial teacher education bachelor of education degree program: Challenges and supports. *Canadian Journal of Educational Administration and Policy*, 100, 1-39.
http://www.umanitoba.ca/publications/cjeap/pdf_files/chassels-iet.pdf

Cho, C.L. (2010). "Qualifying" as teacher: Immigrant teacher candidates' counter-stories. *Canadian Journal of Educational Administration and Policy, 100*, 1-22. http://www.umanitoba.ca/publications/cjeap/pdf_files/cho-eit.pdf

Martinovic, D. & Dlamini, S. N. (2009). Is 'good' really good? Exploring internationally educated teacher candidates' verbal descriptions of their in-school experiences. *Language Awareness*, 18(2), 129-146.

McTighe, J., & Wiggins, G. (2005) *Understanding by* Design. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Niyubahwe, A., Mukamurera, J. & Jutras, F. (2013). Professional integration of immigrant teachers in the school system: A literature review. *McGill Journal of Education*, 48(2), 279-296.

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, Virginia: ASCD.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher.* Mountain View, CA: Harry K. Wong publications.

Zhao, K. (2012). *Internationally educated teachers in Canada: Transition, integration, stress, and coping strategies*. Unpublished doctoral dissertation, OISE, University of Toronto.

Zwiers, Jeff (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA.

11. Resources.

    Proposed instructor: **Field Experience Coordinator, Undergraduate Programs Office, College of Education**
    How does the department plan to handle the additional teaching or administrative workload?
    There is capacity in the second Field Experience Coordinator position that was recently added to the College of Education's Field Experience team.

    Are sufficient library or other research resources available for this course?
    Yes – no additional resources are necessary.

    Are any additional resources required (library, audio-visual, technology, etc.)?
    None required.

12. Date of Implementation: **September 2018**
    To be offered: **annually X** biennially other

See attached EDST 215.6 Course Syllabus.

UNIVERSITY OF SASKATCHEWAN
College of Education
USASK.CA/EDUCATION

COURSE SYLLABUS

COURSE TITLE:	Internationally Educated Teachers Field Experience		
COURSE CODE:	EDST 215.6	**TERM:**	Spring, Fall or Winter
COURSE CREDITS:	6	**DELIVERY:**	Six week field placement
CLASS SECTION:	per block	**START DATE:**	September 2018
CLASS LOCATION:	N/A	**LAB LOCATION:**	N/A
CLASS TIME:	N/A	**LAB TIME:**	N/A
INSTRUCTOR:	TBA		

The College of Education acknowledges that it resides on Treaty Six territory and the homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you may spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This six-week field experience for internationally educated teachers who are enrolled in the Internationally Educated Teachers Certificate program involves directed observation, peer reflection, and teaching opportunities in a school classroom in Saskatchewan. The course is designed to include learning experiences focused on the organization of schools and professionalism; curriculum, instruction and assessment; Indigenous education, and; special education.

Rationale

The course offers internationally educated teachers the opportunity to engage in a formal, but time-limited, field experience opportunity paired with peer facilitator teachers in Saskatchewan schools. Students enrolled in the Internationally Educated Teachers Certificate will engage in this field experience so that they can learn more about the Saskatchewan school context. Experiences are structured around school organization and administration, curriculum, instruction and assessment, First Nations and Métis teaching and learning, and special education. The field experience is also intended to build relationships and networks of support for internationally educated teachers who are interested in teaching in Saskatchewan schools.

Pre-Requisites

Successful completion of 12 credit units of coursework recognized for completion of the Internationally Educated Teachers Certificate.

Learning Outcomes

By the completion of this 6-credit unit course, students enrolled in the course will:

- Become familiar with Teacher Certification Competencies (TECC);
- Explore how Saskatchewan schools are organized and administered;
- Reflect upon the professional and legal obligations of teachers in Saskatchewan schools;
- Understand paradigms of teaching and learning reflected in and through teacher practice in Saskatchewan schools;
- Become familiar with Saskatchewan curricular documents and how they are used to support teaching and learning in Saskatchewan classrooms;
- Engage in preparation, teaching and assessment of lessons;
- Understand the colonial relationship between Indigenous peoples and Canada, and its effects on teaching and learning for Indigenous peoples;
- Experience the planning process for students with special needs and how special education services are organized in Saskatchewan schools and school divisions;
- Reflect on one's personal and professional strengths as a teacher and how that will support transitions into Saskatchewan schools;
- Create plans for developing one's own professional capacity as a teacher in Saskatchewan schools;
- Develop respectful, mutually supportive and collaborative professional relationships with peer facilitator teachers and other members of the school community.

In order to meet the learning objectives of this course, students will engage in a number of field experience opportunities:

- Engage in mutually affirming and co-created conversations with peer facilitator teachers to learn about each other's teaching backgrounds, experiences, contexts, and teaching styles.
- Observe and interact with students, paying particular attention to student diversity in terms of culture, language, learning styles, and engagement in learning;
- Observe teacher preparation efforts, teaching styles, instructional styles, assessment methods, extra-curricular participation, and relationships with students and other colleagues;
- Be involved in classroom activities by assisting teachers, tutoring individuals, working with small groups, and teaching lessons;
- Opportunities to attend to aspects of the school and the school culture outside of the classroom: playgrounds, staffrooms, extra-curricular events, school events, etc.;
- Create opportunities to observe in at least one unfamiliar teaching area and/or support program;
- Co-plan, and teach at least four lessons that have been prepared with a focus on one or more Teacher Certification Competency (TECC).
- Use the TECC to engage in professional reflection with the peer facilitator teacher on the observations of lessons and structured school experiences.
- Gain a stronger sense of professional identity in Saskatchewan schools, and gain insight into the realities of classroom teaching.

Additional Activities can be found in Appendix A.

Teacher Certification Competencies (TECC)

Student observations, participation and teaching efforts will focus on the Teacher Certification Competencies (TECC) that students are expected to demonstrate in order to receive professional certification from the Saskatchewan Professional Teachers Regulatory Board.

NOTE: These competencies are required by teachers who wish to be certified in Saskatchewan. Certificates are required in all Saskatchewan public, Catholic and Independent schools, and may be required by schools operated by First Nations. In these schools, there may exist other valuable competencies or standards of professional practice that teachers are asked to demonstrate/develop, and could be used to broaden the experience of students.

1. Professional (Personal) Competencies
1. 1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities
1.2 ethical behaviour and the ability to work in a collaborative manner for the good of all learners
1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners
1.4 a commitment to service and the capacity to be a reflective, lifelong learner and inquirer

2. Knowledge Competencies
2. 1 knowledge of Canadian history, especially in reference to Saskatchewan and Western Canada
2.2 proficiency in the Language of Instruction
2.3 knowledge of First Nations, Métis, and Inuit culture and history (e.g., Treaties, Residential School, Scrip and Worldview)
2.4 ability to use technologies readily, strategically and appropriately
2.5 knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge)
2.6 ability to strive for/pursue new knowledge

3. Instructional Competencies
3. 1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation
3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings

4. Curricular Competencies

4. 1 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education
4.2 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas
4.3 the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways

Class Schedule

Normally, EDST 215.6 will take place over the course of six consecutive weeks within an academic term. However, each student will work with the peer facilitator teacher and the Field Experiences Coordinator to ensure that the plan for engagement in the six weeks is appropriate for the nature of activities and the scheduling needs of teachers and students throughout the term.

Attendance Expectations

Students will attend one orientation seminar prior to the beginning of their placement to learn about the requirements of the course and to meet their peer facilitator teachers and the EDST 215.6 Field Experience Coordinator. While off campus in partner schools, students will be punctual in attendance, engage in field-based opportunities, participate in the life of the partner school, and reflect regularly on the experience with peer facilitator teachers. In addition, students will collaborate with the peer facilitator teacher to draw upon previous knowledge, skills and experiences to co-create and/or present four lessons to individuals, small groups and/or the whole class.

Any absences must be communicated to the peer facilitator teacher as well as the Field Experience Coordinator prior to 8:30 a.m. on the day of the absence, with acceptable explanations provided.

The University course and program catalogue stipulates, "Regular and punctual attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.) Students who neglect their academic work may be excluded from the final examinations." When applied to this course, this statement shall mean that a student is allowed to be absent from at most 3 hours of class on campus/7 hours of class in schools. When a student has been absent without providing the Field Experience Coordinator with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. If there are further unexcused absences, the student will not receive credit for the course. Students having valid reasons for being absent from a class (illness, death in the family, etc.) shall provide the Field Experience Coordinator with appropriate evidence to support the reasons given.

MANDATORY Criminal Occurrence Security Check/Criminal Record Check (COSC/CRC)

Criminal Occurrence Security Checks/Criminal Record Checks (COSC/CRC), with the additional requirement of the vulnerable sector check, are mandatory for ALL students who engage in field experience placements.

1. The criminal occurrence security check/criminal record check (COSC/CRC) must be an original document that is **dated within six months** of the start date for field experiences and includes a vulnerable sector check.
2. **You will not be allowed to enter a school for field experiences or internship without a passed COSC/CRC delivered to the appropriate location.**
3. COSCs/CRCs can be obtained from the local city police or the RCMP, and take about two weeks to process by these groups. Programs Office staff suggest that students request three originals to retain for future use.
4. The costs for the COSC/CRC are to be paid by the applicant.
5. Verbal reporting of any new criminal charges must be done (no later than two working days after being charged) to the Director of Education in the school division where field experiences/internships are taking place, and this report must be followed immediately by a written report outlining the charges. Relevant circumstances may be included so that the Director or a designate can investigate further.

If You Have a Criminal Record

Students with a criminal record are advised to seek advice from the Field Experience Coordinator as to whether they will be eligible to teach once they complete the Certificate. Students who have criminal records are advised to apply for a pardon as soon as possible. Further information regarding eligibility to receive certification and application for a pardon can be found at:

http://www.npb-cnlc.gc.ca/pardons
- Click on Pardons in the top box for more information

Recommended Resources

For extensive support information on field experiences, visit the College of Education Field Experiences website:

http://www.usask.ca/education/students/undergraduate/field-experiences.php#FieldExperiences

Other Recommended Materials

Beynon, J., Ilieva, R. & Dchupa, M. (2014). Re-credentialling experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teacher and Teaching: Theory and practice*, 10 (4), 429-444.

Chassels, C. (2010). Participation of internationally-educated professionals in an initial teacher education bachelor of education degree program: Challenges and supports. *Canadian Journal of Educational Administration and Policy*, 100, 1-39. http://www.umanitoba.ca/publications/cjeap/pdf_files/chassels-iet.pdf

Cho, C.L. (2010). "Qualifying" as teacher: Immigrant teacher candidates' counter-stories. *Canadian Journal of Educational Administration and Policy, 100*, 1-22. http://www.umanitoba.ca/publications/cjeap/pdf_files/cho-eit.pdf

Martinovic, D. & Dlamini, S. N. (2009). Is 'good' really good? Exploring internationally educated teacher candidates' verbal descriptions of their in-school experiences. *Language Awareness*, 18(2), 129-146.

McTighe, J., & Wiggins, G. (2005) *Understanding by* Design. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Niyubahwe, A., Mukamurera, J. & Jutras, F. (2013). Professional integration of immigrant teachers in the school system: A literature review. *McGill Journal of Education*, 48(2), 279-296.

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, Virginia: ASCD.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher.* Mountain View, CA: Harry K. Wong publications.

Zhao, K. (2012). *Internationally educated teachers in Canada: Transition, integration, stress, and coping strategies*. Unpublished doctoral dissertation, OISE, University of Toronto.

Zwiers, Jeff (2008). *Building Academic Language: Essential Practices for Content Classrooms.* San Francisco, CA

Assessment: Pass/Fail

This field experience is intended to provide a peer learning experience for the student as well as the peer facilitator teacher. The relationship between the student and the peer facilitator teacher is not intended to be punitive or supervisory in nature. As such, the general goal of assessment for the course is the completion of all field experience opportunities for each module, and the completion of the time commitment for the course. However, should it be determined in due process that after reflection, peer conversations, and involvement with the Field Experience Coordinator that:

- serious concerns arise that could compromise the safety, security or learning environments of students, colleagues, or university personnel; and/or
- it is determined that the student would not meet the professional standards of conduct or teaching expected of teachers in Saskatchewan as indicated by the *Code of Professional Ethics* or the *Standards of Practice* of the Saskatchewan Teachers' Federation, or the regulations regarding conduct and competence of the Saskatchewan Professional Teachers Regulatory Board,
- it is possible that a student will fail the course and be required to repeat, or discontinue.

Required Experiences

NOTE: Although the modules below have suggested timelines attached, schools are not places where the learning is compartmentalized to this extent. The table below is suggestive of the relative time and attention that should be granted to the recommended experiences within each module. It is expected that many of the learning activities will overlap as the field experience

proceeds (for example, activities related to Indigenous Education will overlap with activities related to Curriculum, Instruction and Assessment, etc.).

Course Organization	**Recommended Experiences**
Orientation	Meet and Greet Roles and Protocols (Field Experiences Coordinator, Peer Facilitator Teachers, communication channels, dealing with concerns, etc) Expectations (course, school, peer relationship) TECC Team Profiles (Student and Peer Facilitator Teachers) Reflection on Team Profiles (strengths, areas on which to focus, differences, similarities, etc)
Module #1 (one week): Organization of Schools and Professionalism	Orientation to school site Political organization of schools Professional ethics and codes of conduct; norms for working together with colleagues and staff Nature of professional roles in the school/division and how they are connected/supervised School/school division policy context Visits with in-school and division administration School culture Hiring practices Student behavior and discipline Professional reading • **First Essential Conversation**
Module #2 (three weeks): Curriculum, Instruction and Assessment	TECC Refresher Overview of Saskatchewan curricula Teaching and learning philosophies for Saskatchewan teachers/learners School division foci on instruction and assessment Examination of available resources/how to acquire them

	Discussions with consultants, learning specialists, etc. Learner-centred pedagogies Teaching with technology Parental engagement Reporting Organization of extracurricular volunteering Professional reading • **Two focused observations of peer facilitator teacher or another teacher** • **Three lessons taught by student focused on pre-arranged curricular learning outcomes that include assessment procedures/practices** • **Second Essential Conversation**
Module #3 (one week): Indigenous Education	Indigenous education strategy for the school/division Treaty education Discussions with school/division Indigenous education lead teachers, consultants, directors, etc. Opportunity to meet with an elder Participation in cultural opportunities in the school, the division, or the community Strategies to include Indigenous perspectives across the curricula Professional reading • **One lesson taught by student focused on incorporating Indigenous perspectives into Saskatchewan curricula utilizing culturally responsive pedagogies** • **Third Essential Conversation**
Module #4 (one week): Special Education	Organization of special education services in local school division/schools Specialized services available in the division Learner profiles

	Referral protocols Individualized Education Plans Differentiated instruction and assessment Working with Educational Assistants Visits with resource teachers, educational assistants, speech pathologists, psychologists, etc. Professional reading • **Fourth Essential Conversation**

Two Focused Observations with Peer Reflections
Spend time familiarizing yourself with the Teacher Certification Competencies (TECC) endorsed by the Saskatchewan Professional Teachers Regulatory Board. During Module #3: Curriculum, Instruction and Assessment, find two opportunities to observe your peer facilitator teacher, or to observe two different teachers, as they teach lessons to individual students, groups of students, and/or the whole class of learners. Using the TECC Observation Tool provided in Appendix B, reflect on the competencies being reflected in the observed teaching practice. Write down what you consider to be "evidence" of those competencies. Create at least one question for each of the four TECC categories (Professional/Personal Competencies, Knowledge Competencies, Instructional Competencies, and Curricular Competencies) brought to mind during the observations that you will explore further with these teachers.

After the focused observations have been conducted, set up a time to have a conversation with the teacher(s) you observed. Have a conversation with the teachers about the lesson(s) you observed, and ask them to respond to the minimum of four questions you created. Then ask them to choose one Teacher Certification Competency (TECC) from each of the four categories (Professional/Personal Competencies, Knowledge Competencies, Instructional Competencies, and Curricular Competencies), and talk about how they develop/demonstrate those competencies in their teaching practice and/or interactions with others.

Learning Intent:
- Familiarity with Teacher Certification Competencies (TECC)
- Inquiry into the nature of professional practice Consideration of what constitutes "evidence" of TECC in teacher practice
- Understanding how TECC are embedded in the "everyday" professional expectations of teaching in Saskatchewan
- Developing respectful, mutually supportive professional relationships
- Increasing awareness of the complex nature of teaching in Saskatchewan schools

Four Lessons with Peer Facilitator Reflections

Using the lesson plan template provided in Appendix C (or another of your choice), co-plan and/or develop four lessons that you will teach in your field placement school. Your lesson plan should highlight at least two Teacher Certification Competencies on which your peer facilitator teacher will

focus part of the observation. Have a conversation prior to the lessons with the peer facilitator teacher so that the two of you are clear on the focus of the lesson. After teaching the lesson, set up a time to meet to engage in a reflective conversation related to the lesson. Consider responding to the following questions:

- From what skills and experiences were you able to draw that helped support the design and delivery of the lesson? What went well, and what did not go so well? Why?
- What did you notice about the student experience of the lesson as you were teaching? How were you able to foster and assess student engagement and learning of the lesson?
- Reflect on the two Teacher Certification Competencies (TECC) you chose to target for this lesson. What evidence was there in your lesson plan and the teaching of the lesson of these competencies? What thoughts, concerns, or professional questions do you now have about planning, teaching and learning as a consequence of engaging in this work?
- What more could you do to increase your skills, knowledge and self-confidence in these areas?

Learning Intent:

- Developing respectful, mutually supportive professional relationships
- Gaining experience with instruction, assessment and engagement strategies for Saskatchewan schools.
- Engaging in the lived experience of teaching a lesson in a Saskatchewan school
- Reflecting on one's personal and professional strengths as a teacher
- Creating plans for developing one's own professional capacity as a teacher

Note: Additional Lesson Plan templates can be found at:
http://www.usask.ca/education/students/undergraduate/fieldexperiences/tools-resources.php#LessonandUnitPlans

Four Essential Conversations

The final activity for each module is to hold an essential conversation between you and your peer facilitator teacher on the last day of the field experience for each module. This conversation should be scheduled for 30 minutes. During this conversation, you and your peer facilitator teacher will reflect on your experiences at the school and the professional learning that has taken place. In particular, the conversation should touch on the extent to which the learning outcomes of the course have been met in relation to your professional learning about teaching and learning in Saskatchewan schools. In order to facilitate these conversations, it is recommended that students write regular personal reflections or field notes (1-2 per week) focusing on their experiences that can be used in conjunction with the TECC and learning objectives of the course to frame each essential conversation.

Final Assessment

At the end of the course your peer facilitator teacher will sign the final assessment form (Appendix D) that acknowledges that you have completed the required activities for each module and provides for some self-reflection on progression towards the TECC. This form must be submitted to the Field Experiences Coordinator.

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.

The Field Experiences Office has an accommodation planning process for students who access DSS. The Field Experiences accommodation plan at the College of Education has been developed to support students during their Field Experiences courses who are registered with DSS. It is an extension from the plan developed by DSS and focuses on accommodating students when they are in the schools.

Please make an appointment with the Field Experience Coordinator to develop your plan. It is beneficial to make an appointment prior to your field experience course so the accommodation is completed before your time in the schools. For more information, please visit the Field Experiences website at http://www.usask.ca/education/students/undergraduate/field-experiences.php#ContactUs

Professional Accountability

Professional Accountability: Supporting College of Education Positive Relationships

Students, staff, faculty, and instructors in the College of Education aspire to the high standards of professionalism associated with the teaching profession.

Please view the College of Education website re: Professional Accountability
http://www.usask.ca/education/professionalism/accountability.php

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

Undergraduate Field Experiences Coordinators, Field Experiences Officer, Academic Advisors, College of Education

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

Appendix A

Some Suggested Activities:

☐ **Get to know students**

- Record observations about individual and group particularities (including patterns related to age, gender, learning abilities, interests/hobbies, apparent learning styles, apparent cultural/ethnic/racial/backgrounds, apparent socio-economic class, etc.)

☐ **Get to know the community**

- Walk with a colleague around the community close to the school,
- Write a brief description of what is seen, heard, etc. (photo can be taken)
- Look at the community as a resource for students of the school - jot down ideas for local field explorations

☐ **Get to know the school**

- The physical and social organization of the school
- Manner in which students interact with each other and the staff
- Patterns in how school life is organized

☐ **Observe learning activities in several classrooms and subject areas.**

- Describe some particularities about the students in the classrooms, as well as the physical environment and materials in the classroom
- Describe opportunities for students to learn formally and informally in the classroom, in the school and in the community

☐ **Discuss assessment and evaluation practices with a teacher**

☐ **Work with individual students**

- Work with an individual student who needs extra support (e.g. read to a primary-aged student, listen to a student read, or help with assigned tasks at the secondary level)
- Carry out more intensive individual tutorial work
- Work with small groups of students in centres or workshop settings
- Help prepare materials for the classroom and/or find resources that represent Indigenous and multicultural perspectives

☐ **Assist a learner for whom English is an additional language**

☐ **Carry out interest inventories with students**

☐ **Help plan ways of infusing Indigenous and multicultural content and perspectives into lesson and unit plans**

☐ **Plan and implement a small group activity**

☐**Team-teach lessons with a peer colleague**

☐ **Share particular strengths or skill sets with partner school staff**

☐ **Arrange an opportunity to observe learning in an unfamiliar teaching area**

☐ **Take advantage of professional development opportunities offered through the school or school division**

☐ **Share professional reading materials**

Appendix B

Focused Observation of Teacher Certification Competencies (TECC)

Class Observed:

Partner Teacher Observed:

Observation Date:

****adapted from the Saskatchewan Ministry of Education Teacher Certification Competencies, 2011**

1. Professional (Personal) Competencies	Not Observed	Observed With Noted Evidence
1. 1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities		
1.2 ethical behaviour and the ability to work in a collaborative manner for the good of all learners		
1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners		
1.4 a commitment to service and the capacity to be a reflective, lifelong learner and inquirer		

2. Knowledge Competencies	Not Observed	Observed With Noted Evidence
2. 1 knowledge of Canadian history, especially in reference to Saskatchewan and Western Canada		
2.2 proficiency in the Language of Instruction		
2.3 knowledge of First Nations, Métis, and Inuit culture and history (e.g., Treaties, Residential School, Scrip and Worldview)		
2.4 ability to use technologies readily, strategically and appropriately		
2.5 knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge)		
2.6 ability to strive for/pursue new knowledge		

3. Instructional Competencies	Not Observed	Observed With Noted Evidence
3. 1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation		
3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings		

4. Curricular Competencies	Not Observed	Observed With Noted Evidence
4. 1 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education		
4.2 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas		
4.3 the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways		

Additional Notes:

Reflective Questions as a Consequence of Observation

After completing the TECC Observation, list ***at least one*** question for each of the four TECC categories that you will explore further with these teachers.

I. Professional (Personal) Competencies

II. Knowledge Competencies

III. Instructional Competencies

IV. Curricular Competencies

Appendix C

Simple Lesson Plan Template

Date:

Subject:

Author:

Grade Level:

Time Duration:

Overview of Lesson:
Teacher Certification Competencies (TECC):

1.

2.

Outcomes:

Indicators:

Materials:

Activities and Procedures:

- Overview/Agenda/Review/Introduction:
- Subject Content and Teaching Strategies:
- Consolidation:

Assessment:

Reflections on the lesson:

1) How was this lesson effective/not effective?

2) Suggestions for a future lesson of this type

3) Changes made to the lesson while teaching

4) What strategies could I use to reinforce this lesson?
   (Ideas and/or suggestions from others)

Appendix D

Final Assessment

EDST 215.6

Student _____ **Student number** _____

Partner School _____

Year:

Dates of Field Experience:

Learning Outcomes:
By the completion of this 6-credit unit course, students enrolled in the course will:

- Become Familiar with Teacher Certification Competencies (TECC);
- Explore how Saskatchewan schools are organized and administered;
- Reflect upon the professional and legal obligations of teachers in Saskatchewan schools;
- Understand paradigms of teaching and learning reflected in and through teacher practice in Saskatchewan schools;
- Become familiar with Saskatchewan curricular documents and how they are used to support teaching and learning in Saskatchewan classrooms;
- Engage in preparation, teaching and assessment of lessons;
- Experience the planning process for students with special needs and how special education services are organized in Saskatchewan schools and school divisions;
- Understand the colonial relationship between Indigenous peoples and Canada, and its effects on teaching and learning for Indigenous peoples;
- Reflect on one's personal and professional strengths as a teacher and how that will support transitions into Saskatchewan schools;
- Create plans for developing one's own professional capacity as a teacher in Saskatchewan schools;
- Develop respectful, mutually supportive and collaborative professional relationships with peer facilitator teachers and other members of the school community.

EDST 215.6 Final Assessment

Acknowledgement of Completion of Course Requirements

The following assessment requirements for EDST 215.6 have been completed:

☐ Essential Conversation for Module #1: School Organization and Administration

(Date: _____)

☐ Essential Conversation for Module #2: Curriculum, Instruction and Assessment

(Date: _____)

☐ Essential Conversation for Module #3: Indigenous Education

(Date: _____)

☐ Essential Conversation for Module #4: Special Education

(Date: _____)

☐Two focused observations of teachers and reflective conversations

☐ Four lessons taught by the student

Self-Reflective Progress: TO BE COMPLETED BY THE STUDENT

Please summarize your progress toward the learning outcomes of this course. Please highlight areas of strength, and areas of continuing professional growth.

Areas of Strength:

Professional (Personal) Competencies:

Knowledge Competencies:

Instructional Competencies:

Curricular Competencies:

Suggestions for Professional Growth:

Professional (Personal) Competencies:

Knowledge Competencies:

Instructional Competencies:

Curricular Competencies:

Please indicate a final assessment for progression in this course:

☐PASS

☐FAIL

After reviewing the assessments from <u>both the peer facilitator teacher and the student,</u> we agree with the above recommendation.

Name of Student _____

Signature of Student _____

Name of Peer Facilitator Teacher_____

Signature of Peer Facilitator Teacher _____

Name of Principal _____

Signature of Principal _____

UNIVERSITY OF SASKATCHEWAN

Information Technology 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 Information and Communications Technology. Contact ICT Client Services (phone 4827) 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: **Internationally Educated Teachers Certificate Program**

2. Distance Education
   Does the new/revised program include courses that are delivered by 'distance education'? **Yes** No
   Face-to-face off-campus Televised Multi-mode Independent Study
   Web-based Other (specify)

3. Network Requirements
   3.1 Does the program have any new special network requirements?
   No, network requirements are unchanged from existing program
   Yes, the program has the following new network requirements:
   Video transmission (specify)
   General Web and e-mail usage
   Large (10MB or more) file transfers
   Other (specify)

   3.2 Does the program require any new access to the Internet or the Canadian Research network?
   No, existing access and bandwidth (speed) are adequate
   Yes, additional network access is required
   Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

   3.3 Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?
   No, home access requirements are unchanged from existing program
   Yes, students will require new access to IT resources from home (please clarify the access required and how it should be provided):

4. Software Requirements Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable.

   - **Use of PAWS, including email**

- **Blackboard Learning Management System**

5. Hardware Requirements
Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading.

None.

6. Computer Lab Access
Does the program have new computer lab access requirements?
Computer lab access requirements are unchanged from existing program
General ('walk-in') access is required hours/week/student
Access for classes/tutorials is required hours/week/student

No new computer lab requirements.

Estimated number of students in program: **25-40 students/year**

7. Student IT Support
Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends).

None.

8. Faculty IT Support
Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other).

None.

9. Impact on Institutional Systems
Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.

No changes to the systems are required. Use of existing systems (e.g., application for admission, DegreeWorks, etc.) is anticipated.

Date: October 27, 2017

Information and Communications Technology: CHAD COLLER, DIRECTOR ACADEMIC RESEARCH TECHNOLOGY

Faculty Member (sponsoring college/dept):

Dawn C. Wallin

Dr. Dawn C. Wallin, Associate Dean, Undergraduate Programs, Partnerships, and Research
College of Education

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: Internationally Educated Teachers Certificate Program

   Short form (degree abbreviation): IETC Program

   Sponsoring Department/College: College of Education

   Degree Level: Certificate of Proficiency
   Undergraduate:
   Graduate:

2. Library Resources

   2.1 Resources are/will be located mainly in the Education & Music Library

   2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

   The current level of Library acquisition is adequate.

   2.3 Specify serial titles that are core to this program.

   n/a

   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).

   None.

   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.).

No additional human resource requirements are necessary.

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.

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?

None related to Library Resources.

3.5 Provide an estimated budget required for library resources to support this program annually.

Nothing additional is required for this program; therefore, no additional budget or resources are anticipated.

4. Statement of Assessment of Library requirements
(Indicate Library capacity to support new program)

Date: October 27, 2017

Liaison Librarian's Signature:

MaryLynn Gagné

Library Dean's Signature:

Melissa Just, Dean, University Library

Faculty member (for the sponsoring college/dept):

Dr. Dawn C. Wallin, Associate Dean, Undergraduate Programs, Partnerships, and Research
College of Education

UNIVERSITY OF SASKATCHEWAN

Physical Resource Requirements for Programs and Major Revisions (Space, Renovations and Equipment)

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Division of Facilities Management. Contact the Manager, Space Administration (phone 4878) 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.

Name of program: **Internationally Educated Teachers Certificate Program**

1. SPACE/RENOVATIONS

1.1 Does the new/revised program require space resources in addition to the college/department's present space allocation? **No (skip to question 1.3)** Yes (describe below)

Type of Space Amount

Occupants
Area or capacity

Special requirements
(fume hoods, coldrooms, A/C, etc.)

Some examples of types of space are: classroom, office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?
No Yes: Describe:

1.3 Does the new/revised program require renovations to the college/department's current space?
No (skip to section 2) Yes (describe below)

General description of renovations
Room #(s)
Present Use
Proposed Use (incl. special installations, e.g. fume hoods)

1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?
No Yes: Please attach a copy of the form.

1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?
No Yes: Provide timeframe and costs for each stage:

2. EQUIPMENT
2.1 Does the new/revised program require additional equipment or upgrades to current equipment?
No Yes (describe below)

Equipment required (including special requirements*)
Quantity required
Estimated unit cost
Estimated total cost

Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. FUNDING
3.1 Are college/departmental funds available for the required new space, renovations, or equipment? **Not applicable.**
Initial costs: No Yes
Ongoing operating/maintenance costs: No Yes

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment? **Not applicable.**
Initial costs: No Yes
Ongoing operating/maintenance costs: No Yes
If yes, provide details, including any special conditions:

3.3 Will there be a request to the Capital Planning Committee for capital funds to accommodate the program?
No Yes

4. ADDITIONAL COMMENTS
If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.
Physical resources are not required to support this program. This certificate program will consist of online coursework and field experience requirements. The field experience/practicum placement will take place in school locations as arranged with partner school divisions throughout Saskatchewan.

Date: October 27, 2017
Facilities Management: Brad Steeves
Brad Steeves, Manager, Space Management

Faculty member (for the sponsoring college/dept):
Dawn C. Wallin
Dr. Dawn C. Wallin, Associate Dean, Undergraduate Programs, Partnerships, and Research
College of Education

UNIVERSITY OF SASKATCHEWAN

Budget Requirements for New Programs and Major Revisions

This form is to be completed with the assistance of the Financial Analyst that is assigned to your College by the Financial Services Division. The Financial Analyst should be contacted early in the process and will assist you in completing a budget template that is appropriate for your proposal.

This form identifies the relevant financial issues that should be summarized in your proposal and is to be completed for all new programs and major revisions regardless of whether new budgetary resources or budget reallocations are required from outside the sponsoring unit.

In particular, as well as summarizing capital and start-up, and permanent or ongoing resource requirements, this form facilitates a summary of the impact of the proposal on the university's tuition and fee revenue. In addition, all relevant funding sources must be identified, with appropriate letters of support from each funding source.

The information provided herein must be consistent with the financial information required on all other forms that are submitted with the program proposal. In that regard, this form should be finalized after all other required forms are competed and attached to the proposal.

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Financial Services Division. As noted above, contact the Financial Analyst responsible for your College for assistance. (Dial #8303 if you have questions regarding Financial Analyst assignments.)

1. Proposal Identification

Full name of program:	Internationally Educated Teachers Certificate Program
Short form (degree abbreviation):	IETC Program
Sponsoring Dept/College:	College of Education

2. Full costing of resource requirements

The resource requirements summarized in this section are to be consistent with the information required in all other forms attached to the proposal.

a) Capital and Start-up Costs:

Examples of capital and start-up costs include new space, renovations, equipment, computer hardware and software, media and technology, and faculty costs for course development. Specifically, the resource requirements should agree to the Library, Information Technology, and Physical Resource requirement forms. If any of the capital and/or start-up costs also permanent operating cost implications, the permanent resource requirements should be summarized below.

There will be course development costs related to the four 3 credit unit courses being proposed. As noted earlier, some of these courses already exist but they need to be modified and/or developed for online access. In addition, a support structure for the field experience placements will be developed in collaboration with the STF and school division leaders. The College has made an application to the

Immigrant Bridge to Licensing Program which has resulted in funding from the Ministry of the Economy to cover the costs of this course development. The funding contract is in draft form but has not yet been signed. In lieu, the Ministry has provided a letter confirming their funding support (attached).

Given that most of the courses are not new courses, and that the new courses are those that utilize resources common to other undergraduate courses for the Bachelor of Education program, there are no concerns with library resource provision. The Education and Music Library contains all necessary resources as these are currently available for all undergraduate courses similar to the ones involved in this program.

Existing Information and Communications Technology (ICT) support will be used for the online platform infrastructure. That is, use of PAWS and the Blackboard Learning Management System will be required for the online offerings.

The four 3 credit unit courses are online and the field experience will be in the schools, therefore, there will be no requirement for new space or renovation costs.

b) Permanent Operating Costs:

Examples of permanent operating costs include costs for faculty, administrative, technical and other support staff, materials and supplies, and media and technology costs. While salary and benefit requirements for faculty and support staff are significant items, the resource requirements noted in the Registrar's, Library and/or Information Technology forms and ongoing operating or maintenance costs noted in the Physical Resources form, must also be summarized in this section.

Administration of this certificate, including support for the admission and application processes, academic advising and field experience coordination, will be provided by the existing Undergraduate Programs Office in the College of Education. No additional staff will be required.

For course development, the college will provide one faculty lead per course through regular Assignment to Duties.

The hiring of course instructors will follow the online course payment structures adopted by the Distance Education Unit (DEU) for online facilitators for 3 credit unit courses, which ranges from $235.66 per student to $261.96 per student depending on the number of times they have facilitated the course. The TABBS scenario analysis tool does not allow the use of specific rates per student so we used a close salary estimate.

There will be substitute teacher costs for the field experience. Substitute teacher costs range from $200-$300 per day plus travel, materials and supplies. Two days are anticipated for the 6 credit units of field experience. In the TABBS scenario analysis tool, we used $500 per day to cover these non-salary costs.

The Library consultation form is provided with the proposal. The Library has confirmed that nothing additional is required for this program; therefore, no additional budget or resources are anticipated.

The Information and Communications Technology (ICT) form is provided with the proposal. ICT has confirmed that no changes to the systems are required. Use of existing systems (e.g. application for admission, DegreeWorks, etc.) is anticipated.

The Physical Resources form is provided with the proposal. Facilities Management has confirmed that additional physical resources are not required to support this program. The certificate program will consist of online coursework and field experience requirements. The field experience/practicum placement will take place in school locations as arranged with partner school divisions throughout Saskatchewan.

3. Sources of funding

For the total amount of resources required for both capital and start-up costs, and for permanent operating costs, identify the amount required from each funding source and provide documentation from the funding source to support the amount.

The sources of funding could include the sponsoring college/departments base operating budget, other college/department sources of internal funding, special internal funding allocations such as priority determination, central university funds, and external sources as appropriate. Where the source of funding includes one or more colleges/departments, each individual college/department should be reported separately.

The College made an application to the Immigrant Bridge to Licensing Program which has resulted in funding from the Ministry of the Economy to cover the costs of course development. The funding contract is in draft form but has not yet been signed. In lieu, the Ministry has provided a letter confirming their funding support (attached).

The College of Education's envelope budget will be used to cover the instructional and non-salary costs of the four 3 credit unit courses as well as the 6 credit unit field experience component. Based on the TABBS scenario analysis tool, the additional revenue generated will more than offset both the direct and indirect costs of the program.

4. Enrolment (tuition revenue)

The enrolment data summarized in this section is to be consistent with the information required in the New Courses form. Where enrolment growth is projected, the amount and the related time period should be identified and explained.

The enrolment data should be provided in a manner that can be easily used to calculate tuition revenue. For example, enrolment data for degree courses should be presented as either 3-cu or 6-cu equivalents. The information presented should clearly differentiate between actual enrolment levels before the change and expected enrolment levels following the change, including growth as noted above.

a) Sponsoring college/department

The enrolment increases and decreases in courses in the sponsoring college/department must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

Tuition will be charged at the standard College of Education category 2 tuition level for undergraduate students. The 2017-18 rates are $613.50 per 3 credit unit class. Enrolment is targeted at 25-40 students per year in each course. Given the backlog of internationally educated teachers who are waiting for certification, and the contact the College has already received from potential students interested in obtaining certification, we do not anticipate it will be more than a year before we can meet enrolment targets. Since courses are offered as online distance delivery courses, they can be run with high efficiency as instructors are paid per student in the course. To that end, the College could run courses with minimum enrolments and the program would still remain sustainable. Additionally, there really is no maximum that can enroll in the online courses, though it would be unlikely to have more than 40 students in a section at any one time.

In the past year and a half, the College has responded (email, phone calls, walk-ins, etc.) to 150 IET who are searching for support. We also know that because the SPTRB has approached our College specifically, that should we fill this need for the certificate, we would receive the enrolment of IET who currently go to the University of Regina to complete courses. Given the increasing numbers of IET who are applying for certification through the SPTRB, the projected student enrolment initially is likely to be 25-40 students per year. This projection is based on previous non-degree students in the College of Education who have taken coursework to complete the requirements SPTRB has outlined, as well as numbers from the SPTRB of those IET who have obtained teacher certification since its inception in 2015.

Ideally, once running and depending on demand, there would be ongoing intake throughout the year. As has been noted in the proposal document, as numbers of newcomers increase in Saskatchewan, it is likely that numbers of IET will remain stable or increase, thereby increasing enrolment in the program over time.

b) Other college/department:
The enrolment increases and decreases in courses in the other colleges/departments must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

If enrolments will increase or decrease in other colleges/departments, the change in resources requirements, if any, resulting from the increase or decrease should be included in section 2.

This program is specific to the College of Education. There will be no enrolment increases or decreases in other colleges as a result of this program.

5. Additional Comments
Please provide and additional comments to support the program budget.

The TABBS scenario analysis tool was used to project the impact of the IETC program using a few different enrolment numbers:

- *At 20 students the projected positive impact of the scenario is $20,945.*
- *At 25 students the projected positive impact of the scenario is $27,168.*
- *At 40 students the projected positive impact of the scenario is $45,865.*

As noted earlier, there are some limitations to the TABBS scenario analysis tool as it does not allow the use of specific instructor rates per student so we had to use a close salary estimate. However, in all cases we overestimated the projected salary and benefits expense. The tool does prove that as enrolment goes up, the net impact increases. Three TABBS SATs are attached for your reference.

Date: November 2, 2017

Financial Analyst (assisting in form preparation on behalf of the Financial Services Division): Cheryl Brooke, Director of Finance, College of Education

Faculty member (for the sponsoring college/dept):

UNIVERSITY OF SASKATCHEWAN

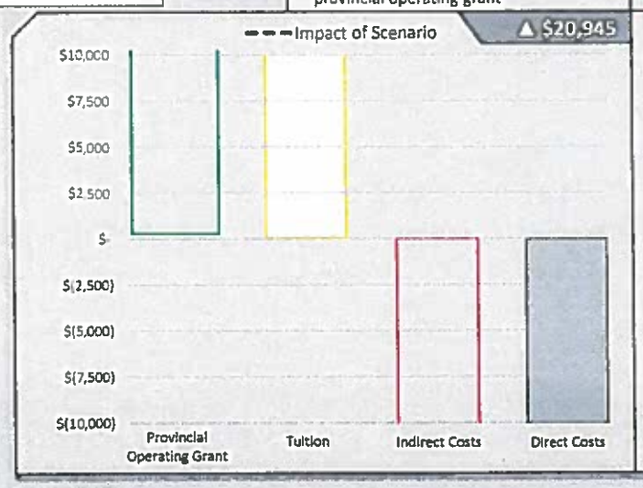
Education

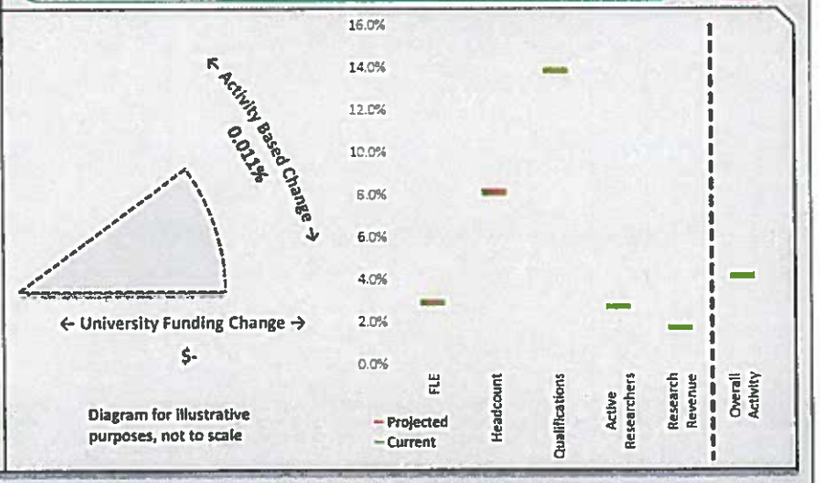
Change in unrestricted provincial operating grant: 0.00%

Provincial Operating Grant | Tuition | Direct and Indirect Costs

Guide

		Current		Projected		Change	
Operating Grant							
Restricted Provincial Operating	$	-	$	-			
Unrestricted Provincial Operating	$	13,559,528	$	13,588,377		$ 28,849	▲ (0.2%)
Tuition							
Undergraduate - Enrolment	$	1,331,524	$	1,349,641		$ 18,117	
Undergraduate - Instruction	$	3,012,287	$	3,066,638		$ 54,351	▲ (1.8%)
Graduate - Enrolment	$	560,882	$	560,882			
Graduate - Instruction	$	298,043	$	298,043			
Graduate - Supervision	$	570,004	$	570,004			
Total Revenue	$	19,332,268	$	19,433,585		$ 101,317	▲ (0.5%)
Indirect Expenses							
Research Support	$	1,119,759	$	1,119,744			
Student Support	$	5,195,922	$	5,245,185		$ 49,263	▲ (0.9%)
Graduate Support	$	599,695	$	599,631		-$ 63	▼ (0.0%)
Faculty/Staff Support	$	728,789	$	733,984		$ 5,195	▲ (0.7%)
General Support	$	1,341,645	$	1,343,647		$ 2,003	▲ (0.1%)
Health Sciences Support	$	-	$	-			
Occupancy							
General Occupancy	$	562,019	$	562,008			
Utilities	$	196,596	$	196,596			
Caretaking	$	168,318	$	168,318			
Leases	$	-	$	-			
Total Expenses	$	9,912,741	$	9,969,114		$ 56,373	▲ (0.6%)





Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	20.0	0.0	0.0	0.0
Type of Students	Undergraduate			
Origin of Students	Domestic			
New Students	☑	☐	☐	☐
Home of Students	☑	☐	☐	☐
Instruction from home RC	UGC 18 CRU	None	None	None
Instruction NOT from home RC	None	None	None	None
Home of Supervisor	☐	☐	☐	☐
Qualification Category	Certificate/Diploma			
Number of Resulting Qualifications	1.0	0.0	0.0	0.0

30% of undergrad & 1% of grad (credit unit) instruction is outside of the home college

Research

	Current 5 Year Av. Research Revenue	NEW LEVEL of 5 Yr Av. Res. Revenue
Tri Agency	$ 841,168	$ -
Non Tri Agency	$ 133,334	$ -

Research Funds	Adjustment
87	0
Research Expenses	0

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active	Change	Number
Other	Other - $20,000	$ 23,000	☐			▲	1
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0

Occupancy

Type	Location	Change	NASM	Average NASM
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	

Non-Salary Costs

Type	Research Funded	Amount
Other	☐	$ 1,000
None	☐	$ -
None	☐	$ -
None	☐	$ -

UNIVERSITY OF SASKATCHEWAN

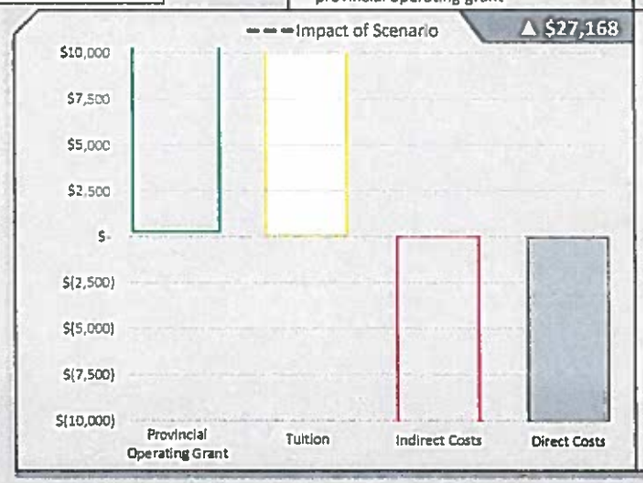
Education

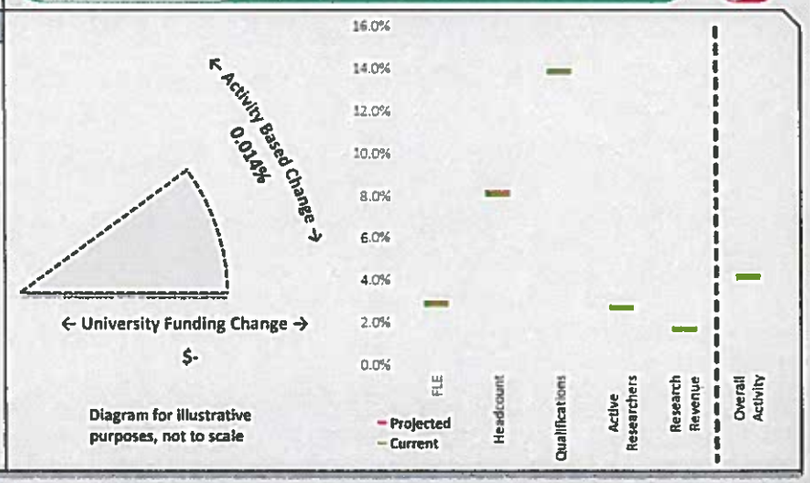
Change in unrestricted provincial operating grant: 0.00%

Provincial Operating Grant | Tuition | Direct and Indirect Costs

Guide

	Current	Projected	Change	
Operating Grant				
Restricted Provincial Operating	$ -	$ -		
Unrestricted Provincial Operating	$ 13,559,528	$ 13,595,010	$ 35,482	▲ (0.3%)
Tuition				
Undergraduate - Enrolment	$ 1,331,524	$ 1,354,170	$ 22,646	
Undergraduate - Instruction	$ 3,012,287	$ 3,080,226	$ 67,939	▲ (2.3%)
Graduate - Enrolment	$ 560,882	$ 560,882		
Graduate - Instruction	$ 298,043	$ 298,043		
Graduate - Supervision	$ 570,004	$ 570,004		
Total Revenue	$ 19,332,268	$ 19,458,336	$ 126,068	▲ (0.7%)
Indirect Expenses				
Research Support	$ 1,119,759	$ 1,119,743		
Student Support	$ 5,195,922	$ 5,257,499	$ 61,577	▲ (1.2%)
Graduate Support	$ 599,695	$ 599,616	-$ 78	▼ (0.0%)
Faculty/Staff Support	$ 728,789	$ 733,984	$ 5,195	▲ (0.7%)
General Support	$ 1,341,645	$ 1,344,129	$ 2,484	▲ (0.2%)
Health Sciences Support	$ -	$ -		
Occupancy				
General Occupancy	$ 562,019	$ 562,007		
Utilities	$ 196,596	$ 196,596		
Caretaking	$ 168,318	$ 168,318		
Leases	$ -	$ -		
Total Expenses	$ 9,912,741	$ 9,981,891	$ 69,150	▲ (0.7%)





Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	25.0	0.0	0.0	0.0
Type of Students	Undergraduate			
Origin of Students	Domestic			
New Students	☑	☐	☐	☐
Home of Students	☑	☐	☐	☐
Instruction from home RC	UGC 18 CRU	None	None	None
Instruction NOT from home RC	None	None	None	None
Home of Supervisor	☐	☐	☐	☐
Qualification Category	Certificate/Diploma			
Number of Resulting Qualifications	1.0	0.0	0.0	0.0

30% of undergrad & 1% of grad (credit unit) instruction is outside of the home college

Research

	Current 5 Year Av. Research Revenue	NEW LEVEL of 5 Yr Av. Res. Revenue	Research Funds	Adjustment
			87	0
Tri Agency	$ 841,168	$-		
Non Tri Agency	$ 133,334	$-	Research Expenses	0

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active	Change	Number
Other	Other - $25,000	$ 28,750	☐			▲	1
None	None	$-	☐			▲	0
None	None	$-	☐			▲	0
None	None	$-	☐			▲	0
None	None	$-	☐			▲	0
None	None	$-	☐			▲	0

Occupancy

Type	Location	Change	NASM	Average NASM
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	

Non-Salary Costs

Type	Research Funded	Amount
Other	☐	$ 1,000
None	☐	$-
None	☐	$-
None	☐	$-

UNIVERSITY OF SASKATCHEWAN

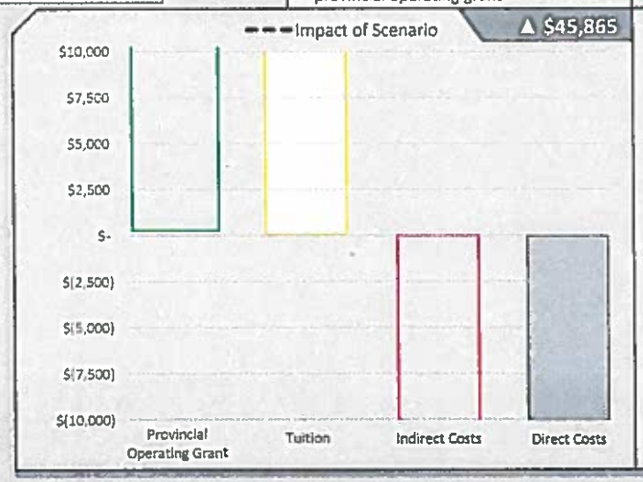
Education

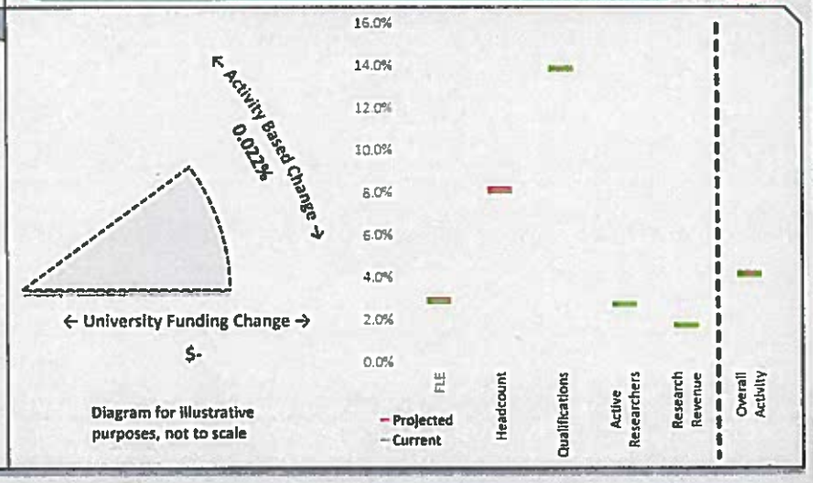
Change in unrestricted provincial operating grant: 0.00%

Provincial Operating Grant | Tuition | Direct and Indirect Costs

Guide

Operating Grant	Current	Projected	Change	
Restricted Provincial Operating	$ -	$ -		
Unrestricted Provincial Operating	$ 13,559,528	$ 13,614,905	$ 55,377	▲ (0.4%)
Tuition				
Undergraduate - Enrolment	$ 1,331,524	$ 1,367,758	$ 36,234	
Undergraduate - Instruction	$ 3,012,287	$ 3,120,990	$ 108,703	▲ (3.6%)
Graduate - Enrolment	$ 560,882	$ 560,882		
Graduate - Instruction	$ 298,043	$ 298,043		
Graduate - Supervision	$ 570,004	$ 570,004		
Total Revenue	$ 19,332,268	$ 19,532,582	$ 200,314	▲ (1.0%)
Indirect Expenses				
Research Support	$ 1,119,759	$ 1,119,738		
Student Support	$ 5,195,922	$ 5,294,406	$ 98,484	▲ (1.9%)
Graduate Support	$ 599,695	$ 599,571	-$ 124	▼ (0.0%)
Faculty/Staff Support	$ 728,789	$ 733,983	$ 5,194	▲ (0.7%)
General Support	$ 1,341,645	$ 1,345,572	$ 3,928	▲ (0.3%)
Health Sciences Support	$ -	$ -		
Occupancy				
General Occupancy	$ 562,019	$ 562,005		
Utilities	$ 196,596	$ 196,596		
Caretaking	$ 168,318	$ 168,318		
Leases	$ -	$ -		
Total Expenses	$ 9,912,741	$ 10,020,190	$ 107,448	▲ (1.1%)





Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	40.0	0.0	0.0	0.0
Type of Students	Undergraduate			
Origin of Students	Domestic			
New Students	☑	☐	☐	☐
Home of Students	☑	☐	☐	☐
Instruction from home RC	UGC 18 CRU	None	None	None
Instruction NOT from home RC	None	None	None	None
Home of Supervisor	☐	☐	☐	☐
Qualification Category	Certificate/Diploma			
Number of Resulting Qualifications	1.0	0.0	0.0	0.0

30% of undergrad & 1% of grad (credit unit) instruction is outside of the home college

Research

	Current 5 Year Av. Research Revenue	NEW LEVEL of 5 Yr Av. Res. Revenue
Tri Agency	$ 841,168	$
Non Tri Agency	$ 133,334	$

Research Funds	Adjustment
87	0
Research Expenses	0

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active	Change	Number
Other	Other - $40,000	$ 46,000	☐			▲	1
None	None	$	☐			▲	0
None	None	$	☐			▲	0
None	None	$	☐			▲	0
None	None	$	☐			▲	0
None	None	$	☐			▲	0

Occupancy

Type	Location	Change	NASM	Average NASM
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	

Non-Salary Costs

Type	Research Funded	Amount
Other	☐	$ 1,000
None	☐	$
None	☐	$
None	☐	$

Government of Saskatchewan

Ministry of the Economy
1945 Hamilton Street
Regina, Canada S4P 2C8

November 2, 2017

Ms. Michelle Prytula
Dean, College of Education
University of Saskatchewan
michelle.prytula@usask.ca

Dear Dean Prytula;

Re: International Teachers Bridging Program Proposal

Thank you for providing us an opportunity to review and provide feedback on the proposed International Teachers Bridging Program.

This collaborative effort between the University, the Saskatchewan Professional Teachers Regulatory Board and the Saskatchewan Teachers Federation will ensure that eligible internationally trained teachers who successfully complete the proposed program will obtain contextualized knowledge about the teaching profession in Saskatchewan, obtain work experience through a practicum component, and ultimately meet the requirements for teacher licensure.

The proposed program supports eligible participants with pre-arrival access to academic courses, and will assist participants coming to Saskatchewan integrate faster into the labour market. Additionally, the proposal supports a self-sustained model of program delivery through participant tuition costs and utilization of the University's existing infrastructure for online delivery.

Saskatchewan is committed to fair, transparent, consistent and timely foreign qualification assessment and recognition processes whether someone applies from abroad or within Canada. Your proposed bridging program developed in collaboration with the appropriate provincial partners meets the objectives and requirements for our Immigrant Bridge to Licensing Program.

We are pleased to provide financial support to assist with the program development costs as outlined in the proposal for each academic course and for the creation and training to offer the internship. Development cost for each course has been quoted at $6000 (4 courses total) and $10,000 for the practicum component; $34,000 total.

I understand that contract negotiations are progressing, and anticipate that work will be starting soon.

I congratulate you on recognizing a need and working with Saskatchewan stakeholders to develop a solution for improving foreign qualification recognition practices for internationally trained teachers.

Sincerely,

Alastair MacFadden
Assistant Deputy Minister

cc: Aaron Wirth, Director, LMD, LMPP

AGENDA ITEM NO: 10.2

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon; Chair, Academic Program Committee
DATE OF MEETING:	December 21, 2017
SUBJECT:	**Master of Physical Therapy – Removal of Major Project Requirement**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The Academic Programs Committee approved the removal of the major project requirement for the Master of Physical Therapy (MPT) program at its December 6, 2017 meeting. APC has authority to approve the addition and/or deletion of a project, thesis or course-based option, as outlined in the Academic and Curricular Changes Authority Chart which was approved by Council in June 2016.

The MPT program is currently a project-based Master's program, with students required to maintain continuous registration in the 992 (Major Project) course while in the program. The objectives of 992 (Major Project) are currently achieved throughout the duration of the graduate program and were considered satisfied following a research day at the end of the program.

After a review of the 992 Major Project requirement for the MPT program was conducted, it was determined that the 992 requirement was challenging both to deliver in a clinical-based Master's program with little emphasis on research and to deliver consistent research experiences to students from one year to the next.

With the removal of this course, the MPT program will still meet national accreditation requirements, as the remaining program requirements will ensure that students develop the competencies necessary for evidence-informed PT practice guided by critical assessment of best available evidence. The change would be no impact on tuition for students in the program, as tuition for the MPT program is not assessed on a per credit unit basis.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the recommendation to remove 992 from the MPT program on October 6, 2017

and approved the recommendation. The Executive Council of CGPS reviewed the program change on November 15 and also approved the recommendation.

ATTACHMENTS:

- Proposal for Removal of PTh 992 – Major Project from the Master of Physical Therapy Program

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

CC: Scott Butcher, Chair, Executive Curriculum Committee, School of Physical Therapy

From: Ryan Walker, Acting Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 29, 2017

Re: Master of Physical Therapy Modification

In October 2017, the Graduate Programs Committee of the College of Graduate and Postdoctoral Studies (CGPS) considered a proposal to remove the 992 project class from the Master of Physical Therapy (MPT) program. The proposal was supported by the GPC in October 2017, and subsequently supported by the Executive Committee of CGPS in November 2017.

Similar to most graduate programs with a 992 course, the MPT program has required students to maintain continuous registration in that course throughout the program. The objectives for the 992 course were achieved throughout the duration of the graduate program and considered satisfied following a research day at the end of the program.

As demonstrated in the proposal, faculty in the School of Physical Therapy undertook extensive consultation in considering the program modification.

The MPT program curriculum is modular and continuous. As such, removal of the 992 requirement will have no impact on tuition or tuition assessment.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The completed proposal form for curricular change
- The consultation with the registrar form

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Dr. Terry Wotherspoon, Chair, APC (of University Council)

Copies: Dr. Bruce Eglington, Chair, GPC CGPS
Dr. Stephan Milosavljevic, Director, School of Physical Therapy

From: Trever Crowe, Chair, Executive Committee CGPS

Date: November 15, 2017

Re: Proposal to remove the 992 requirement from the Master of Physical Therapy program

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On November 15, 2017, the Executive Committee of CGPS (EC) reviewed the following from the Graduate Programs Committee of CGPS:

On October 6, 2017, the Graduate Programs Committee (GPC) submitted a proposal to the EC to remove the PTH 992.6 project course requirement from the Master of Physical Therapy (MPT) program. The School of Physical Therapy conducted a thorough review process and found that the project component of the program was no longer necessary or desired. The GPC passed the following motion:

Motion: *To approve the MPT program modification to remove the 992 class*. Simonson/McNair CARRIED

The CGPS Executive Committee (EC) had the following discussion on November 15, 2017:

Traditionally the MPT program is 138 credit units; 6 of which are the 992 class. Eglington provided some context from discussion had at GPC as follows:

- *The PT program would continue to meet national accreditation requirements without the 992 research component; if necessary research courses could be made available through alternate means outside of the MPT program*
- *The GPC feels they cannot tell PT the 992 course must be taught given that the unit has expressed that it is no longer necessary to their program and/or aligned with their overall student recruitment objectives.*
- *A member asked if the research component of the program is covered elsewhere; how does the student demonstrate they understand the research piece;*
- *A member added that course-based master's programs are not unique. The proposal makes sense in terms of getting students in and out of the program and into the workforce. Perhaps the intent is not based on research but more of a practitioner approach;*
- *A member suggested that research at the undergraduate level is more relevant as compared to a course-based program where people are coming from industry to obtain their masters;*

- *Members discussed when the PT program requested the 992 to be introduced as a requirement; and found this proposal to be lacking in pragmatics e.g. how could PT classes be modified, what courses could cover the research part of the program, including a list of which classes, providing specific examples, etc. The proposal refers to 'could include' and is rather vague;*
- *Members discussed PT to shore up the proposal to incorporate the above. It was decided that the proposal was understood as submitted*

The EC made a motion that the EC approve the MPT program modification to remove the 992 class as proposed. (Eglington/Papagerakis) All in favour. CARRIED

If you have any questions or concerns regarding the recommended please contact lori.lisitza@usask.ca on behalf of the Executive Committee.

/lal

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Trever Crowe, Chair, Executive Committee of CGPS

From: Ryan Walker on behalf of the Graduate Programs Committee, CGPS

Date: October 11, 2017

Re: Proposal to remove the 992 requirement from the Master of Physical Therapy program

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On October 6, 2017, the Graduate Programs Committee (GPC) reviewed a request to remove the PTH 992.6 project course requirement from the Master of Physical Therapy (MPT) program. The School of Physical Therapy conducted a thorough review process and found that the project component of the program was no longer necessary or desired.

Currently the MPT program requires 138 credit units. The deletion of the project would result in the program having 132 credit units required.

The MPT program has a program-based tuition rate, and no tuition changes are being proposed as a result of the proposed change.

The Graduate Programs Committee passed the following motion:

To approve the MPT program modification to remove the 992 class. Simonson/McNair CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Removal of PTh 992 Major Project

Degree(s): MPT

Field(s) of Specialization: Physical Therapy

Level(s) of Concentration: N/A

Option(s): N/A

Degree College: School of Physical Therapy

Contact person(s) (name, telephone, fax, e-mail):
Dr. Stephan Milosavljevic, Director, School of Physical Therapy
stephan.milosavljevic@usask.ca

Proposed date of implementation: Fall 2018

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.*
    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.*
    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)*

d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

The change to the MPT program does not require a new program or additional resources within the current program. After extensive consultation (see the attached appendices), we are proposing the removal of the major project (PTh 992) component of our current MPT program.

2. Admissions

a. *What are the admissions requirements of this program?*

There will be no change required to the current admission requirements of the MPT program.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*
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.*
c. *Provide an overview of the curriculum mapping.*
d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
e. *Explain the comprehensive breadth 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.*
g. *Describe how students can enter this program from other programs (program transferability).*
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.*
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.*

There will be no change required to the current program other than the deletion of the major project. Through consultation with physical therapy accreditation documents, national essential competency profile documents, and key local stakeholders, it was determined that a major research project was not only not required to meet our standards for entry level practice, but that it was no longer desired as an outcome of our MPT program and its students. While the deletion of the major project will require some slight adjustments to the evidence-based practice curriculum and course objectives (to be submitted at a later date), there will be no further course deletions nor additions required.

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?*
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.*
c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*
d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

There are no new additions to the MPT program, which remains the sole program for entry to practice physical therapy education in Saskatchewan. As previously mentioned, extensive consultation was conducted, which included physical therapy accreditation documents, national essential competency profile documents, and stakeholder consultations (current and former students, current faculty and staff, clinical faculty, School of Physical Therapy Executive Curriculum Committee, the Evidence-based practice curriculum sub-committee, other physical therapy academic programs across Canada, and other professional degree programs at the U of S). All consultative processes have been documented and included in the appendices.

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).*
b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*
c. *How are the teaching assignments of each unit and instructor affected by this proposal?*
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).*
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.*
f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

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?*
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).*
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)*
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?*
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 can be thought of as incremental (or new) revenue?*
l. *At what enrolment number will 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?*
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).*
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*

There are no changes to the current tuition and budget of the School required for the deletion of this course.

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
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms
- 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

MPT Catalogue Description

The Master of Physical Therapy at the University of Saskatchewan is a full-time program over two years and six-weeks, and consists of ten modules that include academic course work, and 30 weeks of clinical practicum experiences ~~and a supervised research project~~. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

Program Requirements

Master of Physical Therapy (M.P.T.)

Total minimum credit units required: ~~138~~ 132 ~~which includes completion of a major project and participation in research symposium.~~

Module I (16 weeks)

Eight courses (21 credit units) concentrating on acquiring foundational knowledge and skills. Includes a one week clinical education experience.

Degree Requirements

PTH 808.3

PTH 815.4 (multi-term)

PTH 822.5

PTH 840.3

PTH 850.1

PTH 851.1

PTH 860.2

PTH 861.2

~~PTH 992.6 (multi-term)~~

GPS 960.0

GPS 961.0

Module II (13 weeks)

Seven courses (18 credit units) building on foundational knowledge and skills relevant to physical therapy with emphasis on movement science.

Degree Requirements

PTH 805.3

PTH 815.4 (continued)

PTH 820.3

PTH 823.3

PTH 825.3

PTH 853.1

PTH 863.5

~~PTH 992.6 (continued)~~

Module III (4 weeks)

One clinical education course, PTH 852.4 (4 credit units) consisting of practical experience in a provincial health care facility.

Degree Requirements

PTH 852.4

~~PTH 992.6 (continued)~~

Module IV (9 weeks)

Four courses (18 credit units) emphasizing evidence based assessment and management of musculoskeletal, neurological and cardiorespiratory conditions.

Degree Requirements

PTH 830.7

PTH 831.3

PTH 845.6

PTH 862.2

~~PTH 992.6 (continued)~~

Module V (6 weeks)

Four courses (14 credit units) building on physical therapy knowledge and skills required for assessment and management of clinical conditions.

Degree Requirements

PTH 832.3

PTH 833.3

PTH 847.6

PTH 865.2

~~PTH 992.6 (continued)~~

Module VI (4 weeks)

One clinical education course, PTH 854.4 (4 credit unit) consisting of practical experience in a Canadian health care facility.

Degree Requirements

PTH 854.4

~~PTH 992.6 (continued)~~

Module VII (6 weeks)

Four courses (13 credit units) extending foundational knowledge and skills in physical therapy interventions.

Degree Requirements

PTH 829.3

PTH 834.4

PTH 839.4

PTH 841.2

~~PTH 992.6 (continued)~~

Module VIII (15 weeks)

One clinical education course, PTH 856.15 (15 credit units) consisting of three 5-week practicums in Canadian health care facilities.

Degree Requirements

PTH 856.15

~~PTH 992.6 (continued)~~

Module IX (12 weeks)

Six courses (19 credit units) dealing with advanced topics in professional practice, evidence based practice and management of clinical conditions.

Degree Requirements

PTH 835.2

PTH 838.5

PTH 848.2

PTH 855.1

PTH 864.3

PTH 867.6

~~PTH 992.6 (continued)~~

Module X (6 weeks)

One clinical education course, PTH 858.6 (6 credit units) in a health care facility emphasizing increasing independence with complex clinical caseloads.

Degree Requirements

PTH 858.6

~~Major Project~~

~~Degree Requirements~~

~~PTH 992.6 (6 credit units) involving a supervised group experience completed over M.P.T. degree program, ending with a research symposium.~~

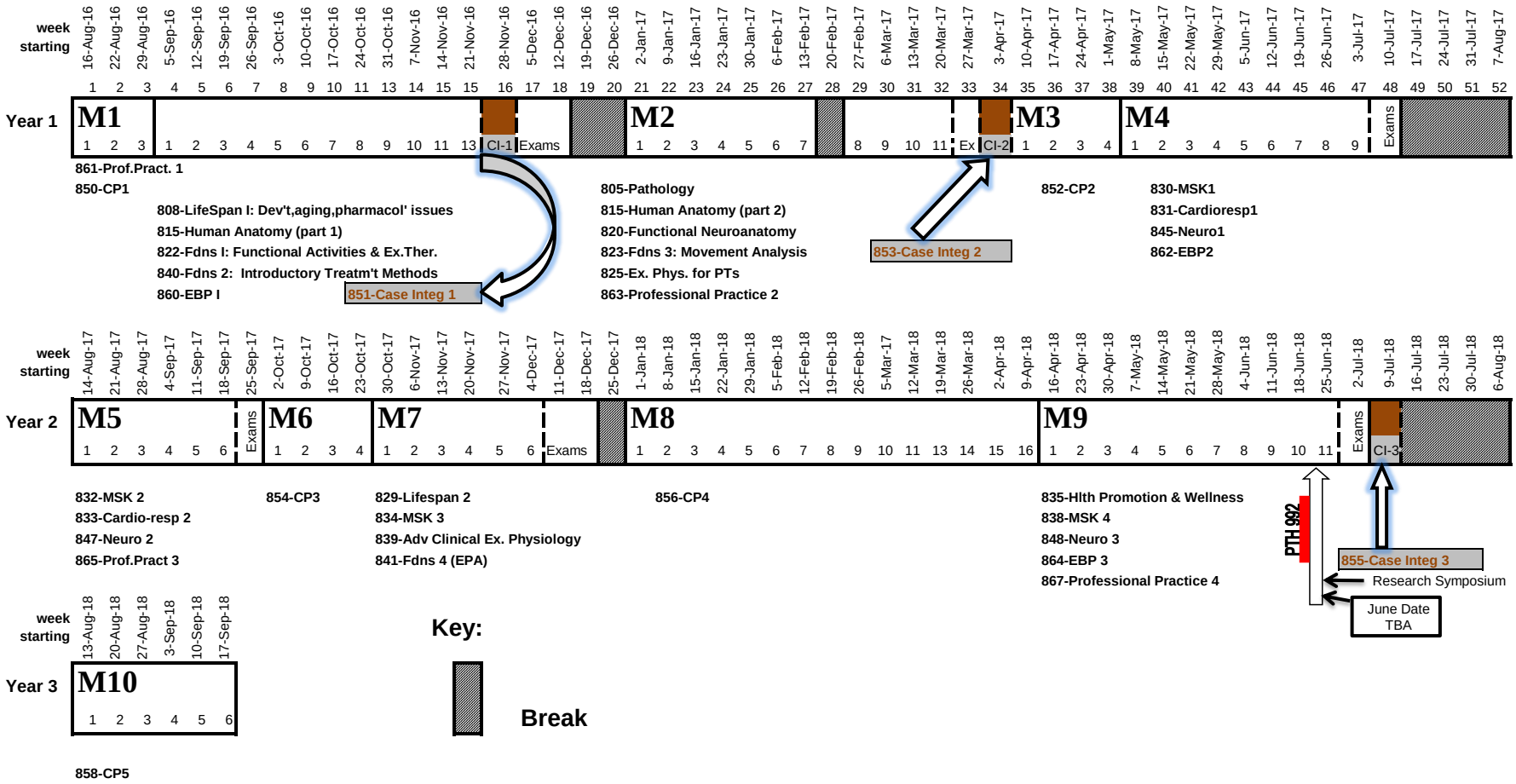
Residency Requirements

Residency is expected for the duration of the graduate program.

(Please refer to individual module and exam schedules for specific dates as some dates may vary or change due to unforeseen circumstances.)

Master of Physical Therapy Class of 2018

Version : January 26, 2017



SCHOOL OF PHYSICAL THERAPY

FACULTY COUNCIL

COMMITTEE REPORT FORM

COMMITTEE: Executive Curriculum Committee

COMMITTEE CHAIR: Dr. Scotty Butcher

Date: April 30, 2017

Normally reports include updates since the previous meeting on committee initiatives/activities and whenever possible reference to evaluation activities and review/use of program data (e.g. reviews, surveys)

Any items requiring faculty approval should be accompanied by a motion and normally will be placed under Business in the meeting agenda.

X The report is for information.

X Specific evaluation activities or review of program data included:
Module evaluations (Modules 1, 2 Class of 2018 and Modules 5, 7 Class of 2017) were reviewed.

☐ An item requires action/approval by Faculty Council and the following motion is forwarded for consideration in the Meeting Business in the agenda:

Since the last Fall Faculty Council Meeting, the Executive Curriculum Committee has met seven times (six meetings and one retreat). Below are some of the highlights.

Curriculum Retreat

On April 12, 2017, faculty gathered for a fantastic cultural experience at Wanuskewin Heritage Park for our annual retreat. There were two main items on the agenda: PTh 992 directions (please see below) and working on faculty's responses and considerations for teaching related to the Truth and Reconciliation Commission. We were joined for the TRC discussion by Val Arnault-Pelletier (aboriginal student co-ordinator for the College of Medicine), who, along with Arlis McQuarrie, Peggy Procotor, and Sarah Oosman, led faculty through current work being done through SPT and CoM in regard to the TRC. Faculty were also treated to an interpretive medicine walk over lunch. Plans for next year's retreat are underway.

PTh 992 Major Project

A significant amount of work has taken place since last year's Curriculum Retreat decision by faculty to remove the Major Project course in its current form. After the decision, a working group (Peggy and Scotty) conducted extensive consultation with key stakeholders (College of Graduate Studies, all SPT faculty, the Evidence-based practice curricular sub-committee, current students, recent graduate classes, other PT schools across Canada, and our National curriculum guiding documents). This working group presented ECC with four options for replacing or removing PTh 992; from which ECC had a thorough discussion and pared the options down to two: 1) Completely remove a Major Project from the MPT program of studies, or 2) Scale the project down to a limited size, one year long project that is removed from Module 9 of the program.

Extensive discussion amongst faculty resulted in the decision to have an opinion poll on the two options, as well as direct ECC to continue discussions with the SPT Director for a final decision. *The outcome of this process is that ECC will apply to the College of Graduate and Postdoctoral Studies to remove PTh 992 from the MPT program.* Further discussion regarding alternatives for research experiences for students as well as the impact on research funding and the Evidence Based Practice courses took place and is ongoing.

School of Physical
Executive Curriculum Committee (ECC)
Annual Faculty Retreat
Minutes

April 12, 2017
Wanuskewin Heritage Park – Multipurpose Room

Attendees full day: S. Butcher (ECC Chair), S. Kim (ECC Faculty), P. Proctor (AACE), B. Dean (ECC member/Admin support), C. Arnold, B. Bath, C. Cuddington, S. Madill, A. McQuarrie, S. Oosman, I. van der Spuy, A. Zucker-Levin

Attendees afternoon: S. Milosavljevic, L. Harrison, S. Lovo-Grona, V. Arneault-Pelletier

Regrets: S. Donkers

PTH 992 Major Project presentation and discussion

Background material was pre-circulated. P. Proctor and S. Butcher reviewed the process to date, reviewed options A (downsized PTH 992) and B (delete PTH 992) and that the final decision will be made by Steve Milosavljevic (Director) and Executive Curriculum Committee. After significant discussion an anonymous paper ballot vote of Option A or B was carried out with the following results:

Option A – 1

Option B – 10

Neither - 1

Abstain – 1

It was hoped that the funding currently provided to PTH 992 projects would not be lost although it was made clear that there was no guarantee. It was hoped that the funding could revert back to the Dean's summer project but with more flexibility for projects throughout the year as the MPT students do not have a long enough summer break.

Creative alternatives for EBP 3/992 time in Module 9

S. Butcher (as Chair EBP subcommittee) and I. van der Spuy (instructor EBP 3 and member EBP subcommittee) stated that the objectives for EBP III could be included into Evidence Based Practice I and II if PTH 992 was deleted.

A discussion on this topic produced the following suggestions:

- EBP III could be modified with a clinical reasoning/clinical skills review emphasis. The strengths and gaps from previous courses and clinical work could be brought forward into Module 9. Perhaps this could be a pass/fail, open seminar, which could be student led.
- It is important not to add content without required objectives.
- Provide opportunities to explore cases or incorporate previous OSCE experiences in the program.
- A menu option of activities where faculty are available to assist in some way.
- Possibility of electives

ECC will take the information from the discussion and will consider the options.

Update re: Student Assessment Methods

Soo Kim reviewed the discussion that occurred at the 2015 Curriculum Retreat regarding the high number of assessments in the MPT. Although no official comparison has been done, it is known that the total number of assessments has been reduced. There are still some modules, in particular the shorter Modules 5 and 7, which continue to have a lot of assessments in a short exam week.

- Use the next few teaching circles to concentrate on this topic. Soo suggested groups of instructors within each module work together.
- Invite an expert in assessment to a future teaching circle to start the process.
- Perhaps concentrate on the modules that do have issues and include sessional lecturers.
- It would be interesting to see a map of what changes have occurred since our retreat in 2015.

TRC Curricular Issues – Sarah, Ina, Peggy, Arlis and Val Arneault-Pelletier led an afternoon session on this topic. See attached agenda.

Master of Physical Therapy Program

Review of 992 Major Project Report

Submitted by P. Proctor

April 3, 2017

Review of 992 Major Project in MPT

Summary Report
April 3, 2017

Introduction:

- During the April 2016 MPT curricular retreat, there was consensus among faculty that the current 992 major project needs to be revised or deleted, given the heavy course-based nature of the MPT program
- Since April 2016, MPT Executive of Curriculum (ECC) has carried out a comprehensive review of the 992 major project – considering potential consequences &/or implications of several different options – to the program as a whole
- MPT desired outcome is to produce an evidence-informed PT practitioner, capable of critically evaluating and applying best available evidence to clinical decision-making

This review was conducted during the time period January-February 2017

Information Sources:

1. Appendix I: Interviews with faculty members (n=10)
2. Appendix II: Online survey of MPT graduates from Classes of 2014-16 (n=40, RR=33%)
3. Appendix III: Course Outlines for current MPT evidence-based practice courses
4. Appendix IV: Course Outline for PTH 992
5. Appendix V: Relevant PEAC Accreditation Standard Six, Criterion 6.6.2
6. Appendix VI: McGill University Project Example
7. Appendix VII: Queen's University Critical Enquiry Example
8. Appendix VIII: Review of "Argument for Removal of NURS 993" from the Nurse Practitioner Master's Program at the University of Saskatchewan
9. Review of materials from other MPT programs in Canada (n=5) available on request
10. Curriculum Guidelines for PT Education Programs in Canada (2009) available online

Options for Consideration

Option A — Replace the 992 major project with a "downsized" 992 critical enquiry project, based on a "menu" of options for such project, similar to the Queen's U and McGill U program models. These projects would start in Module 1, and be completed by module 7 (or perhaps sooner, i.e. module 4).
Note: PTH 864, Evidence Based Practice 3, is eliminated from Module 9.

Option B — Delete the 992 major project from the MPT program – and delete PTH 864, Evidence Based Practice 3 from Module 9. A minor research project(s) / critical enquiry project(s) could be implemented completely under the purview and at the discretion of the EBP sub-committee of Curriculum, and would take place within the MPT curriculum, in PTH 860 (EBP One) and/or PTH 862 (EBP Two). It can be argued that MPT students are currently attaining EBP competencies through EBP 1 & 2 course content (along with cumulative effect of all other MPT course work) in the curriculum.

Option A — Replace the 992 major project with a 992 critical enquiry project, based on a "menu" of options for such project, based on Queen's U and McGill PT program models. These projects would start in Module 1, and be completed by Module 4 or 7, and would operate in a format similar to current 992 projects.

Similar to current 992, faculty would offer various student critical enquiry projects for 'x' number of students – to be started in Module 1, and completed by either Module 4 or 7.

Examples of Project Categories:

1. **Survey**: Plan and conduct a survey of students, patients, informal caregivers, health professionals and others on a topic related to rehabilitation.
2. **Qualitative Study**: a proposal that would include rationale, literature review and methods for qualitative research of a question relevant to rehabilitation that may include collection and/or analysis of data in a limited scope (e.g. preliminary focus groups)
3. **Clinical Practice Guidelines (CPG)** Take existing clinical guidelines, or a critical care map for a specific condition, and review and update supporting evidence in a formal written recommendation for practice that includes a full and documented rationale.
4. **Program Evaluation**: In collaboration with a clinical department, plan an evaluation of a specific program that might include development of a survey, analysis of pre-existing data sets, development of data sets, review of the literature, case studies or preliminary data.
5. **Systematic Review**: Systematically examine the research related to a specific clinical question using a defined protocol and criteria for evaluation, review the evidence on a topic, and prepare your findings for publication and presentation.
6. **Knowledge Translation**: Develop a website or CD module related to rehabilitation for use by patients, caregivers, teachers or health professionals. Develop a teaching aid for patients, caregivers, or health professionals.

7. **Measurement Development**: Evaluate the psychometric properties of a measure or tool used in the practice of physical or occupational therapy. May include a small pilot study requiring data collection and/or data analysis.
8. **Quantitative Study**: Development and implementation of research methodology, and collection and analysis of data to answer a specific research question.

(taken from POTH 624 Master's Project, McGill University course materials)

EBP One: status quo

EBP Two: status quo

EBP Three: eliminated

Possible Structure:

- Students could work in various sized groups, depending on the nature & type of project
- Guidelines could be established in terms of common student workload expectations
- There could be some type of "Knowledge Sharing" event at conclusion of Module 4 or 7 for students to share their project outcomes
- Faculty members would supervise the student groups
- Perhaps clinical faculty could be involved in supervision (?)

Advantages:

- Hopefully maintain current research funding available for projects
- Projects completed within first 11-15 months of the Program
- More flexibility in type, size, nature of projects being offered

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Option B Delete the 992 major project from the MPT program – and delete PTH 864, Evidence Based Practice 3 from Module 9.

A minor research project(s) / critical enquiry project(s) could be implemented completely under the purview and at the discretion of the EBP sub-committee of Curriculum, and would take place within the MPT curriculum, in PTH 860 (EBP One) and/or PTH 862 (EBP Two).

APPENDIX I: Faculty Interviews re: 992 Major Project

Semi-structured interviews were conducted with ten (10) SPT faculty members by P.Proctor during the timeframe January 5 – 30, 2017.

General summary of faculty consultation:

"What are we trying to achieve?" and "What is meaningful curricular preparation that will encourage graduates to practice in an evidence-informed manner?"

It is important to define the "intended outcomes &/or competencies" related to evidence-based practice in the graduates we are trying to produce, along with clear learning objectives as to how these outcomes are attained.

It seems feasible that these objectives could be / already are currently being met in EBP 1 and EBP 2 (in conjunction with all other courses) in the MPT curriculum.

Current Strengths/Benefits along with Weaknesses/ Challenges with 992 Projects

Strengths/Benefits re: 992	**Weaknesses/ Challenges re: 992**
Provides a research experience to all students- rather than just learning about research, students get the chance to see/ participate/ contribute to research	Challenging to provide a consistent experience for students from year to year and across faculty advisors
Contributes to body of PT research knowledge if shared/ disseminated through various KT channels	We are expecting much more of our students than other course-based graduate level programs, and these MPT expectations are unreasonable
Projects sometimes serve as a means of clinical/ community engagement (promotes role of the School to profession and other organizations)	Challenging to think of projects for the students to do that simultaneously meet their learning needs and mine
May justify to some why the entry to practice designation is at 'masters' level	Does doing a research project really lead to better evidence-based clinicians? I'm not convinced that it does.
Sometimes helps to advance/ contribute to faculty advisors' research programs	Many projects are not ultimately disseminated beyond KS day or do not necessarily contribute/ advance faculty research programs

Strengths/Benefits re: 992	Weaknesses/ Challenges re: 992
Serves as a means to complete projects that would not likely otherwise be done- small amount of operational funding helps to support as well	Bulk of the work (even with well-managed projects) is ultimately completed in Module 9, currently the 992 projects contribute to student burnout and lack of engagement in Mod 9 courses.
Helps to develop student's project management/ time management/ team work/ communication skills	Hard to gauge what students really take away from this experience
Helps to develop faculty advisors' project management and mentoring/ supervision skills (possibly transferrable to other grad students)	Completion of an MPT group research project does not, in my opinion, adequately prepare students to go directly into a PhD
Provides students with opportunity to contribute to a national conference (if applicable)- could still attend CPA Congress without presenting, but would be a different experience	As far as the project directly supporting my own research, this has been quite limited as the quality of the outcome is limited.
Builds rapport and relationships between students and faculty advisor	The "make work" nature of 992 projects for faculty can sometimes detract or take away from my own research productivity
Allows students an opportunity to examine / research in depth a topic related to PT practice	It is conceivable that the 992 resources (time, energy, etc.) required of students in Module 9 is affecting their ability to be successful on the PCE
Funding for the projects from College of Medicine is a significant resource	Funding for projects from College of Medicine may be lost
Opportunities to learn/apply new skills (designs of surveys, analysis of data, implement some tests and understand the influence of context/individual factors, communication, poster & platform presentation skills)	An unintended outcome may be that some MPT graduates end up discouraged about research as a result of 992 project experience

Strengths/Benefits re: 992	Weaknesses/ Challenges re: 992
Knowledge Sharing Day – opportunity to showcase the work of the students and the professionalism of the students	Student groups are too big; each student takes a small piece of the work; inconsistent learning between students; challenges with logistics over 2 years
Students get exposure to the research that MPT professors are involved in	Time consuming for both students and advisors, yet little dedicated time for 992
	Students' learning needs are not necessarily met
	There is some degree of conflict & confusion between the faculty advisor and the EBP professors re: 992 student guidance / advising on projects
	992 projects cause considerable amounts of stress for students & faculty members

Additional Comments:

- I know we have no ability to link 992 experiences to the national exam BUT would want to ensure that by deleting 992 that we are not inadvertently losing any competencies from 992 that might impact on PCE. The issue is that 992 is group performance so difficult to relate to national exam results.
- If we make a big change (like deleting 992 from the MPT program), this MUST be well communicated to all stakeholders, including the clinical community
- Students need the knowledge and analytical skills to evaluate all kinds of various research methods, approaches, etc.
- How will we evaluate the impact of this change to the program?
- If we remove 992, then hopefully we can make provisions to allow incoming MPT students some degree of "choice" in selecting their faculty advisor from a list of all faculty members with their special interests indicated
- If we remove 992, is there something we can offer to those select students who have a special interest in research (e.g. a more formalized approach to a research placement)?
- If we remove 992 and EBP 3, perhaps we can "make room" in Module 9 for <u>student</u> <u>driven</u> activities: for example, OSCE practice sessions; skills review; PCE prep; time for decompression; consolidation; reflection; self-care; etc. … "let them take care of it!"

APPENDIX II (a)
Survey of MPT Graduates re:992 Evaluation

Conducted January 23-29, 2017

Distributed via email to MPT graduates from Classes of 2014, 2015 & 2016

Why complete this survey?

The Curriculum Committee is currently conducting a thorough review of the 992 major project in the MPT, and we are inviting you, as an MPT graduate, to complete a short survey to provide input to this review of 992. Please read through the stated outcomes for the MPT program and learning objectives for 992 before completing the survey. All survey responses are being collected anonymously, and the Curriculum Committee will see only de-identified group data. The Survey takes approximately 10 minutes to complete.

Outcomes

Upon completion of the program, an entry-level Master of Physical Therapy graduate of the University of Saskatchewan, School of Physical Therapy will be a/an: Competent specialist in physical therapy practice: demonstrates strong clinical skills in assessment, clinical diagnosis, and intervention Ethical, compassionate, accountable health professional: demonstrates responsibility towards contemporary health issues Life-long learner: pursues a professional development plan and seeks continuing learning experiences Evidence-based health professional: evaluates, integrates and implements research evidence in clinical decision-making; contributes to the body of physical therapy knowledge Educator: educates clients, colleagues, students, and community; integrates prevention and health promotion in clinical practice; plans, designs and participates in education programs Primary health care practitioner: utilizes a comprehensive, client-centered care approach; appreciates health indicators including economic and social conditions at the personal, family and community level Intersectoral, collaborative health care practitioner: uses communication and management skills to facilitate effective therapeutic and interprofessional relationships Professional leader: demonstrates competence as an advocate and case manager; participates in activities that advance the physical therapy profession and serve the community

992 Course Objectives

Upon completion of the course, students will be able to: plan selected components of a research project related to the practice of physical therapy conduct selected components of an investigation of an issue or problem related to the practice of physical therapy (examples of components that could be included are: literature search and review, problem identification, proposal development, ethics proposal, recruitment of participants, data extraction, data collection, data cleaning and

analysis, interpretation/presentation of results) work effectively in a group to complete a research project over the course of the M.P.T. program collaborate to produce a final research report of the project prepare and present a research poster to an audience of students, faculty, and other interested individuals

This survey has been designed to explore the "pros and cons" of the 992 major project.

1. Overall

Overall, I found my 992 project to be a valuable learning experience.

- ○ Agree
- ○ Uncertain
- ○ Disagree

2. Strengths and Benefits

Some of the strengths or benefits of my 992 project included (select all that apply)

	Agree	Uncertain	Disagree
Researching in depth a topic related to PT practice	○	○	○
Appreciating the “nuts and bolts” of research through hands-on experience (the complexity, limitations, influence of design/methodology, ethics submission, etc.)	○	○	○
Learning and applying new skills (designing surveys, analyzing data, implementing tests and measures, understanding context/individual factors, etc.)	○	○	○
Working as a member of a student research team on a complex project over time	○	○	○
Interacting with other community members involved in research (e.g. patients, community partners, professionals, social science research lab, etc.)	○	○	○
Acquiring project management skills (setting agendas/ time management/ establishing workplans/ setting goals/ communicating)	○	○	○
Forming a relationship with my faculty advisor and being exposed to their research expertise and research agenda	○	○	○

Creating a poster/ delivering a podium presentation	○	○	○
Publishing a scientific manuscript	○	○	○

Other strengths and benefits (please describe)

3. Drawbacks and Challenges

Some of the drawbacks and challenges of my 992 project included (check all that apply):

	Agree	Uncertain	Disagree
992 major project was too big	○	○	○
MPT program was too heavy	○	○	○
Too much variability in nature and scope between 992 projects, with resulting variability in expectations and student workloads	○	○	○
Not enough dedicated time within the MPT to work on 992	○	○	○
Excessive amount of group work in the MPT	○	○	○
992 takes away from / interferes with student learning related to other MPT courses	○	○	○
992 load is excessive in module 1 (completing and submitting our project proposal)	○	○	○
992 load is excessive in module 9 (submitting and presenting all project components)	○	○	○

Other drawbacks and challenges (please describe)

4. If I had the power, I would

- ○ Keep 992 as it currently exists
- ○ Make changes to 992 (see item 5 below)
- ○ Delete 992 altogether

Comments:

5. I believe that the following changes would improve the 992 project:

	Agree	Uncertain	Disagree
Making the project smaller in scope	○	○	○
Making the project shorter in length	○	○	○

Please comment on the scope and length of the project

Other creative ideas/ modifications/ revisions to improve the 992 project

6. Knowledge Sharing Day

Overall, I found Knowledge Sharing Day to be a valuable learning experience.

- ○ Agree
- ○ Uncertain
- ○ Disagree

Comments

APPENDIX II (b)
Results of Survey of MPT graduates re: 992 (n=40 responses, RR=33%)

1. Overall

Response	Chart	Percentage	Count
Agree		47.5%	19
Uncertain		22.5%	9
Disagree		30.0%	12
		Total Responses	**40**

2. Strengths and Benefits

	Agree	Uncertain	Disagree	Total Responses
Researching in depth a topic related to PT practice	23 (57.5%)	11 (27.5%)	6 (15.0%)	40
Appreciating the "nuts and bolts" of research through hands-on experience (the complexity, limitations, influence of design/methodology, ethics submission, etc.)	30 (75.0%)	2 (5.0%)	8 (20.0%)	40
Learning and applying new skills (designing surveys, analyzing data, implementing tests and measures, understanding context/individual factors, etc.)	21 (52.5%)	7 (17.5%)	12 (30.0%)	40
Working as a member of a student research team on a complex project over time	26 (65.0%)	7 (17.5%)	7 (17.5%)	40
Interacting with other community members involved in research (e.g. patients, community partners, professionals, social science research lab, etc.)	19 (47.5%)	8 (20.0%)	13 (32.5%)	40
Acquiring project management skills (setting agendas/ time management/ establishing workplans/ setting goals/ communicating)	21 (55.3%)	8 (21.1%)	9 (23.7%)	38

Forming a relationship with my faculty advisor and being exposed to their research expertise and research agenda	33 (82.5%)	1 (2.5%)	6 (15.0%)	40
Creating a poster/ delivering a podium presentation	27 (67.5%)	6 (15.0%)	7 (17.5%)	40
Publishing a scientific manuscript	14 (35.0%)	7 (17.5%)	19 (47.5%)	40

#	Response to Strengths and Benefits
1.	Exposure to a topic I would not have otherwise learnt about
2.	Strengths: applying professionalism when presenting the presentation and working with other professionals Weaknesses: at points in the research, if you were not strong in statistics it was difficult to contribute equally as a team
3.	Allows us to see the broadened scope of PT including research and evaluation and evolution of areas of PT practice.
4.	I feel like some groups get the benefits more than others. Those going into further research may also find it more beneficial. For myself I did not think the project offered a ton more than what EBP classes offered. However, if one was going into research then yes I would say its beneficial.
5.	Working towards a long term goal
6.	The most beneficial thing I learned during my 992 project was how to perform a database search/literature review effectively.
7.	Able to understand a topic that I was interested in.
8.	Was a good opportunity for small groups of students to work together over the course of the program.

3. Drawbacks and Challenges

	Agree	Uncertain	Disagree	Total Responses
992 major project was too big	17 (42.5%)	10 (25.0%)	13 (32.5%)	40
MPT program was too heavy	20 (50.0%)	6 (15.0%)	14 (35.0%)	40
Too much variability in nature and scope between 992 projects, with resulting variability in expectations and student workloads	36 (90.0%)	1 (2.5%)	3 (7.5%)	40

Not enough dedicated time within the MPT to work on 992	14 (35.0%)	8 (20.0%)	18 (45.0%)	40
Excessive amount of group work in the MPT	23 (57.5%)	5 (12.5%)	12 (30.0%)	40
992 takes away from / interferes with student learning related to other MPT courses	20 (51.3%)	6 (15.4%)	13 (33.3%)	39
992 load is excessive in module 1 (completing and submitting our project proposal)	5 (12.5%)	24 (60.0%)	11 (27.5%)	40
992 load is excessive in module 9 (submitting and presenting all project components)	23 (57.5%)	7 (17.5%)	10 (25.0%)	40

#	Responses to Drawback and Challenges
1.	The overall experience in the 992 program did not increase or enhance my abilities as a clinician.
2.	Not being interested In the topic assigned. was not high on my selection list. Constant change in direction from the supervisor. Not enough data to have proper results. Not understanding the purpose of our research.
3.	There are no fail-safes in place to ensure the group wor is shared equally. I understand that it's part of the student directed part of the project, but sometimes it was difficult to make things equal when 992 was definitely not a priority for many students.
4.	Difficult to ensure all members of the group are contributing equally. Some groups had much more/less guidance from their supervisors.
5.	I was in a group where our data collection happened quickly. Some supervisors are much more intense than others, so for some groups they definitely work harder than others. I felt there was just so much other course work all the time that 992 just ended up being another thing to do. I felt there was optimal time in module 9 to finish it up. It was any other time throughout the program where it was hard to find time. It is just a lot of work for someone not interested in research. I also ended up with a topic that I personally had zero interest in. Had we been able to specifically pick our supervisor and a topic we actually liked than it may have been more exciting to do.
6.	Working with the 992 group for ALL group work in most classes got to be too much
7.	My 992 project was a systematic review. Since we didn't have to design or implement a study our project involved a much smaller time commitment than a lot of the other projects our peers had to do. I think that learning about how to utilize research is very important for a physiotherapist, but there are so many other things that need to be learned during a very short program that

	frankly the 992 project does seem like a waste of effort. Throughout the program we write a great number of papers and do many projects that require us to effectively utilize research, so I believe that students would learn that skill without the 992 project.
8.	- Inconsistency in how much support is given by faculty advisers - Focus on creating a publication (regardless of findings) rather than creating a meaningful/interesting project - In general, the projects seem to be too intense for a course-based Masters but not intense enough for a thesis-based Masters
9.	The biggest was the differences between projects and the amount of work required between groups. As well, there was no way to mark your peers in your group. When 3 people do all the work and others get to take credit for it it is frustrating.
10.	Ethics taking too long so decreased time to work on the project.
11.	Coordinating all the group work between members' schedule, especially when groups consist of different numbers/people.
12.	Different personalities in groups can make it difficult to work cohesively. Therefore, some people in groups work much harder than others.
13.	To much group work through the program that made 992 not enjoyable
14.	The inequality in the projects was heavily dependent on supervisors. It was frustrating to see some groups with expertise and resources being put into projects while others were merely for show and felt almost irrelevant.
15.	The workload between groups was substantially different. Some groups did minimal work until the last module where other groups had weekly meetings for the entire program.
16.	Emphasis on publication; it would be better to have the students work on a project and discuss the steps needed to publish the finished paper than actually creating a paper.

4. If I had the power, I would

Response	Chart	Percentage	Count
Keep 992 as it currently exists		8.1%	3
Make changes to 992 (see item 5 below)		56.8%	21
Delete 992 altogether		35.1%	13
		Total Responses	**37**

#	Responses to If I had the Power
1.	I feel it is a beneficial part to complete ethics and learn how to write a manuscript and present at a conference. However, if you have no interest in this in your future career then it is very dry.
2.	Make the groups smaller and allow the students to select their group to be based on similar interests and schedules. This would make it easier to make time for such a big project.
3.	It was a great experience, but by module 9 it can be difficult to keep focus on 992 when there are many other things happening. It would be nice if 992 could be done within the first year of the program. That way, in the 2nd year there is more time dedicated to class work, lab work, and clinical placements.
4.	Overall, I found that my project went well and I enjoyed working with my group. I do know, however, that other groups did not function very well both because of lack of accountability of certain group members and poor involvement of faculty advisors. I think that creating a project that is run more consistently across groups is key. Our group likely did more work on our project than any other group in our program, and that being said we likely got the most out of the project and were proud of our final manuscript. Our faculty advisor played a key role to our success. She kept us on track and expected a lot from us. I understand that every faculty advisor works differently but it was clear which advisors took the project seriously and pushed their students because the end results of the projects (and students' experience) were much richer than those whose advisors were only loosely involved.
5.	This was the highlight of my MPT. Our project was important not just to all facets of the physical therapy profession and to the well-being of Saskatchewan residents and Canadians. My topic wasn't my first choice but it ended up being the perfect project for me. My 992 group was my go-to and because we did so much work together we were very efficient as a team. I realize that not all students have this experience and that it can be quite a bit of work for faculty advisors.
6.	I believe that it is important to have some form of research component in a masters program; however, the 992 in it's current iteration presents some significant challenges that should be addressed should it continue to be a part of the MPT curriculum in the future.

5. I believe that the following changes would improve the 992 project:

	Agree	Uncertain	Disagree	Total Responses
Making the project smaller in scope	21 (56.8%)	9 (24.3%)	7 (18.9%)	37
Making the project shorter in length	21 (56.8%)	6 (16.2%)	10 (27.0%)	37

#	Comments on the scope and length
1.	Our project was extremely small and short so I cannot comment on this. We did not spend a ton of time working on 992. Presenting at congress was a good experience. I think it was too heavy is mod 1/9 and could be more useful to check 'check points' through other modules.
2.	It became unorganized because it was so drawn out. Too much time of not really working on it. Momentum was lost and some backwards steps were taken.
3.	The 992 project I was a part of entailed a realistic workload, but some groups had extremely high work demands compared to other groups
4.	I felt that the scope and length of my project (Steve's group) was appropriate for the MPT program. Although, some groups seemed to have varying scope and length that may be too much/too little for the MPT program.
5.	I think a small research project with the expectation that in the end it likely will not be published. Potentially intensive literature searches on pathologies and treatments for pathologies. These literature reviews could involve meeting with physios in the community and discussing how they treat common pathologies. Then also finding the best research for that topic. Just an example. Allow the students to also pick their topic. Getting assigned to a topic or supervisor in week one and being stuck with it can be hard. Also have the professors come in and introduce themselves and their interests instead of just giving a sheet out with the names of each. I understand it is tough to accomodate, but these are all just suggestions.
6.	The fact that it was so long allowed for the project to be done slowly over time.
7.	Like I said previously, the problem with the scope of the project is that it is so varied. In my year some students were designing full studies, jumping through hoops to get ethics approval, spending hours conducting trials, etc. My group spent a couple hours doing a literature review and then a couple of hours writing up a paper and that was the extent of it. I didn't mind that the project spanned the entire course. I think it is a good way to teach proper time management skills.
8.	It is very hard to dedicate effort and time to a research project (that is not of your choosing) when you are already overwhelmed with the copious amount of new information that a person is presented with every day, all day.
9.	1 year rather than 2 years. Keep it in the first year.
10.	The length seemed like we didn't know anything in mod 1 and were expected to design and develop a project with little insight into how or why or what we wanted to accomplish. At least with some EBP experience we could tailor that project design to be more meaningful and actually based on our PT education or interventions.
11.	Maintain research but involve students in all aspects without expecting them to be able to complete a full scope research project with the current layout of the program.
12.	I don't think the scope could have been smaller or the project shorter if the goal is to have students complete research that might essentially be published. Research and manuscript writing is onerous and time consuming.

13.	See below.
14.	In my opinion, the school should consider amalgamating some of the other courses (such as Professional Practice 2, 3, and 4, or Statistics 1 & 2) in order to free up dedicated space for the 992 in students' schedules throughout the program. Alternatively, the School could follow the model of some other Canadian PT schools by leaving the project out of the curriculum until the end of the program and then providing a dedicated module in which students design, implement, and write up a project (similar to a traditional thesis-based masters, albeit in a significantly condensed timeline and reduced scope).

#	Comments: creative ideas / modifications / revisions to improve
1.	Increase practical learning time. Or have more interactive learning opportunities. Have also talked to other schools which they offer elective courses. 992 could be an elective and other students may choose to specialize in other courses which may be offered. (private/public health care) Wish i would have had more understanding of SGI/WCB, physio letter writing and communication, as well as increasing hands on experience.
2.	Peer evaluation to encourage equal participation/contribution from all group members.
3.	However; if one module was dedicated to just 992 (6weeks) then groups could focus on that and complete it quicker and more efficiently.
4.	I think the project could be made smaller in scope by getting the students to do 'mini research' projects. This would allow student to come up with a research question, design a small study using other members of the class or peers, analyze results and write a short paper. This would introduce the concept of research without all the barriers such as ethics approval, publication, etc. Also, I found that because we didn't chose our research topic (it was chosen by our supervisor) we weren't as invested or interested in the results as we might of been if we were able to choose it ourselves. I think in the future students should work with their supervisors to decide on a suitable research question that appeals to the group.
5.	If this is to stay, it needs a lot more dedicated hours woven throughout the program.
6.	If 992 was deleted completely, it would be great to have more lab time or hands on time experiences in class. Or even more clinical placement time.
7.	More applicable to day to day physiotherapy practice, such as which type of exercise benefits what condition.
8.	-Standardize involvement of faculty. -Begin project design later in program and shorter in length for quality smaller scope experience

	-don't allocate other group work to our 992 groups. It became too much with the same group dynamics at play for all classes (ie. social loafing, same people taking on leadership roles or editing, others doing little to nothing)
9.	Delete it
10.	Ask students to review faculty research or have knowledge sharing day flipped -faculty from physio, medicine, dentistry... present to students and students evaluate projects/review them
11.	There should be set times and standardization of workload across all groups so that there is not such a difference in the amount of time each group is spending on their project.
12.	Projects should include data that has already been collected so that the students and faculty advisors can work on it as the program ebs and flows. For example, systematic reviews, meta-analysis or use of data sets collected Statistics Canada (i.e. Canadian Community Health Survey).
13.	Since the studies in the 992 vary greatly in scope, some projects (particularly those that are part of a larger study or those involving greater amounts of involvement from the faculty advisor) are more appropriate to be considered for publication than smaller projects that are student led (i.e. pilot studies and/or prospective studies). While I can appreciate the benefits to the supervisor in creating another publication for their resume, I feel that publication should be a choice made by the supervisor and each group of students based on what they hope to achieve over the course of the program.

6. Knowledge Sharing Day

Response	Chart	Percentage	Count
Agree		51.4%	19
Uncertain		16.2%	6
Disagree		32.4%	12
		Total Responses	**37**

#	Responses to Knowledge Sharing day
1.	Did not find the day overlay organized. Witnessed arguments between faculty and staff which were highly inappropriate in front of a student. Projects didn't seem to have much value. Majority of 1st year students also did not stay to listen to projects.
2.	I did think it was good for everyone to share what they had been working on the last two years. It also increases the credibility of the school in my opinion.
3.	It is helpful to present, but would be better to have one presentation to the whole group.
4.	Knowledge Sharing Day was an exciting day because it represented us almost being finished our degree and being finished with the 992 project. It was nice to present all of our hard

	work. As far as being a valuable learning experience, I would say not really. We have the opportunity to do many presentations over the course of the program, this was really not different. I honestly found this presentation more difficult and tedious than other presentations because I was not very interested in the research topic. I believe that if my group had chosen our own topic and conducted a study I would have been far more enthusiastic about presenting at Knowledge Sharing Day.
5.	It was interesting to see what everyone had done, but it wasn't necessary to have a poster and a presentation. That seemed a bit overkill. Just the presentations would be fine.
6.	Presenting was a good experience but to be an engaged and active listener to the other projects was very difficult to do. My brain did not have the capacity to try and take in more information.
7.	Only one group should present at a time so every group can watch others and learn.
8.	I found it irrelevant and no different than any other presentation we gave throughout the program. The people from community and faculty came felt like they were placating our projects.
9.	KSD should not have been held in a large lecture hall. Many students were clearly uncomfortable having had no prior opportunity to present a research study in front of 100+ people. While I can appreciate that this is commonplace in academic conferences, presenters in those environments are provided ample opportunity to present the results of their research to their supervisors and other faculty in a more private setting prior to presenting in front of such a large audience. This is crucial as it allows the presenter(s) the opportunity to practice their presentation and field questions in a more private setting before they are exposed to a larger audience. Presenting the results of research is an important part of academia; however, KSD seems to provide all of the anxiety and fear associated with presenting research in front of a large audience with minimal opportunity for constructive feedback.

University of Saskatchewan
School of Physical Therapy

PTH 860.2 Evidence Based Practice I

Module I, 2016

COURSE OUTLINE

Instructor Information:

Primary Instructor
Scotty Butcher, PhD, BScPT, ACSM-RCEP
Room 3414
Email: scotty.butcher@usask.ca
Facebook: http://www.facebook.com/Dr.ScottyButcher
Twitter: http://twitter.com/InkedProfScotty

Appointments: scheduled by email as needed. Drop-ins okay if office door is open (I may need to schedule for another time).

Communication:
The instructor will use email to communicate regularly with students. Please check your email daily. The best method of contacting the instructor is by email or in person.

Guest Lecturers
Angela Busch, PhD, Professor Emerita, School of Physical Therapy
Sarah Oosman, PhD, Assistant Professor
Catherine Boden, M.L.I.S. (Liaison Librarian, HSc Library)

Class Times/Location

Wednesday: 9:30 to 11:20, Room 3450. Check detailed schedule for deviations.

Full attendance in class is expected.

Course Description:

This course is designed to build confidence as an evidence-based practitioner and to complete components of the Major Project. The course will focus on evidence based practice, literature search strategies, measurement issues and critical appraisal of different quantitative research designs used in health care research.

Course Objectives:

1. Describe the elements of evidence-based practice
2. Value the importance of evidence in the practice of physical therapy
3. Justify the application of principles of evidence based practice to the practice of physical therapy
4. Describe the different types of research questions and the appropriate study designs used to answer them
5. Plan and implement an effective literature search strategy summarizing the results in an annotated bibliography
6. Identify and define basic concepts underlying measurement and describe the essential psychometric requirements of tests and measures as applied to physical therapy measurement instruments
7. Apply critical appraisal criteria to evaluate intervention and measurement research articles
8. Interpret the results of statistical tests commonly used to communicate results in research reports for effects of interventions (tests of difference) or assessment of test reliability and concurrent validity (correlation coefficients, standard error of the measurement)
9. Systematically interpret common graphs (stem and leaf, box and whiskers, scatter plot, dynamite plot, forest plots) found in research reports
10. Define the scope of survey research and identify the type of items and formats that may be used with questionnaires
11. Compare approaches to review, pool, and summarize primary research (systematic reviews, critically appraised topics, clinical pathways, and clinical practice guidelines) for use in clinical decision-making
12. Identify major components and considerations in developing a research ethics application
13. Display effective teamwork in small groups in developing a research project planning document (written report)

Pre-requisite and foundational knowledge in statistics:

1. **Prerequisite Course:** An approved statistics course or course combination is required for entrance to the MPT. The prerequisite course in statistics was determined to be essential as a basis for the MPT program. A knowledge of statistics will be beneficial in all MPT courses, but it is absolutely essential in the Evidence Based Practice Courses

2. Students are **expected to review the knowledge and skills from their prerequisite course(s) such that they can explain and interpret** the following concepts, methods and/or tests:
    - Descriptive Statistics – frequency distributions, central tendency, dispersion
    - Probability Concepts - The normal distribution, sampling distribution of the mean
    - Inferential Statistics - Differences between two samples (independent and paired samples t-tests, Chi Square, differences between 3 or more samples (One-way ANOVA)
    - Correlation between two variables (r, R^2)
    - Post-hoc comparison of means
    - Multiple regression analysis
    - Confidence Intervals

Grading Scheme:

Evaluation Topic	Weight	Deadline
Required ETHICS COURSES GSR 960.0 Introduction to Ethics and Integrity GSR 961.0 Ethics and Integrity in Human Research	Pass/Fail	Oct. 14
Literature Search	20%	Oct 26
Article Critique	10%	Nov 2
Project Planning Document (992 Group)	40%	Nov. 23
Final Exam (more details to follow)	30%	TBA

Assignment Details

Assignment 1: *Literature Search*
Value: *20% of final grade*
Due Date: *Oct 26*
Type: *Written, Group*
Description: *In this assignment, students will develop a focused and searchable research question and plan and conduct a literature search.*
Submission Details: *t.b.a.*

Assignment 2: *Article Critique*
Value: *10% of final grade*
Due Date: *Nov 2*
Type: *Written, Group*
Description: *In this assignment, students will practice critically appraising and interpreting the results of a Randomized Clinical Trial which evaluates physical therapy interventions.*
Submission Details: ***Submit by email (one copy per group).***

Assignment 3: *Project Planning Document (992 Group)*
Value: *40% of final grade*
Due Date: *Nov. 23*
Type: *Written, Group*
Description: *The purpose of this written assignment is for students (in consultation with their research advisors) to develop an organized, comprehensive document that outlines the purpose, objectives, methods, budget, and expected timelines for completion of their 992 Major Project. It should serve as a summary of the expectations for the student group to complete the Major Project. Although this paper should focus on the current student group's project, if the project is a component of a larger project, then some context should be provided to explain how the subproject fits with the larger study.*
Submission Details: ***Submit by email (one copy per group). Peer evaluation should be emailed separately by each group member individually.***

Final Exam
Value: *30% of final grade*
Date: *TBA*
Length: *2 hours*
Type: *Comprehensive, Open Book*
Description: *More details provided in class*

Deductions:

1. **Late assignments:**

The assignments for this course ("A" above) should be submitted by email to scotty.butcher@usask.ca no later than **4:30pm the day the assignment is due**. Late assignments will be accepted, but will be subject to penalty of **10% of the total assignment mark allocation per 12 hours late, up to a maximum of 30%**. For example, an assignment received 22 hours after the deadline would be subject to a 20% penalty; which, on a 40% assignment, would be a penalty of 8 marks out of the 40 marks allotted to the assignment. The absolute cut-off for submission of late assignments is 36 hours after 4:30pm the date the assignment is due. After this time, late assignments will receive a grade of zero. Permission to extend the deadline of the assignment up to 36 hours after the stated deadline may be granted under extenuating circumstances and is up to the discretion of the instructor. Requests for extensions must be received in writing no later than five days prior to the assignment deadline.

2. **Accountability:**
   Outside of unusual circumstances, each student is expected to:
   - pull their own weight
   - review all aspects of the group papers
   - act responsibly as a team member

   Failure to make a substantial contribution to group projects will result in deductions and will be based on input of group members and or observations made by the instructor. To ensure the students are given proper credit for their work, students will each be asked to ***complete and submit a peer evaluation of their group members***.

Criteria that must be met to Pass:
All components of the course must be completed in order to be considered for a passing grade. In order to pass the course four conditions must be met.

- An overall summative grade of 60% or greater is required.
- A grade of 60% or greater for the Project Planning Document is required.
- A grade of 60% or greater in the final exam is required.
- Proof of completion of both GSR 960.0 (Introduction to Ethics and Integrity) and GSR 961.0 (Ethics and Integrity in Human Research). *Failure to provide School Administration (Main Office) with this proof by Oct. 14, 2016 will result in a grade of "Incomplete - Fail" until such proof has been received.*

Textbooks/References/Resources

Required Textbook and Materials

Fetters L, Tilson J. Evidence based physical therapy. F.A. Davis, Philadelphia PA, 2012.

ISBN: 978 0 8036 1716 2 (online access: **http://sundog.usask.ca/record=b3380653~S8**)

Recommended Online Resources

- http://libguides.usask.ca/PhysicalTherapy
- http://www.pedro.org.au/
- Guyatt G et al. Users' Guides to the Medical Literature. JAMAevidence online: http://jamaevidence.mhmedical.com.cyber.usask.ca/Book.aspx?bookId=847
- https://www.essentialevidenceplus.com/product/ebm_loe.cfm?show=oxford
- http://www.cebm.net/
- http://www.cebm.net/oxford-centre-evidence-based-medicine-levels-evidence-march-2009/
- http://www.physio-pedia.com/Evidence_Based_Practice_(EBP)
- http://www.medicine.ox.ac.uk/bandolier/glossary.html

Uniform Procedures for Written Work and Referencing

(available on SPT web site under students / M.P.T. Student Handbook / Academic Regulations & Guidelines):
http://medicine.usask.ca/documents/physical-therapy/PTUniformProcedures.pdf

Integrity Defined

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All students should read and be familiar with the Regulations on Academic Student Misconduct as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals available from: http://www.usask.ca/secretariat/student-conduct-appeals/forms/student-conduct-and-appeals-forms.php

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://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca

Student Feedback:

Students will be asked to complete course and instructor evaluations on-line.

Detailed Course Schedule:

The following is an outline of topics to be covered in classes and laboratory sessions. This schedule **may be altered during the term**. Any revision of the schedule will be discussed in class and/or emailed to each student.

Date/Time	Room	Content
Weds Sept 7 9:30-11:20am	3450	Introduction to PTh 860, guidelines for writing Data collection activity
Weds Sept 14 9:30-11:20am	3450	No Class – I-PASS
Weds Sept 21 9:30-11:20am	3450	Principles of evidence-based physical therapy practice
Weds Sept 28 9:30-11:20am	3450	Levels of Evidence, Research Designs, Quantitative Design
Weds Oct 5 9:30-11:20am	HSc lib	Searching databases – Catherine Boden and Lukas Miller
Weds Oct 12 9:30-11:20am	HSc lib	Searching databases, Referencing – Catherine Boden and Lukas Miller
Weds Oct 19 9:30-11:20am	3450	Critiquing Literature: quantitative methods; matching design with statistics
Weds Oct 26 9:30-11:20am	3450	Measurement: outcome measures (validity and reliability, sensitivity and specificity, MCID, etc)
Weds Nov 2 9:30-11:20am	3450	Qualitative and mixed-methods research designs; Critiquing Literature: qualitative methods – Sarah Oosman
Weds Nov 9 9:30-11:20am	3450	Secondary analyses – reviews, meta-analyses, clinical practice guidelines – Angela Busch (TBC)
Weds Nov 16 9:30-11:20am	3450	Statistics and Graphing. Calculations and graphing in Excel (X-Y, line and SD, Bland-Altman, etc)
Weds Nov 23 9:30-11:20am	3450	Instructor evaluation. Review class
TBA	TBA	Final Exam

University of Saskatchewan
School of Physical Therapy
COURSE OUTLINE
(Version – Mar 1, 2016)

Course Title: *Evidence Based Practice II*
Course Number (with credit units): *PTH 862.2*
Term/Module/Year: *Module 4, 2015*

Instructor Information:

Angela Busch, BPT, MSc, PhD
angela.busch@usask.ca
Office hours: in person by appointment or

Stephan Milosavljevic

Class Times/Location

Unless otherwise stated in the course schedule below, the time/place for lectures is:
Fridays 8:30 am – 10:20 am, Room 203 St. Andrew's College

Calendar Description

This course focuses on theory and skills of research needed to gain competence in evidence-based practice and to complete components of the Major Project. Two main components are emphasized: critical appraisal of health care research and integration of evidence-based practice concepts into clinical practice.

Detailed Course description

Lectures, independent and small group learning activities will be used. The course will focus on building knowledge and skills required for evidence based practice (e.g., critical appraisal of health science research with emphasis on epidemiological and single subject designs, evaluating causality, and interpretation of selected descriptive and inferential statistics). Major Project requirements (practical skills for data collection and organization, group research update presentation) will be included. Students will participate in Knowledge Sharing Day and have the opportunity of engaging in discussion about an assortment of research projects carried out by faculty and students at the School of Physical Therapy.

Course Objectives EBP2

1. Value the importance of evidence in the practice of physical therapy
2. Describe and identify study designs commonly used to investigate epidemiological (cross-sectional, case-control, cohort)
3. Apply critical appraisal criteria to evaluate an epidemiological research article
4. Interpret the results of statistical tests commonly used to communicate results in epidemiological reports (odds ratios, risk ratios, logistic regression) and single subject research designs (graphical)
5. Apply criteria to evaluate causation
6. Identify common issues associated with data management (e.g., collection, storage, and appropriate retrieval of information; coding; data checking; dealing with missing data)
7. Critically appraise statistical conclusions and discuss applicability to clinical practice
8. Cooperate effectively in a group to finalize a research update presentation
9. Describe and select appropriate statistical tests for different types of research questions

Detailed Course Schedule (Class time: Fri: 8:30 - 10:20am unless otherwise indicated) *Ver: March 1, 2016*

	Date	*Topic*	*Reading*
1	2016-05-13	*Course Overview,* ***Lecture 1:** Causation*	*Gordis – Ch 14*
2	2016-05-20 (exchange with CR1)	***Lecture 2:** Epidemiological research 1*	*Gordis - Ch 9, - 11*
3	2016-05-27	***Lecture 3:** Epidemiological research 2*	
4	2016-06-03	***In Class Activity:** Causation presentations*	
5	2016-06-10	***Lecture 4:** Data entry and interpretation issues, scrutinizing data (checking for normality, p values)*	*Carter - Ch 17, 27*
6	2016-06-17	***Lecture 5**: Single Subject Design*	Carter
7	2016-06-24 *(9:00 to 12:30)*	***Knowledge Sharing Day 2014** (research symposium) Students will participate in Knowledge Sharing Day and have the opportunity of engaging in discussion about an assortment of research projects carried out by faculty and students at the School of Physical Therapy.*	
	2016-07-01	***Canada Day***	
8	2016-07-07 (Th AM – in lieu of KSD)	***Research Update** (12 minutes per group)*	

Midterm and Final Examination Information:
Midterm – none
Final examination – The final exam must be written on the date scheduled. Students should avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided to the instructor and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Physical Therapy examination policies and procedures, see the following link: http://www.medicine.usask.ca/pt/faculty-resources/faculty-handbook/academic-regulations-and-guidelines/Final%20Examination%20Regulations_Approved%20June%2026_09.pdf

Required Resources (Textbooks/Other):
Recommended textbook

- Carter RE, Lubinsky J, Domholdt, E., Rehabilitation Research: Principles and Applications (4rd Edition) 2011, ISBN 978-1-4377-0840-0

- ONLINE: Gordis L (2014) Epidemiology, 5th Ed. Philadelphia: Elsevier (ISBN: 978-1-4557-3733-8)

    - http://reader.eblib.com.cyber.usask.ca/(S(e5nfyz1jdftwy33uy3i4gpsv))/Reader.aspx?p=1479993&o=2517&u=cceP1FsSdvs%3d&t=1456882318&h=6EB9B42054651C49870CDD5621CB9DF2743E87AC&s=42705704&ut=8485&pg=1&r=img&c=-1&pat=n&cms=-1&sd=2#

Electronic resources:
Critiquing an epidemiological study

- *www.twiv.tv/epi_lit_crit.ppt*
- **How to assess epidemiological studies: http://pmj.bmj.com/content/80/941/140.full**
- **Strengthening the Reporting of observational studies in epidemiology (STROBE): http://www.bmj.com/content/335/7624/806.pdf%2Bhtml**

Statistical Tests Overview

Pfaff T (2009) Statistical Tests Overview. How to choose the correct statistical test. www.wiwi.uni-muenster.de/ioeb/en/organisation/pfaff/stat_overview_table.html

Evaluation:

Evaluation	Topic	Grade	Deadline
Assignment #1 (pairs)	Causality Exercise	15%	June 2 - *Submit PPT to blackboard* June 3 – Present, place tba
Assignment #2 (Individual)	Critical Appraisal	20%	June 17 - *Post to BBLearn in MS Word*
Assignment #3 (Individual)	Poster Evaluation	10%	June 27 – *Submit print copy to collection box*
992 Group Presentation	Research Update	15%	July 6 - *Post PowerPoint to BBLearn* July 7 - *oral presentation*
Final Written Exam *2 hours, not open-book, electronic devices not permitted, (mix of MCQ, abstract analysis, short essay)*	All course material	40%	July 16

Note. A penalty of 5% per day will be applied to late assignments unless prior approval or serious extenuating circumstance. The absolute cut-off date after which assignments will not be accepted – July 16.

Criteria that must be met to pass the course:
In order to pass this course, four conditions must be met.

1. All components of the course must be completed
2. Students must attend designated components of Knowledge Sharing Day
3. An overall summative grade of 60% or greater is required.
4. A grade of 60% or greater in the final exam is required.

Attendance Expectations:
Students are required to regularly attend all lectures. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback:
Students will be asked to complete some course and instructor evaluations on-line.

Integrity Defined
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/university_secretary/honesty/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/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Contact and Appeals section of the University Secretary Website at http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Examinations with Disability Services for Students (DSS)
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Note: The instructors may alter any of the material in the course, as needed. Students will be informed of any changes in a timely manner.

University of Saskatchewan
School of Physical Therapy
Course Outline

Course Title: Evidence Based Practice III

Course Number: PTH 864.3

Term/Module/Year: Spring & Summer/Module IX/2016

Instructor Information

Ina van der Spuy, PhD, BScPT
St. Andrew's College, Rm 320; Tel: 966-1223; E-mail:ina.vanderspuy@usask.ca
Office hours: Mondays: 12:00—13:30, Tuesdays: 10:30—12:00. I will be in my office for questions and advice at these times. Although drop-in may be accommodated, priority will be given to individuals or groups who book a time in advance (e-mail).

Guest Lecturers

Genevieve Chartrand	RN, BSN
Jerrod Dietrich	Bachelor of Education and Bachelor of Arts (Psychology)
Kalyani Premkumar	MBBS, MD, MSc(MedEd), PhD
Sarah Oosman	BScPT, MSc Physiology, PhD

Class Times/Location

Mondays	12:00—13:30	329
Tuesdays	10:30—12:00	329

Course Description

Through readings and project meetings, students will explore a variety of research related topics including: research design, research issues, and research methods and develop their major project.

Course Objectives

Upon completion of the course, students will be able to:

1. Evaluate the role of the physical therapist in the team approach to research and knowledge translation particularly as it relates to physical therapy practice.
2. Evaluate processes and tools for identifying and assessing readiness/willingness for evidence-informed change in clinical practice environments.
3. Analyze strategies for overcoming barriers to implementing evidence informed practice in clinical settings.
4. Explore the relationship between researchers, clinicians, and policy makers in evidence-based practice and knowledge translation.
5. Systematize a personal plan for continuing development in evidence based practice.
6. Explain the concept of rigor as applied to qualitative research.
7. Evaluate the research pertaining to a focused clinical question using evidence based practice skills.
8. Create and present an oral and poster presentation of a research project at Knowledge Sharing Day
9. Prepare a manuscript of a research paper using the format required by a peer reviewed journal.

Detailed Course Schedule

Mon 18 Apr – 12:00–13:30	Introduction to EBP III	I van der Spuy
Tue 19 Apr – 10:30–12:00	Group Meeting	Office Hours
Mon 25 Apr – 12:00–13:30	Agencies supporting EBP	G Chartrand (CADTH)*
Tue 26 Apr – 10:30–12:00	Strategies for overcoming barriers to EBP	G Chartrand (CADTH)*
First two weeks of May	**Meetings with clinicians and managers concerning your clinical population**	
Mon 2 May – 12:00–13:30	Group Meeting	Office Hours
Tue 3 May – 10:30–12:00	Rigor in Qualitative Research	S Oosman
Mon 9 May – 12:00–13:30	Poster Design Workshop	J Dietrich
Tue 10 May – 10:30–12:00	Manuscript Writing	K Premkumar
Mon 16 May	**Victoria Day – No class**	
Tue 17 May – 10:30–12:00	Group Meeting	Office Hours
Mon 23-May - 12:00–13:30	Group Meeting	Office Hours
Tue 24 May – 10:30–12:00	Group Meeting	Office Hours
Fri 27 May	**Submission of Assignment 1**	
Mon 30 May – 12:00–13:30	Group Meeting	Office Hours
Tue 31 May – 10:30–12:00	Group Meeting	Office Hours
Mon 6 Jun – 12:00–13:30	Group Meeting **Draft of oral presentation and poster to Faculty Advisor**	Office Hours
Tue 7 Jun – 10:30–12:00	Group Meeting	Office Hours
Mon 13 Jun – 12:00–13:30	Group Meeting **Draft of research paper to Faculty Advisor**	Office Hours
Tue 14 Jun – 10:30–12:00	Group Meeting	Office Hours
Fri 17 Jun	**Send an electronic copy of your poster to Stacey Lovo Grona (**stacey.lovogrona@usask.ca) **by noon.** **Also send me an electronic copy of your oral presentation and poster.**	
Mon 20 Jun – 12:00–13:30	Group Meeting	Office Hours
Tues 21 Jun – 08:15–12:30	**Knowledge Sharing Day: Health Science Building Rm 1130**	
Mon 27 Jun – 12:00–13:30	No class	
Tue 28 June – 10:30–12:00	No class	
Friday 1 July	**Submission of final project paper**	

*CADTH = Canadian Agency for Drugs and Technologies in Health

Required Resources

Textbooks (Recommended)

Depoy E & Gitlin LN (2010). Introduction to Research: Understanding and Applying Multiple Strategies (Fourth Edition). St. Louis, Missouri: Elsevier Mosby

Carter R, Lubinsky J, Domholdt, E. (2010). Rehabilitation Research: Principles and Applications (Fourth Edition). St. Louis, Missouri: Elsevier Saunders

Assignment 1: Evidence paper

Description

Value	20% of final grade
Due Date	Electronic submission: 27 May 2016. Unless prior permission has been received, 5% per day will be deducted for late assignments. No assignments will be accepted after 3 June 2016.
Type	The goal of this assignment is to provide students an insight into current clinical issues. Students in groups of three will conduct a pre-arranged interview with a practitioner/manager to identify a particular topic or issue of interest that the practitioner/manager require**s** "evidence" about in order to help them in their current role. The students will provide a follow-up response including a short evidence summary on the topic or issue of interest/need that has been researched at their request. This summary paper will be graded prior to being forwarded to the practitioner/manager.

Objectives for this assignment

1. Creating an environment for a student-led "interview" with a practitioner/manager currently working in the system.
2. Linking current practitioners with students who are about to graduate.
3. Educating students through a practical assignment which looks for evidence to support current practice issues that are actual and meaningful.
4. Promoting evidence-informed clinical practice by sharing evidence in a concise and summarized way to advance clinical practice.

Process

- Students will be in groups of three to participate in a face to face interview with a practitioner/manager.
- Students are required to conduct their interviews at the pre-assigned interview time during the first two weeks of May.
- During the interview, students will gain information pertinent to their assignment by asking the practitioner/manager
    - How do you use research or evidence in your day-to-day practice/work?
    - What current topics or issues would be useful for us as students to locate that would help you with your current project or activities?
    - How is this important in your practice?
- The students will advise the manager that a search for evidence on a particular issue will be undertaken and a brief summary of clinical evidence will be sent to them by the end of the course.
- All clinical managers will know in advance that they will be asked about current research/evidence needs, so they will already have some ideas in mind. Some may also offer choices of different projects for you to pick from.

- Following the face-to-face interview, students will conduct a strategic, limited online evidence search for relevant and quality research that may inform the issue or question being asked by the practitioner/manager.
- After several evidence items are located, a five page summary of results (including the research protocol used for searching) will be compiled. After the paper is graded, it will be forwarded by the instructor to the practitioner/ manager.

Submission

Written assignment

- Five pages maximum, excluding title page and references - double spaced, 12 point New Roman or 11 point Arial font
- Reference List (as per ICMJE format)
- Format as per School of PT Uniform Procedures for Written Work and Referencing
  - http://www.medicine.usask/pt/faculty-resourses/faculty-handbook/academic-regulations-and-guidelines/Final%20Examination%20Regulations_Approved20June%2026_09.pdf

Title page

- Research topic title
- Completed by: Students' names
- Completed for: Name and title
- Date

Grading Scheme

Contents	Grading
Background • Information gained from interview that led to this topic being requested for searching • What is the intended practical usage of information by clinical manager	4
Clinical Question • Stated as a question, using **PICOT** (at least population, intervention and outcome)	3
Search Strategy - point-form lists of: • **Search terms** used for search • Specific **library resources** (bibliographic data bases) searched with the time frame (chronological range) for information located • **High quality website areas** retrieved (referenced appropriately in the reference list)	5
Overall Results Summary • A summary of results located and their conclusions • Highlighting of particularly valuable resources found • Critical identification of strengths and weaknesses of resources located • Should read like a literature review	8
Final mark	20

Assignment 2: Knowledge Sharing Day Oral Presentation and Poster

Description

Value	30% (15% for oral presentation and 15% for poster) of final grade

Due Date	Knowledge Sharing Day, 24 June 2016
Type	Oral and poster presentations of your research to the physical therapy community of Saskatoon

Design of poster in PowerPoint

- Workshop on 9 May 2015

Preparation for Knowledge Sharing Day

- A reliable location to get your poster printed, is the **Teaching Technology Centre of the College of Medicine** (medicine.ttc@usask.ca)
    - They are significantly cheaper than other printers and have a fast turn-around
    - You will need to supply them with a fund number when you email your request, please get the number from Liz Scott before you send it in
- Please check in on how much time they need to complete your poster

Knowledge Sharing Day – 21 June 2015

Posting of oral presentations and posters

- Students to post their oral presentations and posters between 08:00 and 08:30.
- Display panels and poster clips will be provided. It is your responsibility to put up the posters and take them down. The posters would not be stored.
- Students should be available at their posters for discussions and questions between 08:30 and 08:45, and 10:45 and 11:15.
- Oral presentations
    - Each group will have 20 minutes
        - 15 minutes for presentation
        - 5 minutes for questions
- Divide up the work—each member of the group should participate in either of the oral or poster presentations.

Submission

- A draft copy of your oral presentation and poster should be submitted to your supervisor at the latest on 6 June 2016 for discussion and revision.
- Email an electronic copy of your poster to Stacey Lovo Grona on 17 June 2015 by noon. Email: stacey.lovogrona@usask.ca.
- Email an electronic copy of your oral presentation and poster to me on 17 June 2015.
- Presentations and posters will be evaluated by me on Knowledge Sharing Day, see “Oral Presentation Review” and Poster Review” forms for details.
- Final mark: (x/90 + x/90) x 30

Oral Presentation Review

Title of the presentation:

Presenting group:

Grading Scale: 1 (Poor) – 5 (Excellent)

Presentation					
Overall appearance of slides	1	2	3	4	5
Easy to follow	1	2	3	4	5
Key points clear and concise	1	2	3	4	5
Answered questions knowledgably	1	2	3	4	5
Had a clear understanding of the project	1	2	3	4	5
Able to communicate the main points of the project understandably	1	2	3	4	5
Subtotal					**/30**
Content					
Introduction appropriate	1	2	3	4	5
Methods clear and understandable	1	2	3	4	5
Results clearly communicated and easy to interpret	1	2	3	4	5
Discussion relevant and to the point	1	2	3	4	5
Conclusion correct	1	2	3	4	5
Well organized and understandable	1	2	3	4	5
Subtotal					**/30**
Research					
Well thought out and executed	1	2	3	4	5
Experimental design appropriately addresses the question/hypothesis	1	2	3	4	5
Methodology appropriate for design	1	2	3	4	5
Data appropriately presented	1	2	3	4	5
Data properly analyzed	1	2	3	4	5
Conclusions logical based on results	1	2	3	4	5
Subtotal					**/30**
Total					**/90**

Comments

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Poster Review

Title of the poster:

Presenting group:

Grading Scale: 1 (Poor) – 10 (Excellent)

Content											
Introduction	Does the introduction provide sufficient background to understand problem under study. Is hypothesis or question stated clearly and concisely?	1	2	3	4	5	6	7	8	9	10
Methods	Are procedures or protocols described clearly?	1	2	3	4	5	6	7	8	9	10
Results	Are results described clearly in the text? Do figures and/or tables convey data efficiently?	1	2	3	4	5	6	7	8	9	10
Discussion and conclusion	Are conclusions supported by the data? Is the significance of the findings discussed?	1	2	3	4	5	6	7	8	9	10
Subtotal											**/40**
Presentation											
Organization	Is the presentation organized logically? Does the information flow from the beginning to the end?	1	2	3	4	5	6	7	8	9	10
Print	Can printed material be read easily from a reasonable distance?	1	2	3	4	5	6	7	8	9	10
Figures and tables	Are figures and tables easy to read and interpret? Are titles and legends appropriate and informative?	1	2	3	4	5	6	7	8	9	10
Overall display: Aesthetics of the poster	Does the presentation style, format, etc., foster communication of the investigators' work?	2	4	6	8	10	12	14	16	18	20
Subtotal											**/50**
Total											**/90**

Comments

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Assignment 3: Major Project Manuscript

Description

The major project manuscript is the written presentation of your disciplined investigation of a topic related to the practice of physical therapy over the last two years.

Reference: Course Outline PTH 992 Major Project

Value	50% of final grade
Due Date	1 July 2016
Type	Submission of a manuscript of your research project using the format required by a peer reviewed journal.

Submission

- The final draft copy of your major project manuscript should be submitted to your supervisor at least by 13 June 2016 for discussion and revision.
- Manuscript to be submitted electronically 1 July 2016 to your supervisor and myself.
- Unless prior permission has been received, 5% per day will be deducted for late assignments. No assignments will be accepted after 8 July 2016.
- The major project will be assessed by your supervisor and me using the “Evaluation of Major Project Manuscript”. The final mark will be the average of the two assessments.

Evaluation of Major Project Manuscript

Title of the manuscript:

Members of the group:

Content	**Score**
Abstract: Succinct, conveys all critical points	/5
Introduction: Rationale, literature review, purpose/hypothesis	/10
Method: Design, participants, variables, data collection, statistical analysis	/15
Results: Accuracy, completeness, appropriate use of statistics	/15
Results: Tables and figures (appropriateness, clarity)	/10
Discussion: Limitations, related literature, insights	/10
Conclusions: Clearly stated, valid	/5
General	
Organization and structure	/10
Writing, presentation, citations and referencing	/10
Gestalt: Overall impression of the marker	/10
Total	/100

Criteria that must be met to pass

All components of the course must be completed to receive a passing grade. Grading of assignments will be completed using the U of S literal descriptors for graduate students: http://usask.ca/calender/gradstudies/additional/grading/. The final grade for this course is cumulative of all three assignments. Students must achieve a minimum of 60% on the cumulative final grade in order to pass the course, as well as scoring at least 60% on assignment 3, the major project manuscript.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete some course and instructor evaluations on-line.

Integrity Defined

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/university_secretary/honesty/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/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf).

For more information on what academic integrity means for students see the Student Contact and Appeals section of the University Secretary Website at http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.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://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca.

School of Physical Therapy
University of Saskatchewan

P.TH. 992.6 Major Project

Modules 1 through 9
2016 to 2018

COURSE OUTLINE

All components of the course must be completed to receive a passing grade.

Course Coordinator

Steve Milosavljevic, BASc, PGDMT, MMPhty, PhD

Faculty Supervisors (Advisors)

Cathy Arnold, B.Sc.P.T., M.Sc., Ph.D.
Brenna Bath, B.Sc.P.T., M.Sc., Ph.D.
Scotty Butcher, B.Sc.P.T., M.Sc., Ph.D.
Soo Kim, B.Sc.P.T., Ph.D.
Ayse Kuspinar, B.Sc.P.T., M.Sc., Ph.D.
Stephanie Madill, B.Sc.P.T., M.Sc., Ph.D.
Sarah Oosman, B.Sc.P.T., M.Sc., Ph.D.
Ina van der Spuy, B.Sc., M.Sc., Ph.D.

Evidence Based Practice Course Instructors

EBP 1: Scotty Butcher, B.Sc.P.T., M.Sc., Ph.D.
EBP 2: Angela Busch, B.P.T., M.Sc., Ph.D.
EBP 3: Ina van der Spuy, B.Sc.P.T., M.Sc., Ph.D.

Calendar Description

The Major Project is a progressive, supervised group experience spanning the entire M.P.T. program. It involves the disciplined investigation of topics related to the practice of physical therapy and has been designed to develop inquiry, reflection, critical thinking, critical appraisal of the literature, writing, and presentation skills.

Course Description

Students will work in groups and will be supervised by a Faculty Advisor. Normally there will be five students per group but group size may vary depending on class size and other factors. Progress of the project will be evaluated throughout the program by the Faculty Advisor. Feedback and evaluation will occur sequentially through various methods including:

- group meetings with project advisors
- project planning document
- ethics proposal (as required)
- seminars

- final research report
- poster presentation

Course Objectives

Upon completion of the course, students will be able to:

- plan selected components of a research project related to the practice of physical therapy
- conduct selected components of an investigation of an issue or problem related to the practice of physical therapy (examples of components that could be included are: literature search and review, problem identification, proposal development, ethics proposal, recruitment of participants, data extraction, data collection, data cleaning and analysis, interpretation/presentation of results)
- work effectively in a group to complete a research project over the course of the M.P.T. program
- collaborate to produce a final research report of the project
- prepare and present a research poster to an audience of students, faculty, and other interested individuals

Evaluation

Evaluation will be based on the active participation in a group research project. Over the duration of the MPT program, there will be a series of formative and summative evaluation components. The required formative components will ensure steady progression and ultimate completion of the project and will provide opportunities for feedback and mentorship by the Faculty Advisor.

Timing	Component
Module 1	EBP1 - Project planning document (60% passing grade required)
Module 2	Ethics Proposal (as required) evaluated by Research Supervisor for the 992 project
Module 4	EBP2 – Research Update (60% passing grade required)
Module 9	EBP3 Research Report and Poster (60% passing grade required)

By the end of Module 2, Faculty Advisors must submit a Program of Studies document to the Academic Program Assistant that will provide:

- Title of project
- Community Consultants (if any)
- Whether Ethics Approval is needed (has been obtained)

Textbooks/References/Resources

Carter RE, Lubinsky J, Domholdt E. Rehabilitation Research. Principles and Applications. 4rd ed. St. Louis: Elsevier Inc.; 2011.

Additional - as determined by the Faculty Advisor

Special Requirements

The rubric for the final written research report will be determined by the Faculty advisor and the Course coordinators in Module 4 and will be based on the nature of the project. Written work will conform to the School of Physical Therapy Guidelines for written work. (see Student Handbook on the School of Physical Therapy Website)
The University policies for academic dishonesty and student appeal will be applied.

Selection of Projects

As much as possible, students will be given their choice of research projects. Prior to Orientation Day, students will receive short descriptions of the possible research projects (topic, study methodology, student role). Students will indicate their project preferences by rank ordering the projects. As much as possible, student preferences will be considered when making the selection. Early Module I, students will meet with their faculty supervisor to discuss the research project.

Expectations of Faculty and Students

992 Research Supervisor

The Research Supervisor provides advice and assistance in the refinement of the research question and the development of the Major Project. The supervisor will:

- Discuss the course outline with students assigned to the research project
- Provide a basic description of the project
- Determine/Approve the research problem and study design
- Recruit an appropriate community consultant (as needed)
- Ensure necessary procedures with respect to permission, ethics, institutional, and academic requirements are met. (Note: Normally, the Research Supervisor is the Principal Investigator (PI) for the project; therefore, the Research Supervisor is responsible for submitting the Ethics Proposal and Consent Form for review by the appropriate ethics review committee.)
- Saskatoon Health Region (SHR) Administrative Approval (as needed) – Any projects involving SHR patients, personnel or resources must be approved by SHR. Please discuss with Suzanne Sheppard, Director of Physical Therapy.
- Ethics (as needed) -- Oversee preparation of Ethics Application (proposal and consent form), submit ethics application for approval before the start of data collection
- Provide formative feedback for:
    - Project Planning Document
    - Ethics Proposal (as required)
    - Sharing Seminar (Module 4)
- Ensure the project is at the appropriate level

    - statistical analyses are basic so that supervisors can help students with this part (eg. t-tests, oneway ANOVA, correlations, chi square, and non-parametric equivalents, simple reliability)
    - scope of the project is not too large
- Read and comment on progressive documents of the project. Faculty Advisors should discuss turn-around times and any special requirements they have related to the formative feedback
- Attend the final research day presentation
- Assisting with grading the final report (PTH 864 Evidence Based Practice 3)
- Monitor progress
- Provide information to the Academic Program Assistant for the Program of Studies Document required by CGSR (Module 2)
- Oversee budget and reporting of expenditures (see Policies and Procedures for Funding for PTH 992 Projects)

Community Consultant (Optional)

A health care professional (e.g., physical therapist, physician, occupational therapist, podiatrist, nurse, social worker, psychologist) working in the community (e.g., hospital, clinic, community) in the area of service delivery (e.g., direct care, management, consulting) may be appointed as a community consultant to assist in the development of the project. The role of the clinical consultant will be advisory and may include reading and commenting on progressive documents of the project, attending research meetings and the final presentation.

Students

Responsibilities of the students will be determined by the Faculty Advisor at the outset of the project and may include:

- Develop problem statement and discuss the design of the study
- Conduct literature search and literature review
- Design data collection/extraction forms
- Pre-test and rehearse data collection/extraction techniques
- Recruit participants
- Data collection/extraction
- Data analysis appropriate to the study design
- Arrange meetings with advisor as needed
- Practice good team work/develop a productive team
- Prepare progress reports as required
- Written report, presentation
- Prepare budget, balance sheets, and adhere to Policies and Procedures for Funding for PTH 992 Projects

Integrity Defined
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.

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For more information on what academic integrity means for students see the Student Contact and Appeals section of the University Secretary Website at
http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Student Feedback:
This course will be evaluated by means gathering student feedback through online evaluation or a focus group.

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://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca

APPENDIX V

Physiotherapy Education Accreditation Canada
Agrément de l'enseignement de la physiothérapie au Canada

2012
ACCREDITATION STANDARDS

for

PHYSIOTHERAPY EDUCATION PROGRAMS

in CANADA

509 Commissioners Road West, Suite 26, London, ON N6J 1Y5 | T: 250-494-0677 F: 778-724-0669 | www.peac-aepc.ca
509 chemin Commissioners Ouest, bureau 26, London (Ontario) N6J 1Y5 | T: 250-494-0677 TC: 778-724-0669 | www.peac-aepc.ca

ROLE 6.6 SCHOLARLY PRACTITIONER

The program prepares students to be life long learners in order to improve client[G] outcomes through seeking, creating, applying, disseminating, and translating knowledge to physiotherapy practice.

CRITERION 6.6.1

Use a reflective approach to practice.

Explanatory notes

The program prepares students to:

- Use self-evaluation and feedback from instructors, clinical preceptors, clients, and other providers to reflect upon actions and decisions to continuously improve knowledge and skills.
- Use a clinical reasoning/problem-solving approach to make decisions and take action.
- Recognize how own background, education, experiences, perspectives, values, and beliefs impact decision-making.
- Incorporate experiences, education, research, and best available resources to plan and deliver physiotherapy services.

CRITERION 6.6.2

Engage in scholarly inquiry.

Explanatory notes

The program prepares students to:

- Understand the principles of research, research ethics, and research methods and the importance of research to advance practice.
- Engage in aspects of the research process (e.g., critically appraise literature, conduct a systematic search for evidence, develop a research question and/or proposal, collect and/or analyze data, integrate and/or disseminate research results).

ROLE 6.7 PROFESSIONALISM

The program prepares students to demonstrate ethical practice, support of the profession, and high personal standards of behaviour.

CRITERION 6.7.1

Conduct self within legal/ethical[G] requirements.

Explanatory notes

The program prepares students to:

- Provide services within physiotherapy scope[G] of practice and personal competence[G].
- Maintain a professional therapeutic relationship with clients[G] (e.g., maintain professional boundaries, integrity, and act in the best interest of the client).
- Provide services while upholding professional codes of ethics, standards of practice and other professional obligations.
- Inform the client regarding all uses of collected personal and health data and obtain client consent.
- Maintain client confidentiality/privacy as required by applicable legislation.

APPENDIX VI: McGill U POTH 624 MASTER'S PROJECT

Credits: 6

Coordinator: Barbara Mazer, BSc(OT), PhD (Co-coordinator)
Richard Preuss, BSc(PT), PhD (Co-coordinator)

Course Structure: Team Projects (typically four or five students per project) will be supervised by Faculty and Clinical Supervisors.

TIME FRAME: Fall M1 – End of Summer M2

General course requirements: Course content within the Advanced Research Methods course will include information and assignments related to the conduct of the individual research projects, when possible. Class sessions will take place throughout the year and content may include the following:

- U3/QY April: information session to discuss project execution
- M1 September: orientation to the course, including guidelines for submission to a Research Ethics committee, project development and requirements
- M1 Fall within POTH 612: one block on development of a protocol for the project will specifically target methodology related to protocol development and requirements for submission to Research Ethics Committee. Other blocks will provide information on research methodology, analysis, etc.

Specific course requirements: Each team will be required to meet with their Supervisor(s) consistently over the year:

- Development of an action plan, complete agreement forms (September, M1)
- Project progress report(s) (October-December, M1)
- Completion of documents for ethics submission (December, M1, at end of POTH-612, and submission by February-March, M1)
- Project progress report(s) (March-April, M1)
- Team meetings during data collection period, as necessary; approximately once per month (May-July, M2)
- Submission of rough draft of paper, in article format, for a specific journal (end July, M2)
- Final Paper, including Individual Component (end of August, M2)
- Oral Presentation (end of August, M2)

Purpose and Objectives: The purpose of this Master's project is to conduct a scholarly piece of work that yields information related to rehabilitation. The specific goal for the student is to develop research knowledge and skills that are clinically relevant. Upon completion of this course, the student will be able to:

Scholarly Practitioner:

1. Design a research question that is pertinent to rehabilitation or to the development of a clinical program
2. Conceptualize a project that is pertinent to rehabilitation
3. Conduct a research study that yields information related to rehabilitation, and that can be presented at national or international conferences, and/or is suitable for publication in a clinically related journal

Communicator:

1. Describe in a clear and comprehensive manner aspects of the research project, using verbal and written forms of communication
2. Understand and use relevant information and communication technologies for the research project (e.g. databases, software).

Collaborator:

1. Work collaboratively in an intra- and/or inter-professional research team

Examples of Project Categories:

1. **Survey**: Plan and conduct a survey of students, patients, informal caregivers, health professionals and others on a topic related to rehabilitation
2. **Qualitative Study**: a proposal that would include rationale, literature review and methods for qualitative research of a question relevant to rehabilitation that may include collection and/or analysis of data in a limited scope (preliminary focus groups etc).
3. **Clinical Practice Guidelines (CPG)** Take existing clinical guidelines, or a critical care map for a specific condition, and review and update supporting evidence in a formal written recommendation for practice that includes a full and documented rationale.
4. **Program Evaluation**: In collaboration with a clinical department, plan an evaluation of a specific program that might include development of a survey, analysis of pre-existing data sets, development of data sets, review of the literature, case studies or preliminary data.
5. **Systematic Review**: Systematically examine the research related to a specific clinical question using a defined protocol and criteria for evaluation, review the evidence on a topic, and prepare your findings for publication and presentation.
6. **Knowledge Translation**: Develop a website or CD module related to rehabilitation for use by patients, caregivers, teachers or health professionals. Develop a teaching aid for patients, caregivers, or health professionals.
7. **Measurement Development**: Evaluate the psychometric properties of a measure or tool used in the practice of physical or occupational therapy. May include a small pilot study requiring data collection and/or data analysis.
8. **Quantitative Study**: Development and implementation of research methodology, and collection and analysis of data to answer a specific research question.

Required Text: No specific text is required. Students are expected to read information relevant to their specific topic and to the methodology used.

Student Assignment and Evaluation: There is a written and oral part to the evaluation; the written portion is worth 70% (Report: 50%; Individual component 20%) and the oral portion is worth 30%. The project must include at least 10 of the 33 learning objectives listed below. In addition, the following are required:

- Attendance and active participation at group meetings
- Summary reports of the group meetings and key decisions
- Each participant will have to write an additional component independently; this will be graded separately.
- Attendance at class meetings for POTH 624

Students must successfully pass the 3 parts of the evaluation; the written report, the individual component, and the oral presentation.

The **oral presentation** must be done at the clinical site where the project is conducted or for any other appropriate audience. The presentation takes place at the end of August and should be approximately 30-35 minutes long. There should also be time for a question and answer period.

The **written report** is written as a manuscript for submission to a scientific journal for publication, if applicable. This will provide an experience of writing for publication and will facilitate submission to a journal. It should include all sections that would normally be in an article (abstract, introduction, literature review, methods, results, discussion, tables and figures). If this is not appropriate (e.g. design of a clinical program), then the project should be written as a research report. In all cases, an abstract must be included. The written report is due before the beginning of the M2 clinical placements; date must be confirmed with the Faculty supervisor.

The **individual component** is required. The aim is to enable each student to demonstrate their knowledge of the material and integration of the findings. Each student may select a topic of interest to them that is related to the research project; it can be an overall discussion of the results, a more in-depth discussion of a particular aspect of the results, methodology, measurement, or clinical implications of the study. Topics must be approved by the Faculty supervisor.

Faculty supervisors are responsible for evaluating all aspects of the project. The grade reported on the student transcript is either a Pass or Fail and Supervisors must submit the fianl grade to the Course Coordinators at the completion of the project. Supervisors are required to provide feedback throughout the project as well as on the final written report and the presentation. The following guideline may be helpful for feedback purposes:

Written Presentation (70%)

- Introduction (research question, rationale)
- Background / literature review
- Methodology
- Results
- Discussion
- *Individual component (as determined by the supervisors) 20%
- General presentation (quality of language, organization of text)

Comments:

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TOTAL: /70

Oral Presentation (30%)

Visual presentation

- Appropriateness of material (tables, figures, etc.)
- Quality of language
- Organization of information and overall appearance

Oral presentation

- Selection of important aspects of project
- Demonstration of knowledge
- Clarity of presentation
- Capacity to answer questions

TOTAL: /30

Comments:

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Learning Objectives/Evaluation Criteria

Must meet a minimum of **10** of **33** learning objectives, including the 5 marked "required"

INTRODUCTION / BACKGROUND	
Formulate a research question / program objective	Required
Conduct a literature search	Required
Review the literature (overview of the literature)	Required
Extensive and critical review of the literature	
Develop background information supporting research question/program	Required
Present/ apply a theoretical model of the relationships under study	

Conduct a systematic literature review	
METHODOLOGY/ DATA COLLECTION	
Choose measures to answer the question / evaluate clinical program	
Develop a measure	
Develop or refining a questionnaire	
Test the measurement properties of a measure or questionnaire	
Write a consent form/prepare documents for ethics committee	
Develop clinical program plan	
Develop promotional or educational material for clinical program	
Implement clinical program	
Evaluate clinical program	
Recruit subjects into a research study	
Collect data through interviews / physical tests / focus groups	
Manage and co-ordinate study	
Choose a design to answer the question	
Create a computerized method of managing the data (database design)	
Enter data into a computerized data base	
Verify accuracy and completeness of data	
RESULTS AND ANALYSIS	
Manipulate data to create new variables	
Calculate descriptive statistics	
Perform basic inferential statistics (e.g. t-tests, Chi-square tests, etc.)	
Use complex statistical models	
Perform basic qualitative analyses (e.g. categorizing and contextualizing, reflexivity, transparency, constant comparison, etc.)	
Perform complex qualitative analyses (e.g. ethnography, art-based analyses, etc.)	
PRESENTATION OF RESULTS AND CONCLUSION	
Interpret results from statistical or qualitative analyses / systematic literature review	
Create tables to present results	
Create graphs of results	
Create PowerPoint presentation for conference or clinical rounds	Required
Write article for journal publication	

Project Selection Process

A list of projects is available for selection by each student in late May (M1). The students will attend an orientation meeting where the projects will be briefly described and the selection process explained to them. Each student will select 5 projects that are of interest to them. Prior to the first week of school in September, the project teams will be announced.

***NB*: Students must select a project that is identified as being within their discipline (PT or OT) or interdisciplinary (PT and OT). Faculty and**

Clinicians will identify how many OT and PT students are required for each project

The projects will be selected from a list of projects put forth by clinicians and faculty, and the final selection will be determined by the breadth and diversity of the projects as well as the balance for Occupational and Physical Therapy students.

The Advisory Committee

Students will develop their group projects under the direction of their Project Advisory Committee and the coordinator of the POTH 624 course. The committee will be made up of a Supervisor from the Faculty of SPOT, and a clinical supervisor/consultant, if applicable.

Specific Duties

Primary Faculty Supervisor: The primary faculty supervisor provides advice and assistance in refining the research question (with the clinical consultant), that will be developed by the student group, into a research project. The supervisor is responsible for the following:

- Ensuring necessary procedures with respect to permission, ethics, institutional and academic requirements are met
- Reading and commenting on progressive documents of the project
- Assisting with arrangements for research committee meetings
- Attending research committee meetings and the final research day presentation
- Grading of the project
- Liaising with any outside consultants or agencies required for completion of the project

Clinical Supervisor/ Consultant: If appropriate, a health care professional (Physical Therapist, Occupational Therapist, Physician, etc) in rehabilitation or other area of service delivery, will be appointed as a clinical supervisor to assist in the development and completion of the project. S/he will serve as an advisor and will contribute to the evaluation of the completed project. The role of the clinical consultant will include reading and commenting on progressive documents of the project, attending relevant research meetings and the final research day presentation.

Timeline for project completion

August -September M1

- Selection of projects completed
- POTH 612: selection of blocks
- Meeting 1 with Advisory committee

September M1-December M1

- Initial work on research projects (e.g. literature review, ethics proposal, etc)

- Meetings with advisors, development of project in conjunction with assigned modules in POTH 612; organize paper work for scientific review and ethics (where necessary)
- Final requirement for POTH 612 includes completing a concept map for the project, conducting and writing up a short literature review (2-3 pages), a brief research proposal including a summary of the methods, and a timeline of the project (preparation for ethics submission)

March-April M1

- Meeting with Supervisory committee to evaluate progress, finalize plan for data collection, target goals for winter semester, and to complete Ethics forms if necessary
- Present project to Ethics Committee where necessary and make corrections as required

May – July M2

- Conduct the project/ Data collection
- Meetings with Advisory Committee to discuss progress, present and discuss results, and prepare written report and presentation

August M2

- Writing of final report (journal article) (50%) and individual component (20%) [Total= 70%]
- Submission of abstract to McGill
- Powerpoint presentation to be presented at the clinical site (30%)
- Short presentation (7 minutes + 2 minutes for questions) at McGill during Research Presentation Day (no grade) (Date to be determined)
    - Determination of award winners
- Evaluation of projects: oral and written

Funding:

Each project has a budget of $250 to be used toward expenses related to the project. **Receipts must be retained** in order to be reimbursed. At the end of the project, the faculty supervisor should reimburse the students for any expenses they incurred and they then can submit their receipts to McGill. Only faculty may submit receipts for reimbursement.

Literature Review:

All groups must use the program Endnote for their literature searches and literature review. This program will facilitate keeping track of the literature and recording of the references in the written report.

Website
The abstracts of all Masters Research projects will be uploaded onto the McGill School of Physical and Occupational website.

Guidelines for Time Commitment for Working on the Project and For Summer Vacation:

All students must plan to be available to work on their project approximately **35-40 hours per week with at least 25 hours available during weekday daytime hours** (Monday-Friday 8-5) in order to work together with their team supervisors, and to complete the tasks that must be done during the work day (meeting with staff, doing data collection, etc).

Each student is entitled to **2 weeks of vacation** over the 4 months of summer (May-August). The timing of this vacation must be approved by the Faculty Supervisor as well as the other students in the group to ensure that their absence will not affect the progress of the project.

Special Requirements for Course Completion and Program Continuation:

In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Students must pass the each of the three parts of the evaluation: the oral presentation, the written report, and the individual written component.

Plagiarism/Academic Integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information.)

"L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/)."

Dress Code: Professionalism with respect to dress is required throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

Right to submit in English or French written work that is to be graded: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

"Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)."

Disability: "If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 before you do this."

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

AWARDS

Students may apply for the following awards related to the Masters Projects, as appropriate. Additional information is available on the SPOT website:
https://www.mcgill.ca/spot/about/convocation-awards

1. Dr. Alice Chan Yip Multiculturalism Award

Purpose and objective of the Award:
To recognize a student who has conducted an outstanding clinical, community-based, or research project related to international development or multiculturalism, that embodies the principles of cultural competency in rehabilitation.

This award was established in 2011 by the donor, in recognition of the importance of cultural competency in professional practice in rehabilitation, both in the domestic and the international arenas. Awarded by the School of Physical and Occupational Therapy to a student enrolled in the School's professional Occupational or Physical Therapy programs or to students registered in the Master's or PhD programs in Rehabilitation Science.

Eligibility: Two categories of students are eligible to apply for this award:

1. **Students enrolled in the School's Professional OT or PT programs** who have **implemented** (cannot be in the planning stages) an outstanding clinical, community-based or research project demonstrating a) cultural sensitivity related to international development or b) promoting cultural competency and health in the field of rehabilitation.
2. **Students enrolled in the Graduate Programs in Rehabilitation Science (MSc or PhD)** who have implemented (not in the planning stages) an outstanding research project demonstrating a) cultural sensitivity related to international development or b) promoting cultural competency and health in the field of rehabilitation.

Evaluation Criteria:

- Degree of correspondence between the student's project and the award objectives
- Quality and impact of the project
- Student's role within the project (leadership, innovation, contribution)

Value of the award: $850

2. Patricia Ann MacDonald Wells Van daele Award

Purpose and Objective of the Award:
To recognize a student who has conducted an outstanding clinical, community-based, or research project related to the aging population and/or clinical education.

This award was established in 2003 by family, friends and colleagues of Patricia Ann MacDonald Wells Van daele as well as graduates of the School of Physical and Occupational Therapy. Awarded by the School of Physical and Occupational Therapy to a student enrolled in

the School's professional Occupational or Physical Therapy programs or to students registered in the Master's or PhD programs in Rehabilitation Science.

Eligibility: Two categories of students are eligible to apply for this award:

1. **Students enrolled in the School's Professional OT or PT Programs** who have implemented (cannot be in the planning stages) an outstanding clinical, community-based or research project related to the aging population and/or clinical education.
2. **Students enrolled in the Graduate Programs in Rehabilitation Science** (MSc or PhD) who have implemented (not in the planning stages) an outstanding research project related to the aging population and/or clinical education.

Evaluation Criteria:

- Degree of correspondence between student project and award objectives
- Quality and impact of the project
- Student's role within project (leadership, innovation, contribution).

Value of the Award: $500

3. The Association Physio Montreal Travel Award
School of Physical and Occupational Therapy

Purpose and Objective of the Award:
To recognize students in the professional Physical Therapy Program who demonstrate outstanding commitment to their chosen profession.
The Travel Award was established in 2013 through a donation from the *Association Physio Montréal*. It is awarded to Physical Therapy students by the School of Physical and Occupational Therapy to support expenses related to presenting their research as well as representing McGill University and their profession at a major provincial, national or international professional congress/conference (e.g. OPPQ, CPA, WCPT). Other conferences will be considered if approved by the Chair of the Awards Committee.

Eligibility:

- Students who completed their professional Physical Therapy Degree in the fall previous to the award application (e.g. completed in fall 2015 for a February 28 2016 application).
- Students who are authors of poster or podium presentations at the targeted conference.
- Students will only be considered for one award per degree program (unless unused funds are available).

Evaluation Criteria: The selection of one or more students is based on the quality of their research as presented in their abstract, and a letter of support from their research supervisor.

Value of the Award: Each year, a sum of up to $1,500.00 will be available for the School's professional program in Physical Therapy.

4. The SPOT Alumni Travel Award School of Physical and Occupational Therapy

Purpose and Objective of the Award:
To recognize students in the professional Occupational Therapy Program who demonstrate outstanding commitment to their chosen profession.
The Travel Award was established in 2013 through a donation from the *School of Physical and Occupational Therapy Alumni Fund*. It is awarded to Occupational Therapy students by the School of Physical and Occupational Therapy to support expenses related to presenting their research as well as representing McGill University and their profession at a major provincial, national or international professional congress/conference (e.g. OEQ, CAOT). Other conferences will be considered if approved by the Chair of the Awards Committee.

Eligibility:

- Students who completed their professional Occupational Therapy Degree in the fall previous to the award application (e.g. completed in fall 2015 for a February 26 2016 application).
- Students who are authors of poster or podium presentations at the targeted conference.
- Students will only be considered for one award per degree program (unless unused funds are available).

Evaluation criteria: The selection of one or more students is based on the quality of their research as presented in their abstract, and a letter of support from their research supervisor.

Value of the Award: Each year, a sum of up to $1,500.00 will be available for the School's professional program in Occupational Therapy.

5. AQPMO (Quebec Manual Therapy Organization)

AQPMO is offering each university PT program in Quebec paid registration for 2 students to present a poster of the Masters Project at their annual symposium. (November 2016 in Montreal). A project related to manual therapy/MSK will be selected at the Masters Projects Presentation Day in August.
The names of the 2 students representing McGill must be submitted by September 16, 2016
One project selected by the public and the organizing committee will receive a prize.

APPENDIX VII: Queen's University

OTPT898 CLASS OF 2016
CRITICAL ENQUIRY PROJECT
GUIDELINES AND TIME LINES for Faculty
2015-16 Academic Year

Students must achieve an acceptable level of competence in an area of the research process as determined by the faculty supervisor.

Guiding Principles

1. Students engage in a critical enquiry project under the guidance of a faculty member in order to allow them an opportunity to experience portions of the critical enquiry process.
2. A critical enquiry project may be:
    a) Comprehensive review and critical appraisal of existing literature,
    b) Participation in the data collection and analysis of a research project that is currently underway,
    c) Participation in a secondary analysis project using data already collected,
    d) Participation in/contribution to a full research project, or
    e) Another format of critical inquiry analysis as determined by the faculty supervisor.
3. All critical enquiry activities must culminate in a final scholarly product (e.g. paper, translational video, digital product) as approved by the faculty supervisor.
4. All projects will be associated with a faculty member's research and/or teaching interests.
5. The number of students per project will vary depending on the nature of the project and is at the discretion of the faculty supervisor.

Process/Timing for Assigning Supervisors:

Date		**Event**
Blocks 4 & 5	April 28, 2015	Lists of faculty and topics posted
	May 5, 2015	Students submit selections (prioritize from 1st through to 8th choice)
	May 12, 2015	Student/supervisors assignments to be distributed

Timelines for Completion of Project

	Occupational Therapy	**Physical Therapy**
Available Times for Working on the Project	• Block 6/7, year 1 • Block 8, year 2 • Block 10, year 2 • Block 11, year 2 • Block 12/13/14, year 2	• Block 6 / 7, year 1 • Block 8, year 2 • Block 10, year 2 • Block 13, year 2 • Block 14, year 2
DEADLINE FOR SUBMISSON	**Friday, June 17, 2016**	**Friday, June 17, 2016**

Evaluation:
The faculty supervisor will assess a PASS/FAIL of the submitted final product for reporting to the students' transcripts. Excellent products may be nominated for honours and awards.

OTPT898 CLASS OF 2016
CRITICAL ENQUIRY PROJECT
REQUIREMENTS FOR SUCCESSFUL COMPLETION

Each student, whether working with another student or with a group of students, must demonstrate participation in and scholarly contribution to a portion of the critical enquiry process which is acceptable at a Masters level.

WHAT IS ACCEPTABLE?

The following are examples of how students' work may achieve the learning objectives and guiding principles. Supervisors may substitute other products that are of equivalent scholarly rigour.

Reviews

- Clear indication of search strategy and criteria for selection of documents for the review
- Ability to critically appraise the evidence
- Ability to integrate the material from the literature (documents)
- Ability to provide a written document which demonstrates a critical analysis and integration of the relevant information

Data Collection/Analysis (quantitative)

- Comprehension of the measurement tool and values obtained (whether it be primary or secondary data collection)
- Ability to statistically analyse and interpret the findings
- Ability to present the data in graphical and/or tabular format
- Ability to clearly and succinctly describe the findings in a written format

Data Collection/Analysis (qualitative)

- Development of an appropriate interview guide given the research question
- Ability to perform an interview and collect relevant data
- Transcription of interview data
- Ability to analyse data and provide a critical assessment of the outcomes
- Ability to clearly and succinctly describe the findings in a written format

Discussion of Findings

- Provide an overview of the primary findings of the study and relevance to the field
- Indicate clinical relevance of the findings (to the field, to the patient population, etc)
- Discuss findings relative to the literature (things to consider)
    - Measure same construct and use same tool
    - Measure same construct but use different tool
    - Same population, different population
    - Types of interventions
    - Sample sizes
- Conclusion/Summary paragraph highlighting clinical relevance and next steps

Translational Product (i.e. video, pamphlet, digital product)

- Clear and detailed description of the methods used to develop the product
    - Content: literature review, consultations, interviews, etc.
    - Presentation Format: supporting evidence for why this format is optimal versus other formats for the specific audience/use group
    - Implementation: description of how this product will be used and the related clinical relevance and benefit

OT898 PT898 *(circle applicable course number)*

CRITICAL INQUIRY PROJECT – CLASS OF 2016
COMPLETION FORM

TITLE OF PROJECT: _____

_____

STUDENT NAME	**Contribution to the Research Process**	**PASS (P) FAIL (F)**

☐ The students have uploaded a copy of the final product to Rehab Central
☐ The students have provided the supervisor with a copy of the final product

_____ _____
Supervisor Signature of Supervisor

_____
Date

APPENDIX VIII
Argument for Removal of NURS 993.3 – Publishable Paper Course

NURS 993.3 was originally the capstone course for the Master of Nursing Course-Based program (concentration: Education/Leadership) and Master of Nursing (MN)-Nurse Practitioner (NP) programs. One of the original purposes of NURS 993.3 – Publishable Paper was to ensure course-based MN students were attaining the scholarly writing expectations of graduate students. Increasingly, there has been recognition within the College of Nursing of the importance of developing scholarly writing skills throughout graduate education, not merely as a capstone course. As such, NURS 993.3 – Publishable Paper has been eliminated and the content integrated throughout other core masters courses.

Within the MN-NP curriculum, development of student scholarly writing skills for publication has been integrated in the core NP courses NURS 883.3, NURS 885.3, NURS 880.3, NURS 888.3 and NURS 878.3. For an MN-NP student in full-time studies, this results in one course per term that specifically addresses and evaluates scholarly writing.

The first course within the MN-NP and PGDSPC-NP programs, NURS 883.3, introduces and lays the foundations for scholarly writing with subsequent courses continuing to develop and refine these writing skills. For example, in NURS 883.3 students are introduced to expectations of scholarly writing, writing for publication and write 2-3 scholarly paper assignments, with detailed feedback on each assignment to help advance writing skills. The following term, in NURS 885.3, the Library Liaison reviews how to conduct a literature search using CINHAL and other databases and then students are given the opportunity to practice and apply these skills in writing a scholarly paper assignment on counselling strategies used in primary care. In the first and second clinical practicum courses, NURS 880.3 and NURS 888.3, students write a Clinical Case Report using the specific authorship guidelines of a peer-reviewed journal. It is intended that with feedback and revision through collaboration with Faculty, students may then go on to submit the clinical case report for publication in the selected journal. To conclude development of writing scholarship, in the final clinical course NURS 878.3, students are introduced to grant proposal writing. See Table 1-1: Scholarly writing integration in NP curriculum for details on the scholarly writing components in each of these NP courses.

Table 1-1: Scholarly Writing Integration in NP Curriculum

Year, Term	Course	Scholarly Writing Component(s)	Associated Learning Outcome
Year 1, Term 1	NURS 883.3	• Introduction to scholarly writing and writing for publication • Library services orientation: evaluating quality of sources; literature search, referencing, plagiarism	• Explore scholarly writing for publication including the importance for advancing the art and science of nursing, challenges and opportunities; and strategies for developing publications

		• 2-3 scholarly paper assignments on topics of NP Theory, Roles & Responsibilities	
Year 1, Term 2	NURS 885.3	• Review literature search strategies, PICO, hierarchy of evidence, APA, scholarly writing • Scholarly paper assignment on counseling strategies	• Explore and apply skills in scholarly writing (i.e. PICO, literature search, APA, writing for publication).
Year 1, Term 3	NURS 880.3	• Clinical case report assignment written as per authorship guidelines for peer-reviewed journal	• Develop and apply skills in scholarly writing for publication
Year 2, Term 1	NURS 888.3	• Clinical case report assignment written as per authorship guidelines for peer-reviewed journal	• Develop and apply skills in scholarly writing for publication
Year 2, Term 2	NURS 878.3	• Discuss grant proposal and program evaluation development • Grant proposal assignment	• Develop and apply knowledge and skills in scholarly writing for funding proposals

Given this integration of scholarly writing throughout the program, the College no longer feels a capstone course related to scholarly writing is necessary. NURS 878.3, the final clinical practicum course for MN-NP and PGDSPC-NP students, is more appropriately the capstone course in the MN-NP and PGDSPC-NP programs, as it consolidates and evaluates desired learning outcomes for the graduate NP. A comprehensive exam is written in the NURS 878.3 course, evaluating knowledge gained throughout all NP courses and ensuring students' possess necessary knowledge to pass the national Canadian Nurse Practitioner Certification Exam (CNPE) which they go on to write if they successfully complete NURS 878.3.

Example Publishable Course Assignment #1: Case Study Report Assignment

Value: 20%

Due Date: October 27th, 2016 by midnight (Saskatchewan Time)

Type: Scholarly publishable paper

Description: Use the guidelines for submission of a Case Report from the journal *Clinician Reviews* to write the case report on a case seen in your clinical practicum that was interesting and/or provided a valuable learning experience. As per *Clinician Reviews* submission guidelines available at http://www.clinicianreviews.com/corporate-links/journal-info/information-for- authors.html click on *Grand Rounds*

Case Reports must be structured as per the Ground Rounds specifications. The article is an actual case presentation of a client from your clinical practice. This paper is the presentation of an actual case study, does not require an abstract or an introduction. It begins with a detailed patient presentation: history and

physical, test results, diagnosis, treatment, and outcome. This is followed by a discussion of the diagnosed condition, including the differential diagnosis, treatment options, and management, as in other clinical manuscripts. Details that might make it possible to identify the patient should be omitted.

The case description should give a concise, chronological account of the case, including only relevant, diagnostically important data of which the outcome is known. (For example, do not include tests or consultations for which the results are unknown). Be careful to protect confidentiality and not to use identifying data when describing the case.

The discussion section should consider relevant literature and applicable clinical practice guidelines. Describe the literature search, including databases, MeSH words and years searched. Select only those articles/guidelines strictly relevant to the case and discussion. Consider why the case is important and what lessons can be learned. The conclusion should describe the key points, clinical pearls and/or changes to primary care practice resulting from the case discussion.

Maximum length of the case report is to be 1700 words excluding references. Excluding references means excluding the reference page. Excluding references does not mean subtracting in text citations from the word count of the paper. Although the journal uses a different style for referencing - this report must use APA referencing format. Word count for the paper must be included after the last line of the conclusion. Marks will be deducted for going over the 1700 word count. Please note that journals will not accept an article with a word count higher than the maximum allotted.

Example Major Assignment#2 : Grant Proposal for NP Position

Value: 20%
Due Date: Letter of Intent: January 30, 2017; Full Proposal March 25, 2017.
Type: This major assignment will involve writing a project (grant) proposal for a Nurse Practitioner employment position.
Details: The project proposal for Nurse Practitioner (NP) services is to be aligned with the Saskatchewan Ministry of Health's strategic priorities for the health system (or your provincial ministry if outside of Saskatchewan). Proposals will support the optimized utilization of NPs and recognize the contribution of NPs through their primary health care skills, competencies and collaborative inter-professional relationships with physicians and other health care providers. Proposals should address the need for increased access to primary health care services for high need priority populations (e.g., elderly, chronic co-morbid conditions, mental health and substance use issues, women's health & maternity care, and patients in rural or remote communities who do not have daily access to a general practitioner). This paper will be **a maximum of 3500 words** in length **excluding** references and appendixes.
Proposals need to address how NP services could be measured and evaluated. The Institute for Healthcare Improvement *Triple Aim Measures* provides one example of an evaluation framework to guide health care improvement initiatives. Specific outcome measures may include, but are not limited to:

- Improved patient, caregiver, and family experience
- Improved provider services (i.e. evidence-based care)
- Expanded or increased access to primary care

- Decreased hospitalization and emergency department usage
- Community supports that reduce admissions to continuing care facilities among other
- Decreased healthcare costs (direct or indirect)
- Improved patient outcomes (i.e. morbidity, mortality)

Use the following text as a guide: Yuen, F. K., Terao, K. L., & Schmidt, A. M. (Eds.) (2009). *Effective grant writing and program evaluation for human service professionals.* Hoboken, NJ: John Wiley & Sons. Your APA manual can assist you in the formatting of tables, appendices and text.

Letter of Intent – Due January 30th, 2017**:** Write a maximum 2 page letter of intent briefly describing the project proposal to seek out potential interest from funders. You will receive detailed feedback on your letter of intent to help guide your final Proposal

Final Proposal - Due March 25th, 2017. The final proposal should include the following elements:

Cover Page: In addition to the required format for submission of papers, include a title for the proposal.
Abstract: Summary of proposed position.
Table of Contents: Outline for proposal.
Specific Aims: Provide a summary of the purpose for the proposed the NP position and services. Include a problem statement, community need(s), background, significance and a general overview of the proposed plan for addressing needs. This section should answer the question "Why is the proposed NP position needed and important?"
Alignment with Saskatchewan Health Strategic Aims (or your provincial ministry if outside of Saskatchewan): Identify which strategic objectives the proposal addresses.
Literature Review: Provide a summary of relevant literature related to an NP position in the proposed setting. Include NP Position Description and an Appendix detailing position posting.
Target Population: Describe the target population including community statistics, target population demographics and current access concerns.
Approaches and Methods: Include the project goal(s)/objective(s), a detailed plan of activities required to achieve the set goals/objectives and timelines (i.e. Gantt Chart). Consider what activities are necessary prior, during and after implementation of the position to ensure success.
Non-practice Supports and Site Specific Operational Readiness to integrate an NP: Include information about people it would be necessary to receive support from for the position to be successful.
Budget: For the NP Position and any required additions to present services (such as salaries, travel, facilities, equipment, supplies, knowledge transfer costs and any other costs associated with the project).
Evaluation Plan: Describe your plan for evaluating the proposal i.e. How will you know if the integration of a NP in this setting is successful? Consider process (formative) and outcome (impact) evaluation measures.
References: literature referenced in your paper.

Appendices: Link each appendix in your proposal. Examples of appendixes include: timeline diagram for project, project activities description, Description of NP position, logic model, and budget justification for all expenses.

AGENDA ITEM NO: 10.3

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon; Chair, Academic Program Committee
DATE OF MEETING:	December 21, 2017
SUBJECT:	**Degree-level certificate in Indigenous Governance and Politics**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The Academic Programs Committee approved this undergraduate degree-level certificate at its December 6, 2017 meeting. APC has authority to approve the new certificates from colleges with an approved template, as outlined in the Academic and Curricular Changes Authority Chart which was approved by Council in June 2016. The College of Arts and Science has an approved certificate template.

The College of Arts and Science has developed the degree-level certificate in Indigenous Governance and Politics as a part of their commitment to the goals of reconciliation in response to calls from the Truth and Reconciliation Committee. This certificate will help students cultivate an understanding of and appreciation for the unique socio-political position of Indigenous peoples in Canada in relation to historical and contemporary issues in governance and politics. It will allow students from a variety of disciplinary backgrounds to acquire specialized knowledge about Indigenous governance and political issues in Canada and globally and will provide them with a means of documenting this competency. The certificate program offers considerable flexibility to enable students from different Colleges to complete the program in conjunction with other degree programs.
As the courses that comprise this certificate are regularly offered already, there is no critical mass requirement to make this certificate viable. The requirements for the certificate can be met entirely through online classes, making this offering particularly attractive to students in the North, who would previously have engaged with these topics through the International Centre for Northern Governance and Development and the Bachelor of Arts in Northern Studies.

The Planning and Priorities Committee of Council reviewed the notice of intent for the

proposed Certificate in Indigenous Governance and Politics at its October 25, 2017 meeting.

ATTACHMENTS:

- Proposal for Academic or Curricular Change: Certificate of Proficiency in Indigenous Governance and Politics

UNIVERSITY OF SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Indigenous Governance & Politics

Field(s) of Specialization: Indigenous Governance & Politics

Level(s) of Concentration: Certificate of Proficiency

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Loleen Berdahl
Department Head, Political Studies
College of Arts & Science
loleen.berdahl@usask.ca
306-966-1952

Proposed date of implementation: May 2018

Proposal Document

Academic justification:

Alongside the College of Arts and Science' goals for Indigenization, this certificate clusters together existing College courses to offer students a tangible output that recognizes their specialized knowledge in the subject area. The proposed certificate is a step towards fulfilling reconciliation goals in response to calls from the Truth and Reconciliation Commission (TRC) that students be educated in the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Aboriginal-Crown relations.

The introduction of this program will assist students in the Social Sciences and Humanities in a number of areas identified in the University Learning Charter and College's Strategic Directions:

• Helps students to understand how the subject area may intersect with related disciplines. It encourages interdisciplinarity by allowing students across a number of disciplines to incorporate foundational concepts about Indigenous governance and politics within their programs and to encourage students to take elective courses outside of their major discipline.

• Contributes to recruitment and retention of a diverse academic studentship, both Indigenous and non-Indigenous, and prepares them with knowledge requirements of the current political climate that affects Indigenous communities in Canada.

• Promotes citizenship goals by encouraging, through certificate programming, the value of diversity, particularly of Indigenous peoples and their unique socio-political circumstances, and the positive contributions this brings to society.

• Ensure the delivery of Indigenous-focused content in programming on our campus, an objective of the University's Framework for Planning.

Critical mass:

Currently about 5-10 students would be strong candidates for this certificate, and implementation and advertising of this option could increase that number. However, as the courses that comprise this certificate are regularly offered already, there is no critical mass requirement to make this certificate viable.

Indigenous certificate programs at other universities:

Indigenous Governance and/or Politics certificates*: University of Alberta (Aboriginal Governance and Partnership),Yukon College (First Nations Governance and Public Administration certificate), Nunavut Arctic College (Municipal Government certificate)

Other Indigenous Content certificates: Simon Fraser University (Certificate in First Nations Studies Research), Thompson Rivers University (Aboriginal Studies certificate), Langara College (Aboriginal Studies certificate), University of the Fraser Valley (Sto:lo Studies certificate), University of the Fraser Valley (Aboriginal Culture and Language Support certificate), Victoria Island University (Business Fundamentals for Aboriginal Communities),

University of Saskatchewan (Kanawayihetaytan Askiy Certificate: Let us Take Care of the Land), University of Regina (First Nations Interdisciplinary Studies certificate), First Nations University (Managing Indigenous Organizations program), York University (Indigenous Studies certificate), Ryerson (Aboriginal Knowledges and Experiences certificate), Nipissing University (Aboriginal Leadership certificate), Université du Quebec en Abitibi-Temiscaminge (Aboriginal Studies certificate), Université Laval (Indigenous Studies certificate), Memorial University of Newfoundland (Aboriginal and Indigenous Studies certificate),

*Of these programs, the University of Alberta (on-campus and online blended delivery) and Yukon College's (in-class and distance blended delivery) certificate programs contain the most content overlap with the proposed Indigenous Governance and Politics certificate program of the University of Saskatchewan. The IGP Certificate at the University of Saskatchewan will have blended delivery, but distance students are offered the unique opportunity to complete the program entirely online if desired.

Certificate program vs minor: The Certificate of Proficiency option also offers greater flexibility as compared to a minor. Students may complete a certificate prior to a degree, concurrently with a degree, or following a degree, whereas minors may only be completed concurrently with a degree. This opens the program both to existing university students as well as people in the community who have an interest in the subject and wish to obtain a credential. Certificates are also available to students in any College, in contrast to minors which are only available to students in the Colleges that have approved them for use.

We anticipate that this certificate will be particularly attractive to students who currently have no means of formally documenting their specialized training in this area. With the deletion of the Bachelor of Arts in Northern Studies and the closure of the International Centre for Northern Governance and Development (ICNGD), this certificate program will provide opportunities for students who would otherwise have been interested in the previous program offerings. We see the certificate as complimentary to other degree programs, including the Bachelor of Arts offered by the participating departments. We see students laddering this certificate into their degree programs.

This program will be administered and officially housed in the Department of Political Studies.

Admissions

Students must be admitted to a College at the University of Saskatchewan.

Description of the program

Certificate of Proficiency in Indigenous Governance and Politics

The purpose of this certificate program is to cultivate an understanding of and appreciation for the unique socio-political position of Indigenous peoples in Canada as this relates to historical and contemporary issues in governance and politics. Attention is paid to various levels of government that affect Indigenous groups as well as ongoing relationships between Indigenous and non-Indigenous Canadians and prospects. The Certificate in Indigenous Governance and Politics will allow students from a variety of disciplinary backgrounds to acquire specialized knowledge about Indigenous governance and political issues in Canada and globally, and will provide them with a means of documenting this competency.

If you are interested in more information about Indigenous Governance and Politics or how to receive credit for the certificate, please contact student-advice@artsandscience.usask.ca

Major Average

The major average in the Certificate of Proficiency in Indigenous Governance and Politics includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Indigenous Governance and Politics, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- INDG 107.3
- POLS 222.3
- Minimum program requirements

See Residency for additional details.

Requirements (15 credit units)

Complete 6 credit units from:

- INDG 107.3 (Introduction to Canadian Indigenous Studies)
- POLS 222.3 (Indigenous Governance and Politics)

Choose 9 credit units from the following:

- POLS 221 (Global Indigenous Politics)
- POLS 322 (Aboriginal Management and Administrative Systems)
- POLS 323 (Aboriginal Policies and Programs)
- POLS 422 (Aboriginal Development Strategies)
- INDG 220 (Aboriginal Rights and the Courts)

- INDG 256 (Critical Survey of the History of Indigenous Child Welfare in Canada)
- INDG 264 (Aboriginal People and Canadian Politics)
- INDG 265 (Aboriginal People and Development)
- INDG 362 (Aboriginal People and Northern Development)
- INDG 410 (Aboriginal Self Determination Through Mitho Pimachesowin: Ability to Make a Good Living)
- HIST 265 (Native Newcomer Relations in Canada 1880 to Present)
- HIST 266 (History Wars: Native Newcomer Relations)
- HIST 310 (Beavers, Booze, and Bully Boys: Fur Trade Wars in North America)
- SOC 219 (Aboriginal Peoples and Justice in Canada)
- SOC 319 (Aboriginal People in Urban Areas)
- SOC 341 (Institutional Racism and Aboriginal People)
- GEOG 352 (Contemporary Issues of the Circumpolar World I)
- PLAN 445 (Planning with Indigenous Communities)

Consultation

The Departments of Indigenous Studies, Geography and Planning, History, and Sociology, as well as the Program Chair of the Regional & Urban Planning program, and the Associate Dean of Aboriginal Affairs, College of Arts and Science, were consulted. See Appendix A.

Budget

The College of Arts and Science currently possesses all needed resources required for implementation of this certificate program, as no new or additional supports are requested. The core courses for this program, INDG 107.3 and POLS 222.3, are offered annually, often more than once each year. Supporting departments of Indigenous Studies, History, Sociology, and Geography and Planning have noted that the elective courses in their departments are, and will continue to be, offered on a semi-regular basis (see Appendix A). As a result, the introduction of this certificate program will have no negative impact on current department practices or library systems.

No budget allocations will change within the Departments or the College of Arts and Science.

College Statement

The proposal to create a Certificate of Proficiency in Indigenous Governance & Politics was circulated to all faculty members in Arts and Science through the Arts and Science College Course and Program Challenge on October 11, 2017, and was approved by the Academic Programs Committee (B.A., B.F.A, B.Mus.) on October 16, 2017. The proposal was recirculated with the meeting agenda for the Arts and Science Faculty Council, and was approved by that body on October 30, 2017.

See Appendix B for letter from Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

Attachments

Appendix A: Evidence of Consultation

Appendix B: Notice of Intent, College letter of support, and response from Planning & Priorities Committee

Appendix C: Consultation with the Registrar form.

Appendix A:

UNIVERSITY OF SASKATCHEWAN
College of
Arts and Science | Regional and Urban Planning

Dr. Jill A.E. Blakley, PhD, MCIP, RPP
Associate Professor
Department of Geography & Planning, and
School of Environment and Sustainability
University of Saskatchewan
Rm. 115 Kirk Hall, 117 Science Place
Saskatoon, SK S7N 0A9

28 Feb 2017

RE: Inclusion of PLAN

To Whom It May Concern:

I recently met with Loleen Berdahl, Department Head of Political Studies, to discuss the proposed new Indigenous Governance and Politics Certificate of Proficiency. I am happy to support the inclusion of PLAN 445 Planning With Indigenous Communities in the Certificate offerings. This course will continued to be offered every year or every second year for the foreseeable future.

My very best regards,

Dr. Jill Blakley
Chair, Regional and Urban Planning Program

cc: Dirk DeBoer; Phyllis Baynes

UNIVERSITY OF SASKATCHEWAN
College of
Arts and Science
ARTSANDSCIENCE.USASK.CA

July 4th, 2017

To Whom it may Concern,

It is my pleasure to write in support of the proposed Indigenous Governance and Politics Certificate of Proficiency. I have met with the Department Head of Political Studies, Loleen Berdahl, as well as Nicole Wegner, who is working for the Department on the development of this certificate, and I fully endorse the department's plans for this. The certificate program, which will ladder into multiple degree programs, will make learning about Indigenous governance and politics more widely accessible and appealing to students, both Indigenous and non-Indigenous. As the certificate program will be available online, it will be particularly appealing to those working in Indigenous governments who are looking for an accessible opportunity for training and professional development. This certificate is also very much in keeping with the College's Indigenous Learning Goal, in that it will move more students towards an understanding of the unique socio-cultural position of Indigenous people in Canada. I strongly support its approval.

Sincerely,

K. Bidwell

Kristina Bidwell

Associate Dean of Aboriginal Affairs T: (306) 966-6397
College of Arts & Science
University of Saskatchewan
E: kristina.bidwell@usask.ca

UNIVERSITY OF SASKATCHEWAN

Department of Sociology
Room 1019 - 9 Campus Drive Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-6947 Facsimile: (306) 966-6950
Email: sociology@usask.ca

MEMORANDUM

TO: Loleen Berdahl, Head, Department of Political Studies

FROM: Terry Wotherspoon, Head, Department of Sociology

DATE: July 6, 2017

RE: Proposed Indigenous Governance and Politics Certificate

Thank you for the opportunity to discuss the proposal to introduce a certificate in Indigenous Governance and Politics. The initiative looks very worthwhile and likely to attract the interest of several students in the College. A major strength in the proposal is that it draws from several existing relevant courses in five different disciplinary areas.

We are pleased to support the inclusion of the Sociology courses identified in the proposal, all of which are relevant to the certificate focus and all of which are offered on a regular basis (at least once each academic year).

On behalf of the Sociology Department I wish you all the best as you move towards approval and implementation of this new certificate.

Sincerely,

Terry Wotherspoon

cc. Nicole Wegner, Political Studies

UNIVERSITY OF SASKATCHEWAN

Department of History

619 Arts Building
9 Campus Drive
Saskatoon SK S7N 5A5
Canada
306-966-8712
history.department@usask.ca
www.artsandscience.usask.ca/history

Dr. Nicole Wegner
Department of Political Studies
University of Saskatchewan
Saskatoon, SK S7N 5A5

July 25, 2017

Dear Dr. Wegner:

I have reviewed your proposal for a Certificate of Proficiency in Indigenous Governance and Politics. On behalf of the Department of History I am pleased to support this initiative. The history courses included are appropriate for the program and are ones that we expect to continue offering for the forseeable future. If I can be of further assistance please contact me.

Sincerely,

Geoff Cunfer

Geoff Cunfer
Professor and Department Head
Department of History

UNIVERSITY OF SASKATCHEWAN

Department of Geography and Planning

117 Science Place, Saskatoon SK
S7N 5C8 Canada
Telephone: (306) 966-5654
Facsimile: (306) 966-5680

Loleen Berdahl
Head, Department of Political Studies
University of Saskatchewan

July 26, 2017

Dear Loleen,

Thank you for the opportunity to meet with you to discuss the proposal for the Certificate of Proficiency in Indigenous Governance and Politics.

This letter confirms that the Department of Geography and Planning supports the inclusion of GEOG 352.3 (Contemporary Issues of the Circumpolar World I), formerly NRTH 331.3, in the certificate. GEOG 352.3 is currently under development as an online course to be delivered through the Distance Education Unit. It is anticipated that the course will be offered on a regular basin starting spring/summer 2018.

Sincerely,

Dirk. H. de Boer
Professor and Head

UNIVERSITY OF SASKATCHEWAN

Department of Indigenous Studies

142 Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8 Canada
Telephone: (306) 966-6209
Facsimile: (306) 966-6242

Loleen Berdahl
Head, Department of Political Studies
University of Saskatchewan

September 22, 2017

Dear Loleen,

Thank you for the opportunity to meet with you to discuss the proposal for the Certificate of Proficiency in Indigenous Governance and Politics.

This letter confirms that the Department of Indigenous Studies supports the certificate proposal and the inclusion in the certificate of our courses INDG 107 (Introduction to Canadian Indigenous Studies), INDG 220 (Aboriginal Rights and the Courts), INDG 256 (Critical Survey of the History of Indigenous Child Welfare in Canada), INDG 264 (Aboriginal People and Canadian Politics), INDG 265 (Aboriginal People and Development), INDG 362 (Aboriginal People and Northern Development), and INDG 410 (Aboriginal Self Determination Through Mitho Pimachesowin: Ability to Make a Good Living). We anticipate that these courses will continue to be offered on a regular basis in the future.

The proposed certificate will be a valuable addition to the college's offerings, and we are looking forward to working with you to ensure its success.

Sincerely,

Dirk H. de Boer
Professor and Interim Head

Appendix B: Notice of Intent and Response from Planning & Priorities Committee

NOTICE OF INTENT

New Certificate of Proficiency Program: Indigenous Governance and Politics

The Department of Political Studies in the College of Arts and Science proposes the establishment of a Certificate of Proficiency in Indigenous Governance and Politics, requiring 15 credit units. The program requirements will include two core courses, one which will act as the capstone course for the Certificate. By completion of the certificate, students will cultivate an understanding of and appreciation for the unique socio-political position of Aboriginal peoples in Canada as it relates to historical and contemporary issues in governance and politics. This objective speaks directly to the College's Learning Goals. The certificate will draw upon existing courses from Geography and Planning, History, Indigenous Studies, Political Studies, and Sociology to meet the course requirements.

Alongside the College of Arts and Science' goals for Indigenization, this certificate clusters together existing College courses to offer students a tangible output that recognizes their specialized knowledge in the subject area. The proposed certificate is a step towards fulfilling reconciliation goals in response to calls from the Truth and Reconciliation Commission (TRC) that students be educated in the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Aboriginal-Crown relations.

This certificate will allow students from a variety of disciplinary backgrounds to acquire specialized knowledge about Indigenous governance and political issues in Canada and globally, and will provide them with a means of documenting this competency. We see this certificate as an important means of attracting students to the study of Indigenous political issues from an interdisciplinary perspective. It offers students the opportunity to highlight their proficiency in this specialty area and to enhance their overall learning experience with concentrated Indigenous-focused content.

Nationally, there are number of programs at post-secondary institutions focused on Indigenous studies, including several certificate options. This program is distinct in its focus on issues of governance and politics, and it offers the unique option of online delivery for off-campus students. The certificate is structured so as to allow students to complete needed requirements through existing web-based distance courses that offer potential for Northern-based students to access this training. The certificate also may be completed as a stand-alone requirement, allowing students who are not able to complete a full degree an opportunity to complete a tangible post-secondary accreditation. By allowing students to choose their elective offerings in the certificate program, we foresee flexibility in the student learning experience that allows certificate participants to customize their course selection while studying perspectives on this important subject area.

We anticipate that this certificate will be particularly attractive to Political Studies students and Indigenous Studies students who currently have no means of formally documenting their specialized training in this area. With the deletion of the Bachelor of Arts in Northern Studies and the closure of the International Centre for Northern Governance and Development (ICNGD), this certificate program will provide opportunities for students who would otherwise have been interested in the previous program offerings. The projected student enrolment initially is expected to be 5-10 students, and these numbers are anticipated to grow over time. This evidence is based upon current enrolment in complimentary degree programs, including the Bachelor of Arts Four-year and Honours programs in Aboriginal Public Administration (APA), offered by the Department of Political Studies. We see students of the APA program laddering this certificate into their degree program.

The introduction of this program will assist students in the Humanities and Social Sciences in a number of areas identified in the University Learning Charter and College's Strategic Directions:

- Helps students to understand how the subject area may intersect with related disciplines. It encourages interdisciplinarity by allowing students in other disciplines to incorporate foundational concepts about Indigenous politics and governance within their programs and to encourage students to take elective courses outside of their major discipline.
- Contributes to recruitment and retention of a diverse academic studentship, both indigenous and non-indigenous, and prepares them with knowledge requirements of the current political climate that affects Indigenous communities in Canada.
- Promotes citizenship goals by encouraging, through certificate programming, the value of diversity, particularly of Indigenous peoples and their unique socio-political circumstances, and the positive contributions this brings to society.
- Ensures the delivery of Indigenous-focused content in programming on our campus, an objective of the University's Framework for Planning.

The College currently possesses all needed resources required for certificate implementation as we are requesting no new or additional supports. The core courses for this program, INDG 107.3 and POLS 222.3, are offered annually, often more than once each year. Supporting departments of Indigenous Studies, History, Sociology, and Geography and Planning have noted that the elective courses in their departments are, and will continue to be, offered on a semi-regular basis. As a result, the introduction of a certificate program will have no negative impact on current department practices or library systems, and has no resource implications as the certificate is utilizing existing courses. We do not anticipate any risks to implementing the program in 2018. The risks of not proceeding with the program at this time are that students may seek certificate or learning opportunities at other post-secondary institutions in lieu of the University of Saskatchewan to gain access to this type of accreditation.

This program will be administered by and housed in the Department of Political Studies. It is intended to commence in May 2018, pending approvals at the College and University levels.

UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
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Email: officeofthedean@artsandscience.usask.ca

To: Dirk de Boer, Chair, Planning and Priorities Committee

From: Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

Cc: Alexis Dahl, Director of Programs, College of Arts and Science

Loleen Berdahl, Department Head, Political Studies, College of Arts and Science

Date: September 19, 2017

Re: Development of a Certificate of Proficiency in Indigenous Governance and Politics

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On behalf of the College of Arts and Science, I am pleased to support the development of a Certificate of Proficiency in Indigenous Governance and Politics.

The College is working to provide innovative programming options to meet student need and demand. In developing this certificate, the Department of Political Studies has worked with colleagues in Indigenous Studies, History, Geography and Planning, and Sociology to develop an interdisciplinary option grounded in a close focus on Indigenous content. Among its other attractive features, this initiative should help serve the needs of students who might otherwise have been drawn to the now-defunct Northern Studies program. The proposed certificate will serve as a stand-alone qualification for some, but it is also designed to serve as a laddering step into the Aboriginal Public Administration (APA) program, also offered by Political Studies. The APA is currently suspended for review, and this certificate should be regarded as a first step towards revitalizing that program.

The formal proposal submitted to our college course challenge process will reflect wide consultation with all the departments involved, and it will then be open to feedback from the entire college community.

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: Loleen Berdahl, department head, Political Studies

FROM: Ken Wilson, vice-chair, planning and priorities committee of Council

DATE: November 20, 2017

RE: **Planning and priorities committee response to the Notice of Intent for a Certificate of Proficiency in Indigenous Governance and Politics**

Thank you once again for attending the planning and priorities committee meeting on October 25, 2017, to present the notice of intent to offer a certificate of proficiency in Indigenous Governance and Politics in the College of Arts and Science.

The notice was met with support from members who saw the potential of the program to meet the needs of students who might formerly have enrolled in the college's B.A. honours, four-year, three-year, and minor in Northern Studies, with these programs having been terminated with the loss of University of the Arctic and provincial government funding. As well, the program is novel in being a standalone degree program that can be completed entirely online, a key consideration for students in northern and remote Indigenous communities.

As the program's core courses serve as prerequisites for the majority of elective courses that comprise the program, the program has the ability to attract new students outside the university to the program without requiring the completion of additional prerequisites. Unlike the majority of certificate programs, the program can also be completed independent of students being registered in a degree program. This ability, however, does not preclude students currently registered in university degree programs from concurrently completing the certificate program and attaining an additional credential that demonstrates knowledge of Indigenous governance and politics.

Overall, the accessibility and flexibility of the program were viewed as positive attributes by members. Promoting awareness of the program to students in other colleges was supported as enhancing student enrolment and diversity, with the hope that students from varying educational backgrounds would register in the program.

.../2

The committee had hoped to see greater evidence of support from the northern communities the certificate is intended, in part, to support, demonstrated by additional letters of support. However, rather than delay the approval of the program, the committee asks that proponents include a section in the full program proposal outlining the process of consultation with Indigenous communities and other partners so that the consultation is clearly articulated in the full proposal.

I wish you the very best as you proceed to develop the full program proposal to submit to the academic programs committee of Council. Please do not hesitate to contact me if you have any questions.

Kind regards,

Ken Wilson

c Tony Vannelli, provost and vice-president academic
Terry Wotherspoon, chair, academic programs committee of Council
Russell Isinger, registrar
Alexis Dahl, director, Programs Office, College of Arts and Science
Gordon DesBrisay, vice-dean academic, College of Arts and Science

AGENDA ITEM NO: 10.4

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon; Chair, Academic Program Committee
DATE OF MEETING:	December 21, 2017
SUBJECT:	**Deletions of Fields of Study** **1) Biochemistry and Biotechnology** **2) Biotechnology, Microbiology, and Immunology**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The Academic Programs Committee approved the deletion of the Biochemistry and Biotechnology and the Biotechnology, Microbiology, and Immunology fields of study at its December 6, 2017 meeting. APC has authority to approve the deletion of a field of study unless the deletion has significant academic or financial implications, as outlined in the Academic and Curricular Changes Authority Chart which was approved by Council in June 2016.

1) The Biochemistry and Biotechnology field of study was established as a collaboration between the Department of Biochemistry and the Virtual College of Biotechnology. With the disestablishment of the Virtual College of Biotechnology in 2007, several core courses in biotechnology have been deleted while others have not been offered regularly due to limited resources or demand, so that maintenance of the program has required multiple course substitutions to fulfill requirements. There will be no courses deleted as a result of the deletion of this field of study.

2) The Biotechnology, Microbiology, and Immunology field of study were established in the late 1990s as a part of the Virtual College of Biotechnology. The programs built upon existing course offerings in Microbiology and Immunology as well as some new course offerings. The Virtual College of Biotechnology was disestablished in 2007 and the Biotechnology, Microbiology, and Immunology field of study has suffered from low enrolment and graduation rates. The specific courses that differentiate the Biotechnology, Microbiology, and Immunology program from the Microbiology and Immunology program will remain available as electives.

Students currently enrolled in both fields of study will be permitted to complete their program, but the effective termination date will be May 2018.

ATTACHMENTS:

- Report Form for Program Termination: Biochemistry and Biotechnology
- Report Form for Program Termination: Biotechnology, Microbiology, and Immunology

TO: Terry Wotherspoon, Chair, Academic Programs Committee

FROM: Gordon DesBrisay, Vice Dean Academic

DATE: November 2, 2017

RE: Deletion of the B.Sc. Honours and Four-year programs in Biochemistry & Biotechnology, and in Biotechnology, Microbiology & Immunology

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This memo confirms that the College of Arts and Science supports the deletion of the Bachelor of Science programs in Biochemistry & Biotechnology, and in Biotechnology, Microbiology & Immunology, as set out in the Program Termination form. The specific courses in biotechnology have been deleted or are not offered regularly, due to lack of resources and/or limited demand.

Students who have begun work on these programs prior to May 2018 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposal to terminate the program was submitted to the Arts and Science Course and Program Challenge in August 2017, and was approved by the Academic Programs Committee (B.Sc.) on September 11, 2017. The proposal was approved by the College of Arts and Science Faculty Council on October 5, 2017.

Gordon DesBrisay

UNIVERSITY OF SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted: Biochemistry & Biotechnology

Effective date of termination: May 2018

1. List reasons for termination and describe the background leading to this decision.

The origin of the Biochemistry & Biotechnology program was collaboration between the Department of Biochemistry and the Virtual College of Biotechnology (established in 2000 and closed in 2007). Maintenance of this program since the disestablishment of the Virtual College has required multiple course substitutions to fulfill requirements. Without the resources of the Virtual College to promote biotechnology programs such as this one, there has been dwindling enrollment.

As currently offered, the main differences that distinguish the more popular Biochemistry programs from the Biochemistry & Biotechnology programs are that the latter requires 2 fewer biochemistry courses, one additional genetics course, and 9 credit units of entrepreneurship or political economy courses (which were not in the original program requirements). A Biochemistry student will still be able to take the genetics and AREC/ENT/POLS courses within their open electives if they desire this knowledge, as they are offered regularly and are open to students in any program.

Students currently in these programs will be allowed to complete the requirements and convocate with this major within a reasonable period of time.

No courses will be deleted as a result of this program deletion.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No courses are offered exclusively for this program.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

No resources are used exclusively for this program.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

2017-18: 30

2.5 Number of students enrolled and graduated over the last five years.

Graduated:

2012: 4
2013: 4
2014: 3
2015: 9
2016: 1

Enrolled:

2012-13: 32
2013-14: 21
2014-15: 27
2015-16: 25
2016-17: 31

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3. Impact of the termination.
Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Current undergraduate students in the Biochemistry & Biotechnology program will continue to be supported to the maximum program duration of 10 years. Undergraduate students who were considering this program will be encouraged to pursue the Biochemistry program, as it is largely the same, and to take the AREC/ENT/POLS courses if they are so inclined. There will be no impact on graduate students.

3.2 What impact will this termination have on faculty and teaching assignments?

None.

3.3 Will this termination affect other programs, departments or colleges?

It is anticipated that there will be a slight increase in enrolments in the Biochemistry program.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

n/a

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No, most departments have already discontinued their Biotechnology programs.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

n/a

3.7 Describe any impact on research projects.

None. Any student projects will still be offered as Biochemistry projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

None.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

None.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

It is unlikely. Saskatchewan Polytechnic already offers a 2 year diploma in Bioscience Technology (renamed from a previous Biotechnology program).

Other

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

Please see memo from Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science.

DATE: November 22, 2017

TO: Terry Wotherspoon, Chair, Academic Programs Committee, University Council

FROM: Bill Roesler

RE: Deletion of the B.Sc. Honours and Four-year in Biochemistry & Biotechnology

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This memo confirms that the Department of Biochemistry approved the deletion of the B.Sc. Honours and Four-year in Biochemistry & Biotechnology.

Bill Roesler, Department Head

Cc: Kyle Anderson, Undergraduate Affairs Chair
Alexis Dahl, Director of Programs, College of Arts and Science

UNIVERSITY OF SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted: Biotechnology, Microbiology & Immunology

Effective date of termination: May 2018

1. List reasons for termination and describe the background leading to this decision.

The Biotechnology, Microbiology & Immunology programs were established as part of the "Virtual College of Biotechnology" and program priority initiative stemming from the VP Academic's office in the late 1990s. The programs were built upon existing course offerings in MCIM (MICR prior to 2008) and some new courses offered by partner departments in the initiative. Several undergraduate programs in Biotechnology were established in the Virtual College and a number of courses were developed within the partner departments for the programs. With the passage of time, the Virtual College of Biotechnology was disestablished (2007) and the specific courses developed for the various programs have almost all disappeared from the Course Catalogue. Substitute courses were added to the Biotechnology, Microbiology & Immunology program, but the program has always suffered from low enrolment and graduation rates. The Honours program has had on average one graduate per year over this timeframe, indicating generally low student demand for this program. There are likely many reasons for this, including highly prescriptive program requirements and a drift away from the original biotechnology initiative by the departments partnered with the Virtual College. The specific courses that differentiate the Biotechnology, Microbiology & Immunology programs from the Microbiology & Immunology programs (PHIL 236.3, AREC 230.3, ENT 210.3, ENT 220.3, ENT 230.3, ENT 300.3, ENT 310.3 and POLS 326.3) will remain available as electives. Students interested in pursuing these topics with formal recognition may opt to pursue the Minor in Entrepreneurship in addition to their study in Microbiology & Immunology.

No courses will be deleted as a result of this program deletion.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No courses are offered exclusively for this program.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

No resources are used exclusively for this program.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

2017-18: 25

2.5 Number of students enrolled and graduated over the last five years.

Enrolled:
2012-13: 6
2013-14: 10
2014-15: 13
2015-16: 12
2016-17: 25

Graduated
2012: 1
2013: 2
2014: 2
2015: 4
2016: 3

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3. Impact of the termination.
Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Current students will be allowed to complete their program.

3.2 What impact will this termination have on faculty and teaching assignments?

None.

3.3 Will this termination affect other programs, departments or colleges?

It is anticipated that there will be a slight increase in enrolments in the Microbiology & Immunology program.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

n/a

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

n/a

3.7 Describe any impact on research projects.

None. Any student projects will still be offered as Microbiology & Immunology projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

None.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

None.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

It is unlikely. Saskatchewan Polytechnic already offers a 2 year diploma in Bioscience Technology (renamed from a previous Biotechnology program).

Other

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

The Department of Microbiology and Immunology voted unanimously to propose deletion of this program.

Please see memo from Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science.

UNIVERSITY OF SASKATCHEWAN
College of Medicine
DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY
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Telephone: 306-966-6530

MEMO

DATE: November 21, 2017

TO: Terry Wotherspoon, Chair, Academic Programs Committee, University Council

FROM: Jo-Anne Dillon, Head, Department of Microbiology and Immunology

RE: Deletion of the B.Sc. Honours and Four-year in Biotechnology, Microbiology & Immunology

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This memo confirms that the Department of Microbiology and Immunology has approved the deletion of the B.Sc. Honours and Four-year in Biotechnology, Microbiology & Immunology.

Jo-Anne R Dillon PhD, FCAHS, FRSC
Distinguished Professor and Head, Department of Microbiology and Immunology

cc: Harold Bull, Undergraduate Affairs Chair
Alexis Dahl, Director of Programs, College of Arts and Science