

AGENDA**2:30 p.m. Thursday, January 17, 2019****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 2018/19 academic year marks the 24th 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 December 20, 2018
4. Business Arising from the Minutes
5. Report of the President
6. Report of the Provost
7. Student Societies
 - 7.1 Report from the USSU
 - 7.2 Report from the GSA
8. Nominations Committee
 - 8.1 Request for Decision: Governance Committee Member and Chair Nomination
9. Governance Committee
 - 9.1 Request for Decision: Revised Procedures for Student Appeals in Academic Matters

It is recommended that Council approve the nomination of Stephen Urquhart to serve on the Governance Committee as a member and Chair effective January 18, 2019 and continuing until June 30, 2021.

It is recommended that Council approve the revised Procedures for Student Appeals in Academic Matters.

10. Academic Programs Committee

10.1 Request for Decision: Doctor of Education (Ed.D.)

It is recommended that Council approve the Doctor of Education (Ed.D.) program in the College of Graduate and Postdoctoral Studies, effective May 2019.

10.2 Master of Education (M.Ed) in Health Professions Education, Graduate degree-level certificate in Quality Teaching in Health Professions Education, and Graduate degree-level certificate in Improving Teaching and Learning in Health Professions Education

It is recommended:

- 1) *That Council approve the Master of Education (M.Ed) in Health Professions Educations in the College of Graduate and Postdoctoral Studies, effective May 2019.*
- 2) *That Council approve the Graduate degree-level certificate in Quality Teaching in Health Professions Education, effective May 2019*
- 3) *That Council approve the Graduate degree-level certificate in Improving Teaching and Learning in Health Professions Education, effective May 2019.*

10.3 Request for Decision: Technological Innovation Certificate

It is recommended that Council approve the degree-level Certificate in Technological Innovation in the College of Engineering, effective May 2019.

11. Research, Scholarly and Artistic Work Committee

11.1 Report for Information: Report from the Research Ethics Boards

12. Other business

13. Question period

14. Adjournment



Minutes of University Council
2:30 p.m., Thursday, December 20, 2018
Arts Building Room 241 Neatby-Timlin Theatre

Attendance: See item 3 Appendix A for the listing of members in attendance.

The acting chair of Council, Dr. Chelsea Willness, called the meeting to order at 2:30 noting that quorum had been reached.

A tribute to honour Robin Morrall was presented by Dr. Dick Neal, Professor Emeritus of the Department of Biology.

1. Adoption of the agenda

The chair noted one amendment to the agenda following the original posting to the web of the Council materials. The change was to add agenda item 8 for the nomination of the chair of APC.

D'Eon/Urquhart: *That the agenda be adopted including this change.*

CARRIED

2. Opening remarks

The acting chair of Council, Dr. Willness acknowledged that Council meets on Treaty 6 territory and the homeland of the Métis. Dr. Willness reminded those in attendance of the usual protocols for discussion and debate.

The acting chair thanked both candidates, Dr. Jay Wilson, and Dr. Marcel D'Eon for allowing their names to stand for the position of Council Chair. Dr. Willness announced that Dr. Jay Wilson was elected as the next Council chair, effective January 2019. Dr. Willness expressed her gratitude for the opportunity to serve as acting Council chair. She will now return to the role of vice-chair.

3. Approval of minutes of the meeting of November 22, 2018

De Boer/J. Wilson: *That the minutes of the November 22, 2018 meeting be approved as circulated.*

CARRIED

4. Business Arising from the Minutes

Dr. Willness noted business arising from the minutes brought forward by Dr. Stephen Urquhart in response to the planning and priorities committee (PPC) report for information that was presented on November 22, 2019, i.e. *Discovery the World Needs: University of Saskatchewan's Research Plan (2018-2025)*. Dr. Willness indicated that the following questions have been referred to the research scholarly and artistic work (RSAW) committee at Dr. Urquhart's request:

- Has investment in our signature areas led to growth in research productivity in these areas, where productivity is a measurable quantity?

- Does the ‘growth’ in our signature areas reflect a suitable return on investment for the resources - including scholarships - that have been expanded in this direction?

5. Report of the President

The chair invited President Peter Stoicheff to present his report. Dr. Willness reminded Council members to leave non-report questions until question period.

President Stoicheff thanked Dr. Willness for her work and leadership as acting chair of Council, noting that it is a highly successful deliberative body, in part due to the chair. He and members of the president’s executive committee (PEC) also find the monthly meetings with the chairs of Council committees to be highly enjoyable.

In keeping with the spirit of his written report, the president provided additional information to Council on the successes of the university over the last three years. He thanked the colleges’ faculty, staff, and leadership teams for everything they have done in the wake of challenging budgets. After the 2017 budget, we said “the budget will not define us.” This is a good phrase to keep us focused on the mission of this university. There will still be difficulties and challenges ahead of us, but as we will hear from the provost under his report, we are stepping out of those challenges slowly and deliberately.

In the face of these challenges, we must continue to “think big”. We did not reduce expectations of ourselves, nor did we reduce our efforts proportionately. The president thanked University Council, as the success of the university ripples out based on the work that continues here. The president noted examples of “thinking big” at USask even in the face of these difficult challenges:

- The Collaborative Science Research Building opened in 2018 thanks to a \$30.1M contribution from the Government of Canada through the Strategic Investment Fund (SIF)
- Merlis Belsher place was opened thanks to a gift of \$12.5M from Mr. Belsher in 2016; in addition \$7M was provided by the community, including Ron and Jane Graham and the City of Saskatoon
- In October 2018, USask launched the Livestock and Forage Centre of Excellence which brings new research links across the commercial supply chain, and is the largest centre of its kind in Canada
- This fall the new hotel was opened on College Drive, which provides much needed accommodation to visitors we have from across the country who interact with USask, including those who come to benefit from our scientific infrastructure
- The university acquired the Forest Building in Prince Albert to improve spaces that provide for student success, support Indigenization, and support engagement with the North
- In the fall of 2018 we launched the *University Plan: 2025*, which is ambitious, forward-thinking, visionary and bold
- We recruited Dr. JoLee Sasakamoose as the director of the Indigenous Peoples’ Health Research Unit in Johnson-Shoyama
- In 2018 four USask students were awarded the prestigious Vanier Canada Graduate Scholarships
- USask went up in Research InfoSource from 13th to 11th out of fifty universities
- The university funding from Western Economic Diversification to support the production of medical isotopes at the Fedoruk Centre
- Leadership from a consortium of USask researchers mapped the wheat genome

- Two CERCs and a CFREF were awarded to USask
- Eleven of twelve research awards made by the Saskatchewan Health Research Foundation in 2018 were awarded to USask
- USask was acknowledged at the Fourth National Reconciliation Forum at the University of Victoria for its leadership on Indigenization, and as the host of the first forum
- Memoranda of understanding (MOUs) have been signed with the Saskatoon Symphony Orchestra, the City of Saskatoon, and the Remai Modern
- Three quarters of performers in the Saskatoon Symphony Orchestra are faculty or alumni
- VIDO/InterVac will start manufacturing vaccines thanks to a federal investment of \$3.6M made in the spring of 2018
- Student numbers have increased by 3 percent in 2018/19 from 2017/18, Indigenous student numbers are increasing as well
- The President will be meeting with the FSIN assembly, as the MOU that was signed with USask commits the university to do on an annual basis
- Three of the university's eleven board members are Indigenous

The President also thanked members of Council, the faculty, and students of the university for offering their considered ideas, opinions and perspectives in the media and other Canadian conversations on these and other topics.

A question was raised regarding the university's role in the Government of Saskatchewan's decision to close the Provincial Archives of Saskatchewan's location in Saskatoon. The President clarified that the university was not going to increase the lease rates for the Provincial Archives. Further, he was disappointed to read in the Star Phoenix that this was one of the reasons articulated for the closure. Rather, there are many other reasons for the Government of Saskatchewan's decision to relocate the archives to Regina, only one of which was financial efficiency. For instance, one location in Regina could be open 5 days per week, whereas the Saskatoon location was only able to be open three days per week. The president indicated that he had a discussion on this matter at some length with the Minister of Advanced Education when she met with the Board of Governors in December, and that he has also sent a letter to the minister expressing these concerns.

6. Report of the Provost

In reference to his report, Provost Tony Vannelli indicated that much energy is being spent across all levels of the university to make and communicate resource allocation decisions. This will ensure that college and unit plans can be implemented. Vice presidents and deans are moving many initiatives forward to transform this university into all it can be for the communities we serve in this province, in Canada, and beyond. Despite the fiscal challenges, people are bringing energy to the planning aspirations we want to achieve. In the new year, the provost will continue to work through Council and Council committees to demonstrate how our plans will take shape, despite the fiscal challenges we face.

There was a question about the meaning of the term "support centre." The Provost responded that the term refers to an administrative unit at the University of Saskatchewan (USask) under responsibility centre management (RCM).

7. Student Societies

7.1 Report from the USSU

Rollin Baldhead, president of the USSU provided a report to Council. Mr. Baldhead opened his report with a statement in Cree. A member of Council respectfully requested a translation, which Mr. Baldhead translated to mean “Tansi everyone. Hello everyone. It is a great day to be alive on this earth and to be walking with you.” Mr. Baldhead indicated that he first introduced himself with his Indigenous name, which he received through ceremony as a child, and again when he was older. Then, he followed this introduction in English with his settler name, and indicated in Cree that he is chief/server for the USSU, which translates to USSU president in English.

Mr. Baldhead indicated the new USSU executive is working well as a team, and highlighted some recent successes that were noted in the written report. He noted for Council that the USSU would be hosting the 7th annual undergraduate research symposium in Upper Place Riel on January 31, 2019. The event celebrates the research, scholarly and artistic work of students at USask. The USSU is seeking faculty and staff volunteers for three hours that day.

7.2 Report from the GSA

Naheda Sahtout, the GSA president, presented the report to Council with comments focused on the first section of the report regarding international student work and study permits. Ms. Sahtout suggested that on October 13, 2018 the university unilaterally implemented a change to disallow students from continuing to work on campus while they await study permit renewals. She stated that international graduate students in particular rely on teaching and research assistantships to cover tuition and living expenses, and therefore the GSA has concerns with this change. Ms. Sahtout was also concerned with the lack of transparency.

Vice provost Patti McDougall was invited to respond. She indicated that this matter was being considered under the Public Service Alliance of Canada’s (PSAC) negotiations with USask on behalf of graduate student employees. The university is taking steps, including providing emergency funding, to reduce the barriers and consequences these students are facing and hope to continue to work together to reduce the negative impact on affected students.

A question was raised with regard to the status of the GSA’s request to have representation on the university’s Board of Governors. Ms. Sahtout indicated that she met with the Board; the matter is with them, and she expects an answer in the new year.

8. Nominations Committee

Dr. Pamela Downe, nominations committee chair presented an item for decision.

8.1 Request for Decision: Academic Programs Committee (APC) Member and Chair Nomination

Dr. Willness called three times for nominations from the floor. There were none.

Downe/Urquhart: *That Council approve the nomination of Roy Dobson, College of Pharmacy and Nutrition, to serve on the academic programs committee as a member, and as chair for a term beginning immediately and ending June 30, 2019.*

CARRIED

9. Academic Programs Committee

Dr. Lorin Elias, acting vice-chair of APC presented the requests for decision.

9.1 Request for Decision: Certificate in Business

Elias/Brook: *That Council approve the degree-level Certificate in Business in the Edwards School of Business, effective May 2019.* CARRIED

9.2 Request for Decision: Certificate in Entrepreneurship

Elias/Brook: *That Council approve the degree-level Certificate in Entrepreneurship in the Edwards School of Business, effective May 2019* CARRIED

9.3 Request for Decision: Graduate Degree-level certificate in Veterinary Clinical Sciences – Rotating Internship

Elias/Brook: *That Council approve the graduate degree-level Certificate in Veterinary Clinical Sciences – Rotating Internship, effective May 2019* CARRIED

9.4 Request for Decision: Graduate Degree-level certificate in Veterinary Clinical Sciences – Specialty Internship

Elias/Brook: *That Council approve the graduate degree-level Certificate in Veterinary Clinical Sciences – Specialty Internship, effective May 2019* CARRIED

9.5 Request for Decision: Bachelor of Arts (B.A.) in Archaeology and Anthropology

It is recommended that:

- (1) *Council approve the Bachelor of Arts (B.A.) in Archaeology and Anthropology, effective May 2019*
- (2) *Council approve the termination of the Bachelor of Arts (B.A.) in Archaeology, effective May 2019*
- (3) *Council approve the termination of the Bachelor of Arts (B.A.) in Anthropology, effective May 2019*

CARRIED

9.6 Report for Information: Program Change – College of Engineering increase of credit units for the Bachelor of Science in Engineering (B.E.) in Computer Engineering

Dr. Elias reported that at its meeting on November 28, 2018, APC approved an increase in the number of credit units for the B.E. in Computer Engineering to 134 (from 131), effective May 2019.

9.7 Report for Information: Project-based Master of Arts (M.A.) in Anthropology

Dr. Elias reported that at its meeting on November 28, 2019, APC approved the project-based M.A. in Anthropology, effective May 2019.

10. Governance Committee

Recalling that the *Revised Procedures for Student Appeals in Academic Matters* were presented to Council for information in November 2019, Dr. Jay Wilson, chair of the governance committee presented the revised procedures as a notice of motion. Dr. Wilson requested that feedback on the revised procedures be provided to Dr. Thomarat in the Office of the University Secretary, who supports the governance committee.

10.1 Notice of Motion: Revised Procedures for Student Appeals in Academic Matters

It is recommended Council approve the revised Procedures for Student Appeals in Academic Matters.

11. Other business

Dr. Willness again thanked Council members, Council chairs, and senior leaders for the opportunity to serve as acting Council Chair. She noted that it was an unexpected role, and a highlight of her career.

12. Question period

A question was raised regarding the process that led to the changes in work and study permits for international students, the communications surrounding it, and the academic implications. Dr. McDougall responded that the matter is related to the terms and conditions of employment and the appropriate process and venue for the discussion is between the employer and the union (PSAC). She reiterated that the university is heavily invested in finding a solution to the issue, and efforts are being made to find alternate measures to protect students.

Another question was raised regarding the redaction of transcripts in a freedom of information request, and to what extent academic freedom would be undermined if the transcripts were released in full. President Stoicheff responded that the issue has many features: the principle of academic freedom and our Mission, Vision, and Values; the ability to meet freely and have candid discussions of sensitive issues such as those involving personal information or legal issues. The University Secretary, Dr. Beth Bilson also replied that the reason the university disagreed with the privacy commissioner's findings was that it was an informal meeting, and these were the terms upon which the people present entered into the discussion; the concern with the commissioner's ruling was that it could be too sweeping a precedent. The university has declined to comply with the privacy commissioner's ruling, and the matter is under judicial review.

Further questions were raised regarding the GSA report, in particular with respect to the university's legal responsibilities and accountability to international graduate students. One question was whether any Council committees were consulted. Dr. McDougall reiterated her previous responses.

A Council member requested background on why the GSA was not included in the University of Saskatchewan Act 1995's membership on the Board of Governors. Dr. Bilson responded that at the time the legislation came into effect there was only one student association at USask.

13. Adjournment

Dobson/J. Wilson: The meeting was adjourned at 4:00pm.

COUNCIL ATTENDANCE 2017-18

Voting Participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Andraos, John	R	A	A	A						
Albert, Mike	P	A	A	A						
Basinger, Jim	P	A	P	P						
Bell, Scott	R	R	R	R						
Blakley, Jill	R	P	R	P						
Bonham-Smith, Peta	A	P	P	P						
Brook, Ryan	P	P	A	P						
Brothwell, Doug	P	P	P	P						
Bruni-Bossio, Vince	P	P	P	A						
Buhr, Mary	P	P	R	P						
Card, Claire	P	A	A	P						
Carter, Mark	P	A	P	P						
Chernoff, Egan	P	P	P	P						
Chibbar, Ravindra	P	P	P	P						
Crowe, Trever	P	P	P	P						
De Boer, Dirk	P	P	P	P						
D'Eon, Marcel	R	P	P	P						
Deters, Ralph	P	P	P	A						
Detmer, Susan	R	R	R	R						
Dick, Rainer	P	R	P	P						
Dierker, Meaghan	A	A	A	A						
Dobson, Roy	P	P	R	P						
Downe, Pamela	P	P	R	P						
Elias, Lorin	P	P	P	P						
Engler-Stringer, Rachel	P	P	R	P						
Eskiw, Christopher	P	P	A	P						
Flynn, Kevin	R	R	R	R						
Fotouhi, Reza	P	A	P	P						
Freeman, Douglas	R	P	R	R						
Gabriel, Andrew	P	A	A	P						
Gillis, Glen	R	P	P	P						
Gjevre, John	P	P	P	P						
Goodridge, Donna	A	P	R	R						
Grosvenor, Andrew	P	P	P	P						
Gyurcsik, Nancy	P	P	P	R						
Han, Yifan	P	R	R	P						
Harrison, William	A	A	A	A						
Henry, Carol	P	R	P	P						
Jamali, Nadeem	P	P	P	P						
Jensen, Gordon	P	R	P	P						
Jones, Paul	R	R	A	R						
Just, Melissa	P	P	P	P						
Kalra, Jay	P	P	P	P						
Kelly, Timothy	P	P	P	R						
Khandelwal, Ramji	P	P	P	P						
Klassen, Lauren	A	A	A	P						
Ko, Seok-Bum	R	R	P	P						
Koh-Steadman, Noah	A	A	A	A						
Kresta, Suzanne	A	P	P	R						
Krol, Ed	P	P	R	P						
Kumaran, Arul	A	P	P	A						
Lamb, Eric	R	P	R	P						
Lane, Jeffrey	P	A	P	R						
Langhorst, Barbara	P	R	R	R						
Lemisko, Lynn	R	R	R	P						
London, Chad	P	P	P	R						
Luke, Iain	R	A	A	R						
Macfarlane, Cal	A	A	A	A						

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
MacLean, Jason	P	R	R	A						
Manley-Tannis, Richard	A	P	P	P						
Martinez-Soberanes, Edgar	P	P	P	R						
Mousseau, Darrell	P	A	P	P						
Munoz, Carlos	P	P	R	R						
Murphy, JoAnn	P	P	R	P						
Newman, Kagen	A	A	A	A						
Papagerakis, Petros	P	P	P	A						
Phillips, Peter	R	A	P	P						
Phillipson, Martin	P	R	P	P						
Pocha, Sheila	A	P	P	A						
Poettcker, Grant	A	A	A	A						
Prytula, Michelle	R	A	R	P						
Racine, Louise	P	R	P	R						
Risling, Tracie	P	P	P	P						
Sarty, Gordon	P	P	P	P						
Saxena, Anurag	R	R	R	R						
Shevyakov, Alexey	R	R	R	R						
Simons, Gabe	R	A	R	A						
Smith, Charles	P	P	R	P						
Smith, Preston	P	P	A	P						
Smith, Martha	P	P	P	P						
Solose, Kathleen	P	P	P	R						
Soltan, Jafar	R	P	P	P						
Spurr, Shelley	P	P	R	P						
Stoicheff, Peter	P	P	P	P						
Squires, Vicki	P	R	P	P						
Swidrovich, Jaris	P	P	P	R						
Thompson, Emma	A	A	A	A						
Tzeng, Huey-Ming	A	A	A	A						
Urquhart, Stephen	P	P	P	P						
Vannelli, Tony	P	P	P	P						
Vassileva, Julita	P	P	P	P						
Waldner, Cheryl	P	P	P	P						
Walker, Keith	P	R	P	P						
Walker, Ryan	R	R	R	P						
Wallace, Alexa	A	A	A	A						
Wasan, Kishor	P	P	P	P						
Willenborg, Christian	P	P	R	P						
Willness, Chelsea	P	P	P	P						
Willoughby, Keith	R	P	R	P						
Wilson, Jay	P	P	P	P						
Wilson, Ken	P	P	P	P						
Wilson, Lee	P	R	P	P						
Woods, Phil	P	P	P	P						
Wotherspoon, Terry	R	R	P	P						
Wurzer, Greg	P	P	P	P						
Zello, Gordon	P	P	P	P						
Zhang, Chris	R	P	A	P						

COUNCIL ATTENDANCE 2017-18

Non-voting participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Baldhead, Rollin	N/A	P	P							
Bilson, Beth	P	P	P							
Chad, Karen	P	P	P							
Fowler, Greg	A	A	A							
Gough, Rhonda	P	P	P							
Isinger, Russell	P	P	P							
Kobes, Brent	R	P	A							
McDougall, Patricia	P	P	P							
Moellenbeck, Sheldon	P	A	P							
Morrison, Karen	P	P	P							
Pozega Osburn, Debra	R	R	R							
Sahtout, Naheda	P	P	R							
Still, Carl	P	A	A							

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL January 2018 

Honours and Accolades

Board Members

December 2018's Board of Governors meeting was Lee Aheneke's last in role of Chair. Lee was appointed to the board in 2013 and to the Chair for a three-year term in 2016. Although his term as Chair is complete, Lee will continue to serve on the board, which currently has three Indigenous members among its eleven-member complement.

Stepping into the role as Chair will be the Board's current vice-chair Shelley Brown. Shelley is a graduate of the College of Commerce and is a Fellow Chartered Professional Accountant (FCPA). Shelley is currently a member of the Board of Deloitte Canada and of the Board of Covenant House Vancouver. She is also the Chair of the Board of the Jim Pattison Children's Hospital Foundation. In addition to her appointment as Chair of the Board of Governors she was also recently appointed as a Member of the Order of Canada.

Order of Canada

Along with Shelley Brown, appointed for her transformational leadership in accounting and for her lifelong work in the non-profit sector, USask saw two other members of our community be recognized with Canada's highest civilian honour:

Digvir Jayas (PhD'87) – was promoted from a Member to an Officer of the Order of Canada for his contributions to agricultural practices worldwide, and for his promotion of academic and scientific research in Canada.

Jeff Mooney (BA'66) – was appointed a Member of the Order of Canada for his leadership in Canada's business community and for his service to the City of Vancouver.

Rankings Review

Frequent attendees of council meetings will know of my continued focus and (at times) frustration with key rankings and our perceived performance in those rankings each year. Despite measuring different factors in different ways, rankings such as the Academic Ranking of World Universities (ARWU), Times Higher Education (THE), Quacquarelli Symonds (QS) and Maclean's all have a similar ability to influence the reputation of our institution here at home and globally.

I have put together a working group to focus on determining the precise actions that can improve USask's standing in these academic rankings. It has focused on the following areas – *Research Performance; Reputation, and Student Experience.*

Over the last few months the working group has gathered much information about the rankings and how their organizations collect data. As examples, the ARWU (Academic Ranking of World Universities) focuses solely (100%) on research performance, such as citations and awards received, while Maclean's focuses largely (41%) on the student experience. This means that no single action will help us in every key ranking; rather, we must look to a differentiated and mission-driven approach to address our rankings.

I look forward to receiving the full report from the working group and sharing the action plan with Council in the future.

Federation of Sovereign Indigenous Nations

The Federation of Sovereign Indigenous Nations (FSIN) represents 74 First Nations in Saskatchewan and is committed to honouring the spirit and intent of the Treaties, as well as the promotion, protection and implementation of Treaty promises.

As part of the memorandum of understanding signed between the University and FSIN, I will be speaking to their legislative assembly this spring. In reciprocating fashion, Chief Cameron will be invited to speak to our board of governors. I look forward to both these meetings as they are important steps in our continued process to strengthen the relationship between the University and our Indigenous communities.

National Recognition in Year-in-Review

Although January is a time to look ahead I would be remiss if I didn't draw Council's attention to the positive strides made at the University of Saskatchewan this year that were recognized in the national arena. Among them is mention we received in Academia Forum (forum.academica.ca), for the Indigenization efforts in post-secondary education.

For those Council members interested in the higher education landscape in Canada, I'd encourage you to take a few moments and read the 2018 year in review. It provides a succinct but comprehensive look at the major matters being contemplated by the sector.



Provost's Report to Council

January 2019

GENERAL REMARKS

It is important that I stay with the emerging unit and institutional plans to drive overall resourcing for 2019-20 and for the next five years. At my level, it is important that a strong U15 institution such as the University of Saskatchewan have all units performing at the highest level. Three primary areas of focus are a) continue to improve overall program quality and delivery including work-study opportunities and other experiential learning areas b) improving health sciences interprofessional academic programming and research using an interdisciplinary focus c) aligning strong areas, but not limited to, such as AgBio, WCVM, Engineering, Edwards School of Business to continue to move the regional economy in Saskatchewan and Western Canada to a more global one.

- a) The University of Saskatchewan is moving most of their academic programming to achieve “learning outcomes” which are currently mandated in all accredited programs. This key direction will allow programs to have more impact on student success in the future as “continual learners”. The request from the government in the March 2019 Saskatchewan budget for support of work-study program enhancements and other areas of program development will make student learning and success as strong as possible.
- b) The College of Medicine, Nursing, Dentistry, Pharmacy and Nutrition, Kinesiology, Arts and Science and the entire Health Sciences Council are being restructured to achieve more targeted success in interprofessional program development and interdisciplinary research among many areas. We are restructuring the Health Sciences Council to compete for new major grants over the years to come. All Health Sciences Colleges are focusing to strengthen their own disciplines while using interdisciplinarity as a key driver for future success
- c) We have established high quality programs and scholarship in agriculture, veterinary medicine, engineering and business among other areas. There are different opportunities and challenges in each area that we are exploring for success. WCVM is negotiating its new operating agreement with the remaining 3 Western provinces Manitoba, B.C. and Saskatchewan over the next 3-5 years with the departure of Alberta as a partner next year. Engineering is expected to grow in number of students, research direction, training of interns with industry to make College of Engineering a strong and vibrant partner in Saskatchewan, Canada and internationally. We are working with governments and other partners to keep all these areas strong. Allowing them to dare and change with strong support will be key to their future.

The three areas outlined above are among many that are now defining our new University Plan 2025. The University Plan, government support through Advanced Education and other ministries, and other partners will be our key roadmaps to success. The biggest opportunity is to use the 2019-20 Operations Forecast with this



provincial government as a “partner” so that we can together achieve success for the province through the University of Saskatchewan. The result of this request will be seen in the March 2019 provincial budget.

INSTITUTIONAL PLANNING AND ASSESSMENT

Tuition consultations by members of IPA, CGPS and TLSE with deans and executive directors for the 2019 – 2020 academic year has begun. Every year the U of S receives data for tuition and fees from U15 institutions in order to undertake a comparator analysis on similar programs. Where applicable, relevant non-U15 comparators are also included to present an all-inclusive picture of rates. This process allows colleges and schools to plan discussions for the upcoming year’s tuition rates. After the consultations are complete, rates are approved by the provost on the advice of PCIP prior to reporting to the Board for information in March. Deans and executive directors are also in the process of consulting with students.

COLLEGE AND SCHOOL UPDATES

Arts and Science

Implementation of the Arts and Science college plan “Think Big – Be Bold” is underway with a new planning committee who will work with departments in term 2. <https://artsandscience.usask.ca/college/2025/>

Our annual Book Club will feature Katherena Vermette, winner of the Governor General’s Literary Award, for her book *The Break*, for two free public events in March: <https://artsandscience.usask.ca/college/bookclub/>

In December we held our inaugural College of Arts and Science Pinning Ceremony to honour our students who were named to the Dean’s List during the 2017-18 academic year. The Dean’s List recognizes students with averages in the top 5% of each program type in the College of Arts and Science. Students attending the ceremony were bestowed with a specially designed gold college pin. Each student named to the Dean’s List is a source of great pride for our college and it is because of the tremendous efforts of our Dean’s List students that our college and the University of Saskatchewan have an international reputation for academic excellence.

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

Pharmacy and Nutrition

Congratulations to Dr. Kishor M. Wasan who has been elected President of the Association of Faculties of Pharmacy of Canada (AFPC). He will be taking on this new role on July 1, 2019.

We also offer congratulations to Dr. Roy Dobson who has been elected by his peers from across Canada as the AFPC Appointment to the PEBC Board. This is a prestigious honour for Roy and the College of Pharmacy and Nutrition.

**University Council- Report from USSU
Jan, 17, 2019**

The USSU is beginning the new year in full stride after a much needed holiday break. We have many events that include know rights week, campus club week, a carbonless concert on Jan 10th, as well as the undergraduate symposium on january 31st.

USSU student council invited peter hedley on january 10th to discuss his offices role in helping students. Student council intends on meeting with other senior administrators to further discuss mental health and wellness.

As you know Mental Health continues to be big issue and ongoing hurdle within our communities. The executive are aware of the university's new strategic framework and are making steps to help reconciliation and indigenization, we understand it is to not only focus on indigenous people but to focus on all of us collectively as well as the issues tied to it. We believe the in house elder for the USSU is essential for cultural awareness, comfortability for international and non-indigenous students to approach elder. How to respectfully use protocol, and educational purposes. The position for the Elder will begin January 14th 2019, which we will be collecting data on the use of the elder.

Thank you yours truly,

The USSU Executive.



University of Saskatchewan Graduate Students' Association

University Council Report – January 2019

On behalf of the Graduate Students' Association, we would like to wish members of University Council a happy New Year. We hope that as we begin the New Year, we continue to work together on supports and resources for both our graduate students and faculty advisors. It is important that we stand together and support each other, whether it is in times of success or in times of difficulties.

The winter term brings about several different activities that are aimed at supporting academic success, providing professional development and celebrating our graduate student community. As the year progresses, we continue working on finding new ways in which we can engage our graduate students so as to prepare them for a successful academic career and future.

In this report, we will highlight some of the major activities that will happen in the winter term.

(1) Graduate Student Research Conference

On February 27 and 28, the GSA will organize the Graduate Student Research Conference, “Research for a Better World – A Holistic Approach”. This conference is open to all graduate students in all Colleges and Schools at the University of Saskatchewan. Not only will this opportunity provide students with a chance to practice communicating their research but it will also enable networking, initiate discussions and engage our graduate student community. We hope that faculty will encourage their students to participate as not only will the students be able to ameliorate their presentation skills but they will also be able to use this opportunity to better prepare themselves for regional, national and international conferences.

(2) Three-Minute Thesis Competition

It is not often easy to present your research at a conference, let alone in three minutes. In this competition, students are encouraged and challenged to present their research in three minutes, using one slide and in a language that can be understood by a general audience. Once again, we will host the 3MT Competition on March 27. This is a fun and exciting opportunity for both new graduate students and those in their later years. It is also our chance to showcase and celebrate the diversity of research that is happening at the University.

(3) Awards Gala

On April 6, the GSA will once again host the Annual Awards Gala, 7th iteration. At this event, we honour our graduate students and award those who have been exceptional leaders in their field, at the University and in the community. We also give credit to the graduate faculty who have supported student success, engaged in mentorship and professional development and have provided the graduate students under their supervision a superior academic experience. We hope that members of the campus and community will join us on this special occasion.

AGENDA ITEM NO: 8.1

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Pamela Downe, chair, nominations committee of Council

DATE OF MEETING: January 17, 2019

SUBJECT: Governance Committee Member and Chair Nomination

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of Stephen Urquhart, College of Arts & Science, to serve on the Governance Committee as a member and chair effective January 18, 2019 and continuing until June 30, 2021.

DISCUSSION SUMMARY

Due to the election of Jay Wilson to chair of University Council, a new chair of the governance committee and a third Council member of the committee are required.

ATTACHMENT(S):

Governance membership
Governance terms of reference

GOVERNANCE COMMITTEE MEMBERSHIP 2018-19**Council Members**

Stephen Urquhart (chair)	Chemistry	2021
Jay Wilson (chair)	Education	
Trever Crowe	Interim dean, College of Graduate and Postdoctoral Studies	2020
Pamela Downe	Archaeology and Anthropology	2020
Dirk de Boer	Chair, planning and priorities committee	2019
Roy Dobson	Chair, academic programs committee	2019
Jay Wilson	Chair, Council	2019

Ex officio Members

Beth Bilson	University Secretary	
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Other Members

Tamara Larre (vice-chair)	President's designate	2019
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Student Guests

Rollin Baldhead	USSU president	2019
Ziad Ghaith	GSA representative	2019

Resource Members

Jacquie Thomarat	Associate Secretary, Academic Governance	
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GOVERNANCE COMMITTEE - TERMS OF REFERENCE

Membership

Three elected members of Council, one of whom will be Chair
The President's designate
Chair of Council
Chair, Academic Programs Committee of Council
Chair, Planning and Priorities Committee of Council

Ex Officio

University Secretary

Student Guests

One undergraduate student appointed by the U.S.S.U. (non-voting)
One graduate student appointed by the G.S.A. (non-voting)

Administrative Support

Office of the University Secretary

The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 6) Nominating members and Chair of the Nominations Committee of Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.

- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.
- 10) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Tamara Larre, Acting Chair

DATE OF MEETING: January 17, 2019

SUBJECT: *Procedures for Student Appeals in Academic Matters*

COUNCIL ACTION: **Decision**

It is recommended that Council approve the revised Procedures for Student Appeals in Academic Matters.

SUMMARY:

In the fall of 2017, the governance committee undertook a review of the *Procedures for Student Appeals in Academic Matters*, which had last been updated in 2014. The revised procedures are now presented by the governance committee to Council for approval.

Consultations with key stakeholders informed these revisions. In addition to seeking the input of Council, feedback was solicited from the associate deans academic, a group of college and school administrative staff, and the GSA and the USSU. The committee received comments from individual faculty, staff and students. On specific issues, the committee also consulted with the academic programs committee of Council and the registrar.

Some of the revisions being proposed are:

- clarifying the identity and role of the “academic administrator”
- clarifying the distinctive aspects of reassessment in the case of graduate students
- acknowledging the emergence of professionalism policies in some colleges
- clarifying the circumstances on which an appeal citing failure to accommodate can be made
- making changes to the appointment of appeal boards
- elaborating on the procedural requirements for the appeal process
- adding additional remedial options for appeal boards

On November 22, 2018, a request for input on the draft revised procedures was presented to University Council, and on December 20, 2018, a notice of motion was presented. The resulting amendments are as follows:

- removing or changing all gender-binary language
- adding language for “academic unit” where schools are within colleges, and adding a reference to the university’s approved nomenclature
- acknowledging the emergence of standard operating procedures for the assessment of professionalism in some colleges

ATTACHMENTS:

1. Markup version of *Procedures for Appeals in Academic Matters* showing proposed revisions.
2. Revised *Procedures for Appeals in Academic Matters*
3. Revised forms
4. Academic appeals flow charts

Draft as of ~~Sept 24~~Dec. 21 Jan 17, 2019~~8~~

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UNIVERSITY COUNCIL

Procedures for Student Appeals in Academic Matters

Pursuant to the *Policy on Student Appeals of Evaluation, Grading and Academic Standing*

Approved by Council ~~June 19~~ January 17, 2019 ~~2014~~

Draft as of ~~Sept. 24~~ January 17, 2018

CONTENTS

Student Appeals in Academic Matters

- I Scope of Procedures
- II Availability of ~~Written Work~~ and Access to Assessment Materials
- III Substantive Academic Judgment of Student Work: Undergraduates (including postgraduate trainees and students in diploma programs and certificate programs under the oversight of Council)
 - A. Instructor Level: Informal Consultation
 - B. Formal Appeals for Re-assessment at the level of department or non-departmentalized college
- IV Substantive Academic Judgment of Student Work: Graduate Students
 - A. ~~Instructor Level:~~ Informal Consultation
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 - A. College Level Appeals
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 - 5. Disposition by the Appeal Board
 - 6. Copy of a Report
 - 7. No Further Appeal
 - 8. Student Records
- ~~VI Rights and Responsibilities of Parties to a Hearing~~
- VII Assistance with Appeals and Procedural Matters

Appendices:

- Re-Assessment Form Appeal at the level of Department or Non-departmentalized College: Request for and Report of Re-Assessment
- University Appeal Form University-Level Appeal of Matters Other than Substantive Academic Judgment

PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's [Policy on Student Appeals of Evaluation, Grading and Academic Standing](#).

I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student registered or in attendance in a program under the oversight of Council:

- (a) those involving an academic judgment, including (where relevant) assessment of a student's level of professionalism, on all [program requirements](#)~~course work~~, whether written (such as an examination paper, assignment, essay or laboratory report) or unwritten (such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum), including deferred examinations, supplemental examinations, special examinations and other extraordinary methods of assessment;
- (b) those pertaining to a student's academic standing in his or her program; and
- (c) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment.

In these procedures,

- [“academic administrator” means the appropriate dean or executive director in the case of a non-departmentalized college, department head or faculty member designate of the departmentalized college or school that is responsible for the course or other academic activity to which the allegation relates or where the matter falls outside the responsibility of a college or school, the provost and vice-president academic;](#)
- “appellant” refers to the student making the appeal;
- “course work” includes all of the components of a student's program that are assigned a grade or outcome including thesis, project, field, practicum and laboratory work;
- “department” and “college” refer to the administrative unit of the university which offers the course or other academic activity to which a grievance relates;
- [“college” includes a school, but in some cases a school is akin to a department \(please refer to university nomenclature\);](#)

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- ~~“department head” and “dean” refers to the administrative heads of such units and~~ “dean” includes the dean of a college or the executive director of a school;
- ~~“evaluation” refers to the grading of student work;~~
- “instructor(s)” refers to the person(s) who was/were responsible for the assessment of student work or performance because ~~she or he or~~ they prepared and graded or arranged for the grading of written work or who otherwise provided the assessment of the work or performance to which the following procedures apply;
- “respondent” refers to the individual(s) responding to the appeal;
- ~~“resource college” pertains to graduate students and is the college that offers the student’s degree program~~ “the academic unit offering the course and the academic unit offering the program”, in the case of graduate students is the academic unit offering such course or program; whereas the College of Graduate and Postdoctoral Studies (CGPS) is the college in which the student is registered, and which has overall responsibility for the student’s degree program.

II. AVAILABILITY OF WRITTEN WORK AND ACCESS TO ASSESSMENT MATERIALS

A student shall be permitted to see her or his examinations or other work, and where possible to be provided a copy of her or his work and/or copy of the assessment rubric, as determined by the college or academic unit, in accordance with the practices of the department or college. ~~A department or college is not required to provide the student with access where a special form of examination is used. In such cases, S~~students in the course should be informed at the beginning of a course that copies of examinations or other forms of assessment are not available.

III. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS¹

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that instructors may use alternative forms of evaluation either to meet specific circumstances of the student (e.g., oral examinations to accommodate students physically unable to write) or because of the nature of the course (e.g. performance in a verbal or artistic presentation, clinical or service activity or practica). The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

¹ Includes postgraduate trainees and students in degree-level diploma programs and degree-level certificate programs under the oversight of Council.

A. Instructor Level: Informal Consultation

Prior to initiating formal procedures as set out below, a student who has a concern with the evaluation of her or his work or performance shall consult wherever possible with the individual(s) that evaluated the work or performance. This informal consultation should take place as soon as possible, but in any event, not later than 30 days after the assessment has been made available to the students in the class.

The purpose of the informal consultation is

- To assist the student in understanding how his or her grade was arrived at;
- To afford an opportunity for the instructor(s) and student to review the evaluation and ensure that all work was included, that all material was marked, that no marks were left out, and that additions and grade calculations were correctly made.

Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed following the normal grade change procedures, subject to approval by the ~~department head (or dean in a non-departmentalized college)~~ academic administrator.

If the student is not satisfied with the academic judgement rendered with respect to the work or performance, ~~he or she~~ they may request reconsideration of the assessment. The instructor(s) may decide to evaluate the work or performance or request that the student apply for a formal re-assessment as set out in these procedures.

If the instructor(s) responsible for evaluation is/are not available, the student should seek advice from the individual responsible for the course (this may be the course coordinator or academic administrator, ~~department head or dean in a non-departmentalized college, or the executive director for continuing and distance education~~) about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the student to apply for a formal re-assessment as provided for under Section B.

The college or department responsible for the course may specify ~~different~~ other time limits than those prescribed above (e.g. for programmatic reasons), and may, at its discretion, waive compliance with the time limits.

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B. Formal Re-assessment (~~Re-read~~) at the level of Department or Non-departmentalized college

A department-level re-assessment involves a re-evaluation of assessment of written or non-written work in the context of the expectations for that work, arranged for by the ~~academic administrator~~ department head (or dean in a non-departmentalized college, or executive director for certificate programs offered through continuing and distance education). The re-assessor should have access to a description of the instructor's expectations for the work, and, where feasible, to samples of work submitted by other students in the course. Where possible, the re-assessor should assess the work without knowledge of the mark given by the instructor(s).

Examples of non-written work include marks given for class participation, performance in oral or artistic presentations, clinical or professional service activities and practicum based activities. Since such forms of work or performance often involve assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the ~~re-reading reassessment~~ procedures set out in this section. However, these procedures shall apply as much as possible to such assessments.

Colleges and schools may develop professionalism policies and procedures that define unprofessional conduct in the context of the programs offered by the college or school.

Student should be aware that a grade may be ~~increased, stay the same, or be~~ reduced as the result of a re-assessment.

Process to be followed:

- (a) To initiate a re-assessment of written work, the student shall submit a completed *Request for and Report of Re-~~a~~Assessment Form* to the ~~academic administrator~~ department head or dean in a non-departmentalized college, or the executive director for certificate programs offered through continuing and distance education. The request must be made within 30 days of the delivery to the student of the results of the assessment under review. A ~~reassessment fee shall be tendered with the request, with the fee retained by the department, college, or school. fee specified by the registrar shall be tendered with the request.~~ The fee will be refunded if the student's grade on the course or course component is increased ~~by~~ at least five (5) percentage points as a result of the ~~reassessment re-reading~~ or if the student's grade is increased from a ~~f~~Fail to a ~~p~~Pass in a course or course component where the assessment is ~~p~~Pass/~~f~~Fail.

The request shall state briefly the student's concern with the assessment of the work.

- (b) The ~~academic administrator department head or dean in a non-departmentalized college, or the executive director for certificate programs offered through continuing and distance education,~~ shall determine whether it is feasible to arrange to have some or all of the student's work or performance re-assessed by someone, other than the instructor(s), whom the ~~academic administrator department head, dean or executive director~~ decides is qualified to do so. If the academic administrator determines that a reassessment is not feasible, that decision is final.

Where the ~~academic administrator department head or dean or executive director~~ concludes that some or all of the performance or work can be re-assessed by someone other than the instructor who is qualified to do so, ~~he or she~~ they shall appoint such person or persons for this purpose. The re-assessment may be done by the original examiner(s) when no such person is available.

Where possible, the marking or grading structure used by the instructor(s) shall be used by the ~~reassessor-reader~~. The mark or grade given by the reassessor may be higher or lower than the mark given by the instructor(s). The result of the ~~reassessment~~ re-read shall be recorded on the *Request for and Report of Re-aAssessment Form*.

- (c) The original mark or grade shall not be changed until after the original instructor(s) has/have been consulted by the ~~academic administrator department head or dean or executive director~~. This requirement may be waived by the ~~academic administrator department head or dean or executive director~~ when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor(s) and the ~~reassessor-reader~~ as to the mark or grade to be assigned to the work. Otherwise, the ~~academic administrator department head, dean or executive director~~, or a committee appointed for such purpose, shall determine the mark or grade following the report of the results of the ~~reassessment~~ reading.

- (d) Reasonable efforts will be made to complete the reassessment within 30 days.

- ~~(e)~~ The student shall be notified in writing by the ~~academic administrator department head or dean or executive director~~ of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the re-assessment ~~are~~ is determined as provided in ~~(e)~~ d.

- ~~(f)~~ A ruling of a department-level decision on a matter of substantive academic judgement will be final and not subject to further appeal.

- (gf) A student who believes that the assessment of ~~his or her~~their work or performance has been negatively affected by a factor not involving academic judgement of the substance of the work or performance may appeal as provided in Part V.

IV. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: GRADUATE STUDENTS

A. ~~Instructor Level:~~ Informal Consultation

A graduate student who is dissatisfied with the assessment of ~~her or his~~their work or performance in any aspect of course work shall first follow the informal procedures for consultation with the instructor(s) as set out in III.A, above.

If the individual responsible for evaluation is/are not available, the graduate student should seek advice from the head of the academic unit responsible for offering the course about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the graduate student to apply for a formal reassessment as provided for under Section B.

B. Formal ~~Reassessment~~ Appeals

Following informal consultation with the instructor (where feasible), a graduate student who has a concern or question about the evaluation of ~~her or his~~their work or performance ~~shall~~should consult with the ~~academic unit head~~ head of the academic unit offering the program or graduate chair of the program ~~or the dean of graduate studies and research~~ before invoking formal procedures. When warranted, the academic unit head or graduate chair of the program may authorize formal reassessment on behalf of the CGPS academic administrator following the procedures outlined in in III.B above. If, the ~~academic unit~~graduate chair or head of the academic unit offering the program head or graduate chair does not authorize formal reassessment, after these consultations, the student is unsatisfied, he or she may petition the graduate academic affairs committee of the College of Graduate ~~and Postdoctoral Studies and Research~~ for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the committee may ~~authorize~~institute, the ~~a reassessment-read procedure similar to that described above for undergraduate students.~~ If the concern involves any other form of assessment, the committee shall consider and rule on it.

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The ruling by the graduate academic affairs committee of the College of Graduate ~~and Postdoctoral Studies and Research~~ on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as ~~hereinafter~~ provided in Part V.

V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

Appeal hearings provide an opportunity for a balanced airing of facts before an impartial board of decision-makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

(a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.

(b) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.

A. COLLEGE LEVEL APPEAL

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic record, standing or status.

1. Appeals of Standing in Program

Council delegates to college and school faculty councils and in the case of ~~non-degree-level~~ certificates ~~of successful completion offered through continuing and distance education~~, to the provost, the responsibility for developing and approving procedures by which a student may appeal decisions concerning ~~his or her~~ their

overall standing, including decisions around progression in the program, ~~granting of leaves,~~ probationary status and graduation, granting of leaves ~~or withdrawals,~~ on compassionate, medical or other grounds ~~that would affect standing in program.~~ These decisions may be further delegated by the faculty council or the provost to a committee established for this purpose, or to a college dean, the executive director of a school, or an associate or assistant dean provided that there is a provision for reporting such decisions back to the faculty council. Such decisions are subject to university-level appeal on limited grounds as provided for in Section B, below.

~~The grounds of appeal for all cCollege--lLevel aAppeals shall be limited to the grounds of appeal outlined in Part V.B.1 of these pProcedures.~~

2. Appeals of Assessment in Course Work

A student who alleges that assessment of ~~her or his~~their academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment. Council delegates responsibility for investigating and, if the appeal is upheld, for determining an appropriate remedy, to the dean of the college responsible for the course or activity or to the provost for ~~non-degree level certificate programs offered through continuing and distance education~~ as described below. The outcome of the appeal to the dean or provost is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

- (a) The student shall deliver to the dean or provost, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation, ~~any supporting evidence,~~ and a request for a review of the matter. The dean or provost may extend the period of time ~~for a student~~ to submit the written statement ~~and/or supporting evidence.~~
- (b) Subject to section (c) below, the dean or provost shall ~~instruct the department head (if it is a departmentalized college) to~~ arrange for an informal investigation of the allegation. ~~In a non-departmentalized college or the Centre for Continuing and Distance Education, the dean or provost respectively shall arrange for such an investigation.~~ The investigation shall be carried out as expeditiously as possible and ~~must-should~~ include, wherever practical, consultation with the original instructor. ~~The subject of the allegations shall be given an opportunity to respond to the allegations made by the student.~~
- (c) In a case where a student's allegation involves the dean or ~~department head or~~ provost, that individual should declare a conflict of interest and assign the ~~investigation case~~ to an associate or assistant dean or another member of the department who has not been involved in the assessment.

- (d) The dean or provost (or ~~designate~~~~legate~~ under sections (b) and (c)) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, ~~he or she~~~~they~~ may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

B. UNIVERSITY LEVEL APPEAL

1. Grounds for an Appeal

- (a) A student may appeal as hereinafter provided a decision affecting ~~their~~ ~~her~~ ~~or his~~ academic standing on the following grounds only:
- (i) alleged significant failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance, or administrative decisions or alleged misapplication of regulations governing program or degree requirements;
 - (ii) alleged differential treatment of the student as compared to the treatment of other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance;
 - (iii) alleged discrimination or harassment, as set out in the uUniversity's Policy on Discrimination and Harassment Prevention and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or
 - (iv) alleged failure to implement the approved policy and procedures of the uUniversity dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance;
 - ~~(v):~~ that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
- (b) Appeals relating to accommodation are limited to alleged failure to implement the approved policy and procedures of the University. Concerns about the nature of accommodations provided or the specifics of an accommodation plan should be addressed pursuant to the dispute

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resolution process of the *Students with Disabilities: Academic Accommodation and Access* policy, as early as possible and while accommodations are being provided, rather than after an academic outcome.

- (c**b**) A student has no right of appeal under these rules with respect to an academic judgment of ~~the~~ written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).
- (d**e**) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

2. Initiation of the Appeal

- (a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:
 - (i) the university secretary;
 - (ii) the ~~academic administrator~~~~dean of the college offering the course to which the allegation relates or, if it is a program offered through continuing and distance education, the provost~~;
 - (iii) the faculty member responsible for the course to which the allegation relates; and
 - (iv) the dean of the college in which the student is registered, if different from the ~~dean~~~~academic administrator~~ in (ii) above;
 - (v) for graduate students, the dean(s) of the resource college~~college(s) offering the course or the program~~; and
 - (vi) the registrar.
- (b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.

- (c) Upon receipt of the notice of appeal, the university secretary will review the record of previous hearings/proceedings, and the written statement of appeal, and determine whether or not the grounds for appeal are valid. If the university secretary determines there are no valid grounds under these procedures for an appeal, then the appeal will be dismissed without a hearing. If the university secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The rationale for the decision will be communicated to the appellant. The decision of the university secretary to dismiss an appeal or allow it to go forward is final, with no further appeal.
- (de) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety or wellbeing of others. If any assessment of student work and/or standing pertains to conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the ~~academic administrator dean of the college responsible for the course or activity, or the provost, for those certificate programs approved by the provost,~~ may modify the participation of the student in academic or clinical settings or other work placements, pending final outcome of an appeal under these procedures.

3. Appointment of an Appeal Board

- (a) Upon receipt of a notice of appeal, the university secretary shall constitute an appeal board to be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). When the case involves a graduate student, the faculty members of the appeal board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which comprises all Council members other than *ex officio* members. The university secretary or designate will act as secretary to the appeal board. With the exception of the secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case. One faculty member of the appeal board shall be named chairperson. The members of the board shall be chosen from a roster nominated by the nominations committee of Council.

4. Appeal Procedure

- (a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the ~~academic administrator~~ dean

whose decision is being appealed. Under exceptional circumstances, the board may extend this period.

- (b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7) days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven (7) days' notice. It is the responsibility of all parties to ensure that the university has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.
- (c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. Any ~~party appellant~~ who chooses to be absent from a hearing may appoint an advocate to present ~~his/her~~their case at the hearing.
- (d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions ~~and to the principles outlined in Section VI, Rights and Responsibilities of the Parties to a Hearing:~~
 - (i) ~~(i) —~~ Appeal boards under these procedures will not hear the case again but are limited to determining the appeal on the grounds set out in part V.B.1. Unless it could not have been reasonably presented at the initial hearing, and that evidence would have likely affected the decision of the original hearing, no new evidence will be considered at the appeal hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the board's deliberations.
 - (ii) In exceptional circumstances, a ~~Appeal boards may at their discretion request further evidence or ask for witnesses, including asking the instructor to give evidence.~~
 - (i) ~~The student shall be entitled to be represented by one other person, including legal counsel;~~

- ~~(ii) The dean or designate shall respond to the allegation and may be represented by one other person, including legal counsel;~~
- ~~(iii) Evidence supporting or rebutting the allegation may be given by witnesses, including, in cases where the appeal relates to a course, the instructor(s) responsible for the course(s) to which the allegation relates;~~
- ~~(iv) Witnesses may be questioned by a person mentioned in clauses (i) to (ii) or by the board;~~
- ~~(v) The appellant and the respondent(s) shall appear before the appeal board at the same time;~~
- ~~(vi) Both the appellant and the respondent(s) will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.~~
- ~~(vii) It shall be the responsibility of the appellant to demonstrate that the appeal has merit;~~
- ~~(viii) Appeal hHearings shall be restricted to persons who have a direct role in the hearing, except that either party may be represented by an advocate, and request the presence of up to three observers, ~~not including witnesses~~. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations. As the appeal hearing is not a re-hearing of the case, witnesses are not permitted to be called by the appellant or respondent.~~
- ~~(iv) All information provided to an appeal board in advance of a hearing by either party will be shared with both parties prior to the hearing.~~
- ~~(v) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.~~
- ~~(ix) Appeal boards may at their discretion request further evidence or ask for additional witnesses, including asking the instructor to give evidence.~~

(v*) The university secretary or a designate ~~of the university secretary~~ shall record the proceedings.

(vi) During the hearing, Neither party will communicate with the appeal board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.

5. Disposition by the Appeal Board

The appeal board may, by majority:

- (a) conclude that the allegation was unfounded and dismiss the appeal; or
- (b) conclude that the allegation was justified and specify measures to be taken by the college, school, department division, registrar or faculty member involved to correct the injustice including, but not limited to, the following:
 - (i) re-evaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or
 - (ii) assessment of the student's work or performance by an independent third party capable of doing so; or
 - (iii) a refund or re-assessment of tuition or other fees;
 - (iv) grant leave, or withdrawal, as appropriate in the view of the appeal board and in accordance with the applicable rules of the college or university; or
 - (v) order that there be a new hearing ~~board be struck to re-hear the case. This provision shall be used only in rare cases, -such as when new evidence has been introduced that could not reasonably have been available to the original hearing board -or there is procedural error sufficient enough that and it is in the view of the appeal board significant enough to warrant a new hearing is warranted.~~
- (c) The chair~~person~~ of the appeal board shall prepare a report of the board's deliberations and its conclusions. ~~The report shall be delivered to the university secretary.~~

6. Copy of a Report~~††~~

- (a) Within 15 days from the date the appeal board has completed its deliberations, the university secretary or designate shall deliver a copy of

the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule V.B.2(a) (ii)-(v).

- (b) Where the appeal board has determined that a college, school, department or division is to address or act upon a particular matter, the college, school, department or division shall, within thirty (30) days of the receipt of the chairperson's report, advise the university secretary of its compliance, or timetable for compliance, with the decision. If the college, school, department or division fails without cause to confirm its compliance, the governance committee will review the matter and, if appropriate, require the provost and vice-president academic to instruct the unit to comply.

7. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

8. Student Records

- (a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.
 - (b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.
-

VI. — RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING

~~Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,~~

- ~~(a) — The parties have a right to a fair hearing before an impartial and unbiased decision maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.~~
- ~~(b) — Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.~~
- ~~(c) — All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.~~
- ~~(d) — Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.~~
- ~~(e) — The appellant and the respondent have a right to bring or to send in his/her place an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. If possible, the names of any witnesses and/or advocates are to be provided to the secretary 7 days prior to the hearing so that the secretary may communicate the names to the appellant and respondent and to the hearing board.~~
- ~~(f) — Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.~~
- ~~(g) — The hearing board has a right to determine its own procedures subject to the provisions of these procedures, and to rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party. The secretary shall communicate to the appellant and respondent, as appropriate, the basis for the decision of the hearing board not to admit any evidence or witnesses. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called, subject to the requirement that all of the information before the hearing board be made available to both parties.~~

Draft as of ~~Sept. 24~~ Jan 17, 2018

VII. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS

Students should be informed of the opportunity to receive assistance with appeals. Various offices within the Student Enrolment Services Division including the Aboriginal Students' Centre, ~~Access and Equity Services~~~~Disability Services for Students~~, and the International Student and Study Abroad Centre, as well as representatives from the University of Saskatchewan Students' Union ~~Academic Advocacy Office~~ and the Graduate Students' Association, are available to assist with appeals.

Questions concerning procedural matters relating to appeals under these ~~procedures~~~~rules~~ should be directed to the university secretary.

First approved by University Council on November 18, 1999 with revisions noted December 3, 1999.
Revisions approved by University Council on September 21, 2000.
Minor revisions approved by University Council on January 25, 2001; March 21, 2002, September 19, 2002.
Major revisions approved by University Council on January 26, 2012.
Minor revisions approved by University Council on June 19, 2014
~~Major revisions approved by University Council on XX, 2018~~

Re-aAssessment Form

UNIVERSITY OF SASKATCHEWAN

**Request for and Report of Re-aAssessment
(Appeal at the level of Department or Non-departmentalized College)**

This application is to be completed **only after** informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results. The completed report of re-assessment should be returned to the department head or dean (non-departmentalized college), who will complete it and submit to the Registrar. If a graduate student, the dean of the resource college, defined as the college where the student is physically situated, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.

This application must be submitted along with the required **\$20** fee (as set by the Registrar) to the department or non-departmentalized college offering the course which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the course or course component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the reassessment-reading, the fee will be refunded. Students should be aware that a grade may be reduced as the result of a re-assessment.

APPLICATION FOR RE-ASSESSMENT	
Name:	Student number: NSID:
Address (Street, City, Postal Code):	Telephone: Email:
Formal re-assessment requested in: Course name/number	Section:
Instructor(s):	
Formal re-assessment requested for (check where applicable):	
<input type="checkbox"/> Final examination	Date Written
<input type="checkbox"/> Midterm examination	Date Written
<input type="checkbox"/> Essay	Due Date
<input type="checkbox"/> Term Work	Due Date
<input type="checkbox"/> Laboratory	Due Date
<input type="checkbox"/> Other (specify)	
<input type="checkbox"/> Date of informal consultation with the instructor(s) _____ OR <input type="checkbox"/> I was not able to consult with the instructor(s) (provide reason)	
Specific nature of the complaint (The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Use the reverse of sheet <u>or attach a sheet</u> if additional space is required):	
Date:	Signature of student:
REPORT OF RE-ASSESSMENT. (The re-assessor should not be aware of the original mark)	
Re-assessor's Mark ()	Comments : (attach separate sheet)
Date:	Signature of Re-Assessor:
To be completed by department head once the report from the re-assessor is received.	
Results: Original Mark ()	<input type="checkbox"/> Change to: () <input type="checkbox"/> No Change
Final Grade ()	<input type="checkbox"/> Change to: () <input type="checkbox"/> No Change
Signature of dean, department head or executive director:	

Submit to Registrar when completed.

**University-Level Appeal of Matters
Other than Substantive Academic Judgement**

- This form must be delivered as soon as possible, but **not later than thirty (30) days** from the date the outcome of a college-level appeal has been communicated in writing to the student.
- A written statement outlining the allegation and grounds for appeal must be attached to this form; additional supplementary written information may also be attached.

Name:	Student Number:
	NSID:
Address (Street, City, Postal Code):	Telephone:
	Email:
Appeal related to (check where applicable):	
<input type="checkbox"/> Faculty action/Standing in Program (Program, year of program):	
<input type="checkbox"/> Course work/course grade (Course name/number/section): (Instructor(s) responsible for the course):	
<input type="checkbox"/> Other (please specify):	
Date final college-level decision communicated in writing:	
Grounds for appeal (check where applicable):	
<input type="checkbox"/> <u>alleged significant</u> failure to follow procedural regulations of the relevant college or <u>the u</u> University dealing with assessment of students' academic work or performance, or administrative decisions <u>or alleged mis</u> and the application of regulations governing program or degree requirements.	
<input type="checkbox"/> <u>alleged</u> differential treatment compared to other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance.	
<input type="checkbox"/> alleged discrimination or harassment as set out in the university's <i>Policy on Discrimination and Harassment Prevention</i> and <u>associated procedures for addressing issues of</u> , <u>where the alleged</u> discrimination or harassment, <u>when the alleged failure</u> affected assessment of the student's academic work or performance.	
<input type="checkbox"/> <u>alleged</u> failure to implement the approved policy and procedures of the <u>u</u> University <u>dealing with</u> concerning accommodation of students with disabilities, <u>when</u> the alleged failure affected assessment of the student's academic work or performance.	
<input type="checkbox"/> <u>that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.</u>	
<u>A written statement outlining the allegation and grounds for appeal must be attached.</u>	
Supplementary written information attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date:	Signature of Student:

Instructions: To initiate an appeal, a student must deliver this form with a written statement and any ~~with any~~ supplementary written information attached to **all** of the following: the **university secretary**, the **dean** of the college or executive director of the school responsible for the course (if a specific course is involved), the **instructor(s)** responsible for the course (if a specific course is involved), the **dean** of the college or executive director of the school in which the student is registered, and the **registrar**. If a graduate student, the dean of the resource college academic unit offering the course or program, defined as the college where the student is physically situated, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.



Office of the University Secretary

~~E290212 Administration Peter MacKinnon~~ Building

University of Saskatchewan

~~107-105~~ Administration Place

Saskatoon, SK S7N 5A2

(306) 966-4632

email to *university.secretary@usask.ca*

policies and forms are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>



UNIVERSITY COUNCIL

Procedures for Student Appeals in Academic Matters

Pursuant to the *Policy on Student Appeals of Evaluation, Grading and Academic Standing*

Approved by Council January 17, 2019

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PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's [Policy on Student Appeals of Evaluation, Grading and Academic Standing](#).

I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student registered or in attendance in a program under the oversight of Council:

- (a) those involving an academic judgment, including (where relevant) assessment of a student's level of professionalism, on all program requirements, whether written (such as an examination paper, assignment, essay or laboratory report) or unwritten (such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum), including deferred examinations, supplemental examinations, special examinations and other extraordinary methods of assessment;
- (b) those pertaining to a student's academic standing in their program; and
- (c) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment.

In these procedures,

- "academic administrator" means the appropriate dean or executive director in the case of a non-departmentalized college, department head or faculty member designate of the departmentalized college or school that is responsible for the course or other academic activity to which the allegation relates or where the matter falls outside the responsibility of a college or school, the provost and vice-president academic;
- "appellant" refers to the student making the appeal;
- "course work" includes all of the components of a student's program that are assigned a grade or outcome including thesis, project, field, practicum and laboratory work;
- "department" and "college" refer to the administrative unit of the university which offers the course or other academic activity to which a grievance relates; "college" includes a school, but in some cases a school is akin to a department (please refer to [university nomenclature](#));
- "dean" includes the dean of a college or the executive director of a school;
- "evaluation" refers to the grading of student work

- “instructor(s)” refers to the person(s) who was/were responsible for the assessment of student work or performance because they prepared and graded or arranged for the grading of written work or who otherwise provided the assessment of the work or performance to which the following procedures apply;
 - “respondent” refers to the individual(s) responding to the appeal;
 - “the academic unit offering the course and the academic unit offering the program”, in the case of graduate students is the academic unit offering such course or program; whereas the College of Graduate and Postdoctoral Studies (CGPS) is the college in which the student is registered, and which has overall responsibility for the student’s degree program.
-

II. AVAILABILITY OF WORK AND ACCESS TO ASSESSMENT MATERIALS

A student shall be permitted to see their examinations or other work, and where possible to be provided a copy of their work and/or copy of the assessment rubric, as determined by the college or academic unit. Students in the course should be informed at the beginning of a course that copies of examinations or other forms of assessment are not available.

III. SUBSTANTIVE ACADEMIC JUDGMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS¹

A student who is dissatisfied with the assessment of their work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that instructors may use alternative forms of evaluation either to meet specific circumstances of the student (e.g., oral examinations to accommodate students physically unable to write) or because of the nature of the course (e.g. performance in a verbal or artistic presentation, clinical or service activity or practica). The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

A. Instructor Level: Informal Consultation

Prior to initiating formal procedures as set out below, a student who has a concern with the evaluation of their work or performance shall consult wherever possible with the individual(s) that evaluated the work or performance. This informal

¹ Includes postgraduate trainees and students in degree-level diploma programs and degree-level certificate programs under the oversight of Council.

consultation should take place as soon as possible, but in any event, not later than 30 days after the assessment has been made available to the students in the class.

The purpose of the informal consultation is

- To assist the student in understanding how their grade was arrived at;
- To afford an opportunity for the instructor(s) and student to review the evaluation and ensure that all work was included, that all material was marked, that no marks were left out, and that additions and grade calculations were correctly made.

Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed following the normal grade change procedures, subject to approval by the academic administrator.

If the student is not satisfied with the academic judgment rendered with respect to the work or performance, they may request reconsideration of the assessment. The instructor(s) may decide to evaluate the work or performance or request that the student apply for a formal reassessment as set out in these procedures.

If the instructor(s) responsible for evaluation is/are not available, the student should seek advice from the individual responsible for the course (this may be the course coordinator or academic administrator about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the student to apply for a formal reassessment as provided for under Section B.

The college or department responsible for the course may specify other time limits than those prescribed above (e.g. for programmatic reasons), and may, at its discretion, waive compliance with the time limits.

B. Formal Reassessment at the level of Department or Non-departmentalized college

A department-level reassessment involves a re-evaluation of assessment of written or non-written work in the context of the expectations for that work, arranged for by the academic administrator. The reassessor should have access to a description of the instructor's expectations for the work, and, where feasible, to samples of work submitted by other students in the course. Where possible, the reassessor should assess the work without knowledge of the mark given by the instructor(s).

Examples of non-written work include marks given for class participation, performance in oral or artistic presentations, clinical or professional service

activities and practicum based activities. Since such forms of work or performance often involve assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the reassessment procedures set out in this section. However, these procedures shall apply as much as possible to such assessments.

Colleges and schools may develop professionalism policies and procedures that define unprofessional conduct in the context of the programs offered by the college or school.

Student should be aware that a grade may be increased, stay the same, or be reduced as the result of a reassessment.

Process to be followed:

- (a) To initiate a reassessment of written work, the student shall submit a completed *Request for and Report of Reassessment Form* to the academic administrator. The request must be made within 30 days of the delivery to the student of the results of the assessment under review. A reassessment fee shall be tendered with the request, with the fee retained by the department, college, or school. The fee will be refunded if the student's grade on the course or course component is increased by at least five (5) percentage points as a result of the reassessment or if the student's grade is increased from a fail to a pass in a course or course component where the assessment is pass/fail.

The request shall state briefly the student's concern with the assessment of the work.

- (b) The academic administrator shall determine whether it is feasible to arrange to have some or all of the student's work or performance reassessed by someone, other than the instructor(s), whom the academic administrator decides is qualified to do so. If the academic administrator determines that a reassessment is not feasible, that decision is final.

Where the academic administrator concludes that some or all of the performance or work can be reassessed by someone other than the instructor who is qualified to do so, they shall appoint such person or persons for this purpose. The reassessment may be done by the original examiner(s) when no such person is available.

Where possible, the marking or grading structure used by the instructor(s) shall be used by the reassessor. The mark or grade given by the reassessor may be higher or lower than the mark given by the instructor(s). The result of the reassessment shall be recorded on the *Request for and Report of Reassessment Form*.

- (c) The original mark or grade shall not be changed until after the original instructor(s) has/have been consulted by the academic administrator. This requirement may be waived by the academic administrator when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor(s) and the reassessor as to the mark or grade to be assigned to the work. Otherwise, the academic administrator, or a committee appointed for such purpose, shall determine the mark or grade following the report of the results of the reassessment.
- (d) Reasonable efforts will be made to complete the reassessment within 30 days.
- (e) The student shall be notified in writing by the academic administrator of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the reassessment is determined as provided in (d).
- (f) A ruling of a department-level decision on a matter of substantive academic judgment will be final and not subject to further appeal.
- (g) A student who believes that the assessment of their work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal as provided in Part V.

IV. SUBSTANTIVE ACADEMIC JUDGMENT OF STUDENT WORK: GRADUATE STUDENTS

A. Informal Consultation

A graduate student who is dissatisfied with the assessment of their work or performance in any aspect of course work shall first follow the informal procedures for consultation with the instructor(s) as set out in III.A, above.

If the individual responsible for evaluation is not available, the graduate student should seek advice from the head of the academic unit offering the course about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the graduate student to apply for a formal reassessment as provided for under Section B.

B. Formal Reassessment

Following informal consultation with the instructor (where feasible), a graduate student who has a concern or question about the evaluation of their

work or performance shall consult with the head of the academic unit offering the program or graduate chair of the program before invoking formal procedures. When warranted, the academic unit head or graduate chair of the program may authorize formal reassessment on behalf of the CGPS academic administrator following the procedures outlined in III.B above. If, the graduate chair or head of the academic unit offering the program does not authorize formal reassessment, the student may petition the graduate academic affairs committee of the College of Graduate and Postdoctoral Studies for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the committee may authorize, the reassessment. If the concern involves any other form of assessment, the committee shall consider and rule on it.

The ruling by the graduate academic affairs committee of the College of Graduate and Postdoctoral Studies on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as provided in Part V.

V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

Appeal hearings provide an opportunity for a balanced airing of facts before an impartial board of decision-makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

- (a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.
- (b) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.

A. COLLEGE LEVEL APPEAL

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic record, standing or status.

1. Appeals of Standing in Program

Council delegates to college and school faculty councils and in the case of non-degree-level certificates, to the provost, the responsibility for developing and approving procedures by which a student may appeal decisions concerning their overall standing, including decisions around progression in the program, probationary status and graduation, granting of leaves or withdrawals, on compassionate, medical or other grounds that would affect standing in program. These decisions may be further delegated by the faculty council or the provost to a committee established for this purpose, or to a college dean, the executive director of a school, or an associate or assistant dean provided that there is a provision for reporting such decisions back to the faculty council. Such decisions are subject to university-level appeal on limited grounds as provided for in Section B, below.

The grounds of appeal for all college-level appeals shall be limited to the grounds of appeal outlined in Part V.B.1 of these procedures.

2. Appeals of Assessment in Course Work

A student who alleges that assessment of their academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment. Council delegates responsibility for investigating and, if the appeal is upheld, for determining an appropriate remedy, to the dean of the college responsible for the course or activity or to the provost for non-degree level certificate programs as described below. The outcome of the appeal to the dean or provost is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

- (a) The student shall deliver to the dean or provost, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation, any supporting evidence, and a request for a review of the matter. The dean or provost may extend the period of time for a student to submit the written statement and/or supporting evidence.
- (b) Subject to section (c) below, the dean or provost shall arrange for an informal investigation of the allegation. The investigation shall be carried out as expeditiously as possible and should include, wherever practical, consultation

with the original instructor. The subject of the allegations shall be given an opportunity to respond to the allegations made by the student.

- (c) In a case where a student's allegation involves the dean or provost, that individual should declare a conflict of interest and assign the investigation to an associate or assistant dean or another member of the department who has not been involved in the assessment.
- (d) The dean or provost (or designate under sections (b) and (c)) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, they may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

B. UNIVERSITY LEVEL APPEAL

1. Grounds for an Appeal

- (a) A student may appeal as hereinafter provided a decision affecting their academic standing on the following grounds only:
 - (i) alleged significant failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance, or administrative decisions or alleged misapplication of regulations governing program or degree requirements;
 - (ii) alleged differential treatment of the student as compared to the treatment of other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance;
 - (iii) alleged discrimination or harassment, as set out in the university's *Policy on Discrimination and Harassment Prevention* and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or
 - (iv) alleged failure to implement the approved policy and procedures of the university dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance;

- (v) that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
- (b) Appeals relating to accommodation are limited to alleged failure to implement the approved policy and procedures of the University. Concerns about the nature of accommodations provided or the specifics of an accommodation plan should be addressed pursuant to the dispute resolution process of the *Students with Disabilities: Academic Accommodation and Access* policy, as early as possible and while accommodations are being provided, rather than after an academic outcome.
- (c) A student has no right of appeal under these rules with respect to an academic judgment of written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).
- (d) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

2. Initiation of the Appeal

- (a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:
 - (i) the university secretary;
 - (ii) the academic administrator;
 - (iii) the faculty member responsible for the course to which the allegation relates; and
 - (iv) the dean of the college in which the student is registered, if different from the academic administrator in (ii) above;
 - (v) for graduate students, the dean(s) of the college(s) offering the course or the program; and
 - (vi) the registrar.

- (b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.
- (c) Upon receipt of the notice of appeal, the university secretary will review the record of previous hearings/proceedings, and the written statement of appeal, and determine whether or not the grounds for appeal are valid. If the university secretary determines there are no valid grounds under these procedures for an appeal, then the appeal will be dismissed without a hearing. If the university secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The rationale for the decision will be communicated to the appellant. The decision of the university secretary to dismiss an appeal or allow it to go forward is final, with no further appeal.
- (d) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety or wellbeing of others. If any assessment of student work and/or standing pertains to conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the academic administrator may modify the participation of the student in academic or clinical settings or other work placements, pending final outcome of an appeal under these procedures.

3. Appointment of an Appeal Board

- (a) Upon receipt of a notice of appeal, the university secretary shall constitute an appeal board to be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). When the case involves a graduate student, the faculty members of the appeal board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from the student academic hearing and appeals committee, which comprises all Council members other than *ex officio* members. The university secretary or designate will act as secretary to the appeal board. With the exception of the secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

4. Appeal Procedure

- (a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later

date as is acceptable to the student and the academic administrator whose decision is being appealed. Under exceptional circumstances, the board may extend this period.

- (b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7) days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven (7) days' notice. It is the responsibility of all parties to ensure that the university has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.
- (c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. Any party who chooses to be absent from a hearing may appoint an advocate to present their case at the hearing.
- (d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions:
 - (i) Appeal boards under these procedures will not hear the case again but are limited to determining the appeal on the grounds set out in part V.B.1. Unless it could not have been reasonably presented at the initial hearing, and that evidence would have likely affected the decision of the original hearing, no new evidence will be considered at the appeal hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the board's deliberations.
 - (ii) In exceptional circumstances, appeal boards may at their discretion request further evidence or ask for witnesses, including asking the instructor to give evidence.

- iii) Appeal hearings shall be restricted to persons who have a direct role in the hearing, except that either party may be represented by an advocate, and request the presence of up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations. As the appeal hearing is not a re-hearing of the case, witnesses are not permitted to be called by the appellant or respondent.
- (iv) All information provided to an appeal board in advance of a hearing by either party will be shared with both parties prior to the hearing.
- (v) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.
- (v) The university secretary or designate shall record the proceedings.
- (vi) During the hearing, neither party will communicate with the appeal board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.

5. Disposition by the Appeal Board

The appeal board may, by majority:

- (a) conclude that the allegation was unfounded and dismiss the appeal; or
- (b) conclude that the allegation was justified and specify measures to be taken by the college, school, department division, registrar or faculty member involved to correct the injustice including, but not limited to, the following:
 - (i) re-evaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or
 - (ii) assessment of the student's work or performance by an independent third party capable of doing so; or
 - (iii) a refund or reassessment of tuition or other fees;

- (iv) grant leave, or withdrawal, as appropriate in the view of the appeal board and in accordance with the applicable rules of the college or university; or
 - (v) order that there be a new hearing to re-hear the case. This provision shall be used only in rare cases, such as when new evidence has been introduced that could not reasonably have been available to the original hearing board or there is procedural error sufficient enough that in the view of the appeal board a new hearing is warranted.
- (c) The chair of the appeal board shall prepare a report of the board's deliberations and its conclusions. The report shall be delivered to the university secretary.

6. Copy of a Report

- (a) Within 15 days from the date the appeal board has completed its deliberations, the university secretary or designate shall deliver a copy of the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule V.B.2(a) (ii)-(v).
- (b) Where the appeal board has determined that a college, school, department or division is to address or act upon a particular matter, the college, school, department or division shall, within thirty (30) days of the receipt of the chairperson's report, advise the university secretary of its compliance, or timetable for compliance, with the decision. If the college, school, department or division fails without cause to confirm its compliance, the governance committee will review the matter and, if appropriate, require the provost and vice-president academic to instruct the unit to comply.

7. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

8. Student Records

- (a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.

As of January 17, 2018

- (b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.
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VI. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS

Students should be informed of the opportunity to receive assistance with appeals. Various offices within the Student Enrolment Services Division including the Aboriginal Students' Centre, Access and Equity Services, and the International Student and Study Abroad Centre, as well as representatives from the University of Saskatchewan Students' Union Academic Advocacy Office and the Graduate Students' Association, are available to assist with appeals.

Questions concerning procedural matters relating to appeals under these procedures should be directed to the university secretary.

First approved by University Council on November 18, 1999 with revisions noted December 3, 1999.

Revisions approved by University Council on September 21, 2000.

Minor revisions approved by University Council on January 25, 2001; March 21, 2002, September 19, 2002.

Major revisions approved by University Council on January 26, 2012.

Minor revisions approved by University Council on June 19, 2014

Major revisions approved by University Council on XX, 2018

Reassessment Form

UNIVERSITY OF SASKATCHEWAN
Request for and Report of Reassessment
(Appeal at the level of Department or Non-departmentalized College)

- This application is to be completed **only after** informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results. The completed report of reassessment should be returned to the department head or dean (non-departmentalized college), who will complete it and submit to the Registrar. If a graduate student, the dean of the resource college, defined as the college where the student is physically situated, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.
- This application must be submitted along with the required \$20 fee (as set by the Registrar) to the department or non-departmentalized college offering the course which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the course or course component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the reassessment, the fee will be refunded.

Students should be aware that a grade may be reduced as the result of a reassessment.

APPLICATION FOR REASSESSMENT	
Name:	Student number: NSID:
Address (Street, City, Postal Code):	Telephone: Email:
Formal reassessment requested in: Course name/number	Section:
Instructor(s):	
Formal reassessment requested for (check where applicable):	
<input type="checkbox"/> Final examination	Date Written
<input type="checkbox"/> Midterm examination	Date Written
<input type="checkbox"/> Essay	Due Date
<input type="checkbox"/> Term Work	Due Date
<input type="checkbox"/> Laboratory	Due Date
<input type="checkbox"/> Other (specify)	
<input type="checkbox"/> Date of informal consultation with the instructor(s) _____ OR	
<input type="checkbox"/> I was not able to consult with the instructor(s) (provide reason)	

Specific nature of the complaint (*The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Use the reverse of sheet or attach a sheet if additional space is required*):

Date:

Signature of student:

REPORT OF REASSESSMENT. (The reassessor should not be aware of the original mark)

Reassessor's Mark ()

Comments : (attach separate sheet)

Date:

Signature of Reassessor:

To be completed by department head once the report from the reassessor is received.

Results: Original Mark ()

Change to: ()

No Change

Final Grade ()

Change to: ()

No Change

Signature of dean, department head or executive director:

Submit to Registrar when completed.

University Appeal Form

UNIVERSITY OF SASKATCHEWAN

University-Level Appeal of Matters Other than Substantive Academic Judgment

- This form must be delivered as soon as possible, but **not later than thirty (30) days** from the date the outcome of a college-level appeal has been communicated in writing to the student.
- A written statement outlining the allegation and grounds for appeal must be attached to this form; additional supplementary written information may also be attached.

Name:	Student Number: NSID:
Address (Street, City, Postal Code):	Telephone: Email:
Appeal related to (check where applicable): <input type="checkbox"/> Faculty action/Standing in Program (<i>Program, year of program</i>): <input type="checkbox"/> Course work/course grade (<i>Course name/number/section</i>): (<i>Instructor(s) responsible for the course</i>): <input type="checkbox"/> Other (<i>please specify</i>):	
Date final college-level decision communicated in writing:	
Grounds for appeal (check where applicable):	
<input type="checkbox"/> alleged significant failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance, or administrative decisions or alleged misapplication of regulations governing program or degree requirements.	
<input type="checkbox"/> alleged differential treatment compared to other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance.	
<input type="checkbox"/> alleged discrimination or harassment as set out in the university's <i>Policy on Discrimination and Harassment Prevention</i> and procedures for addressing issues of discrimination or harassment, when the alleged failure affected assessment of the student's academic work or performance.	
<input type="checkbox"/> alleged failure to implement the approved policy and procedures of the university dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance.	
<input type="checkbox"/> that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.	

A written statement outlining the allegation and grounds for appeal must be attached.

Date:

Signature of Student:

Instructions: To initiate an appeal, a student must deliver this form with a written statement and any supplementary written information attached to ***all*** of the following: the ***university secretary***, the ***dean*** of the college or executive director of the school responsible for the course (if a specific course is involved), the ***instructor(s)*** responsible for the course (if a specific course is involved), the ***dean*** of the college or executive director of the school in which the student is registered, and the ***registrar***. If a graduate student, the dean of the academic unit offering the course or program, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.



Office of the University Secretary
E290 Administration Building
University of Saskatchewan
105 Administration Place
Saskatoon, SK S7N 5A2
(306) 966-4632

email to *university.secretary@usask.ca*

policies and forms are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>



Request for and Report of Re-Assessment Form

Instructions

This application is to be completed only after informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results. The completed report of re-assessment should be returned to the department head, dean (non-departmentalized college) or executive director who will complete it. If a graduate student, the dean of the resource college, defined as the college where the student is physically situated, must also be provided with a copy in addition to the dean of the College of Graduate and Postdoctoral Studies.

This application must be submitted along with the required \$20 fee to the department, non-departmentalized college or school offering the class which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the class or class component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the reassessment, the \$20 fee will be refunded.

Students should be aware that a grade may be reduced as the result of a reassessment.

Application for Re-Assessment

Last Name	First and Middle Name(s)	NSID	U of S Student Number	
Address		City/Town	Province	Postal Code
Telephone (Home)	Cell Number	Email		

Formal re-assessment requested in:	Class	Number	Section	Instructor(s)
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Formal re-assessment requested for:	Final Examination	Date Written	Midterm examination	Date Written
	Essay	Due Date	Term Work	Due Date
	Laboratory	Due Date	Other (specify)	

Date of informal consultation with the instructor(s)	OR	I was not able to consult with the instructor(s) (provide reason)
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The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Please attach separate sheets if additional space is required.

Student Signature	Date
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Report of Re-assessment (The re-assessor should not be aware of the original mark)

Please attach comments on separate sheets.

Re-assessor's Mark	Signature of Re-assessor	Date
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To be completed by department head, dean or executive director once the report from the re-assessor is received **and after consultation with the original instructor(s), where possible. Any grade changes resulting from a re-assessment should be made by the original instructor(s) electronically through PAWS.**

The signed form is to be retained by the department, college or school for one year.

Original Mark	Change to	No Change	Final Grade	Change to	No Change
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Signature of dean, department head or executive director
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Questions may be directed to:

University Secretary ■ University of Saskatchewan ■ E290 Administration Building ■ 105 Administration Place ■ Saskatoon, SK S7N 5A2 Canada
 Email: university.secretary@usask.ca ■ Tel: (306) 966-4632 ■ Fax: (306) 966-4530

University-Level Appeal of Matters Other than Substantive Academic Judgement

Instructions: To initiate an appeal, a student must deliver this form (with any supplementary written information attached) as soon as possible, but not later than thirty (30) days from the date the outcome of a college-level appeal has been communicated in writing to the student to all of the following:

- the university secretary
- the dean of the college responsible for the class (if a specific class is involved)
- the instructor(s) responsible for the class (if a specific class is involved)
- the dean of the college in which the student is registered
- for graduate students, the dean of the resource college, defined as the college where the student is physically situated
- the Registrar

A written statement outlining the allegation and grounds for appeal must be attached to this form; additional supplementary written information may also be attached.

Student Information

Last Name		First and Middle Name(s)		NSID	U of S Student Number	
Address			City/Town		Province	Postal Code
Telephone (Home)	Cell Number		Email			

Appeal related to (please check where applicable)

Faculty action/Standing in Program	Program			Year of program		
Class work/class grade	Class Name	Number	Section	Instructor(s) responsible for the class		
Other (please specify):						
Date final college-level decision communicated in writing						

Grounds for Appeal (please check where applicable)

Alleged significant failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance or administrative decisions or alleged misapplication of regulations governing program or degree requirements.

Alleged differential treatment compared to other students in the class or program, where the alleged differential treatment affected assessment of the student's academic work or performance.

Alleged discrimination or harassment as set out in the university's *Policy on Discrimination and Harassment Prevention* and procedures for addressing issues of discrimination or harassment, when the alleged failure affected assessment of the student's academic work or performance.

Alleged failure to implement the approved policy and procedures of the university dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance.

That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board

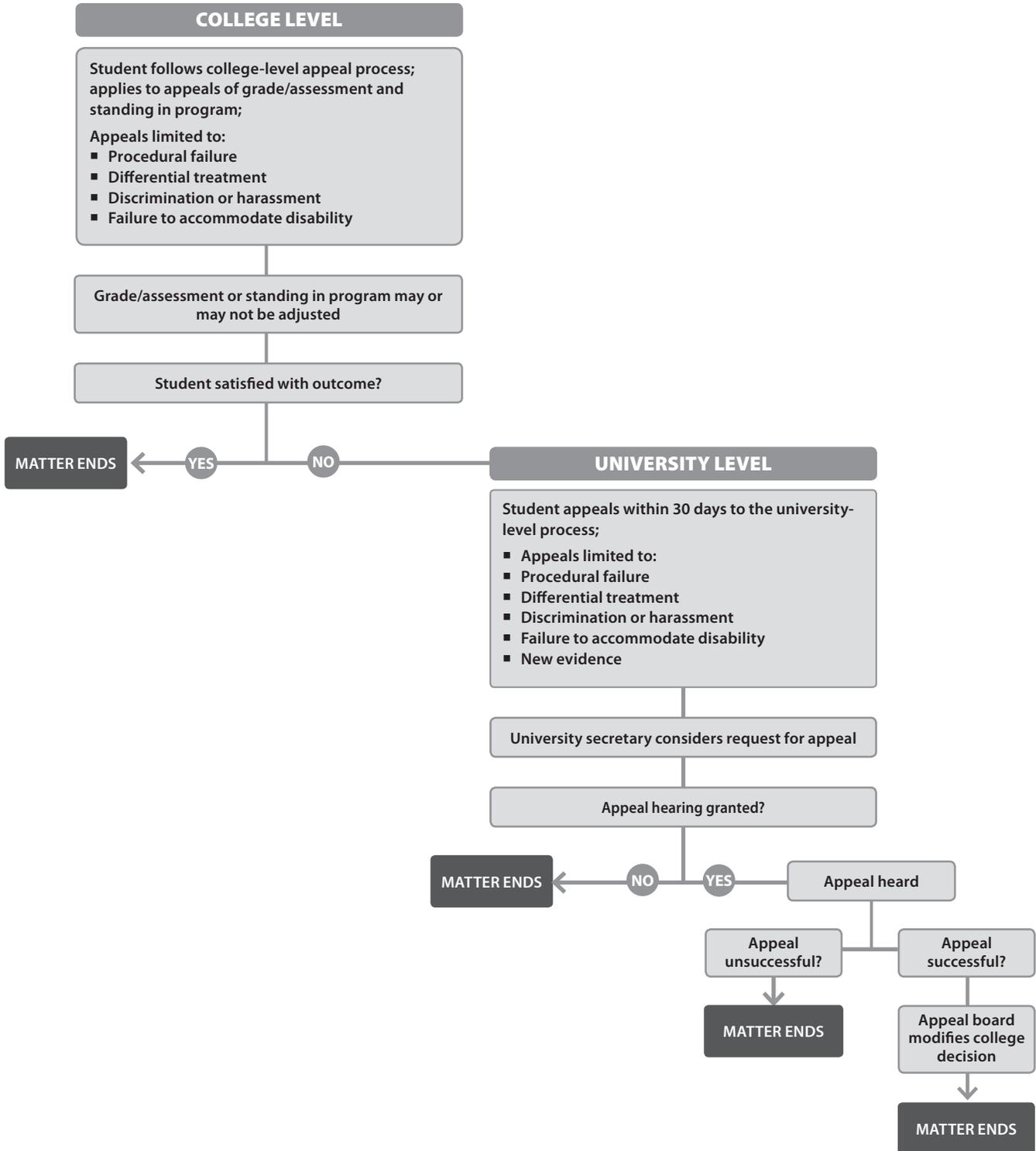
A written statement outlining the allegation and grounds for appeal must be attached.	Signature of Student	Date
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Questions may be directed to:

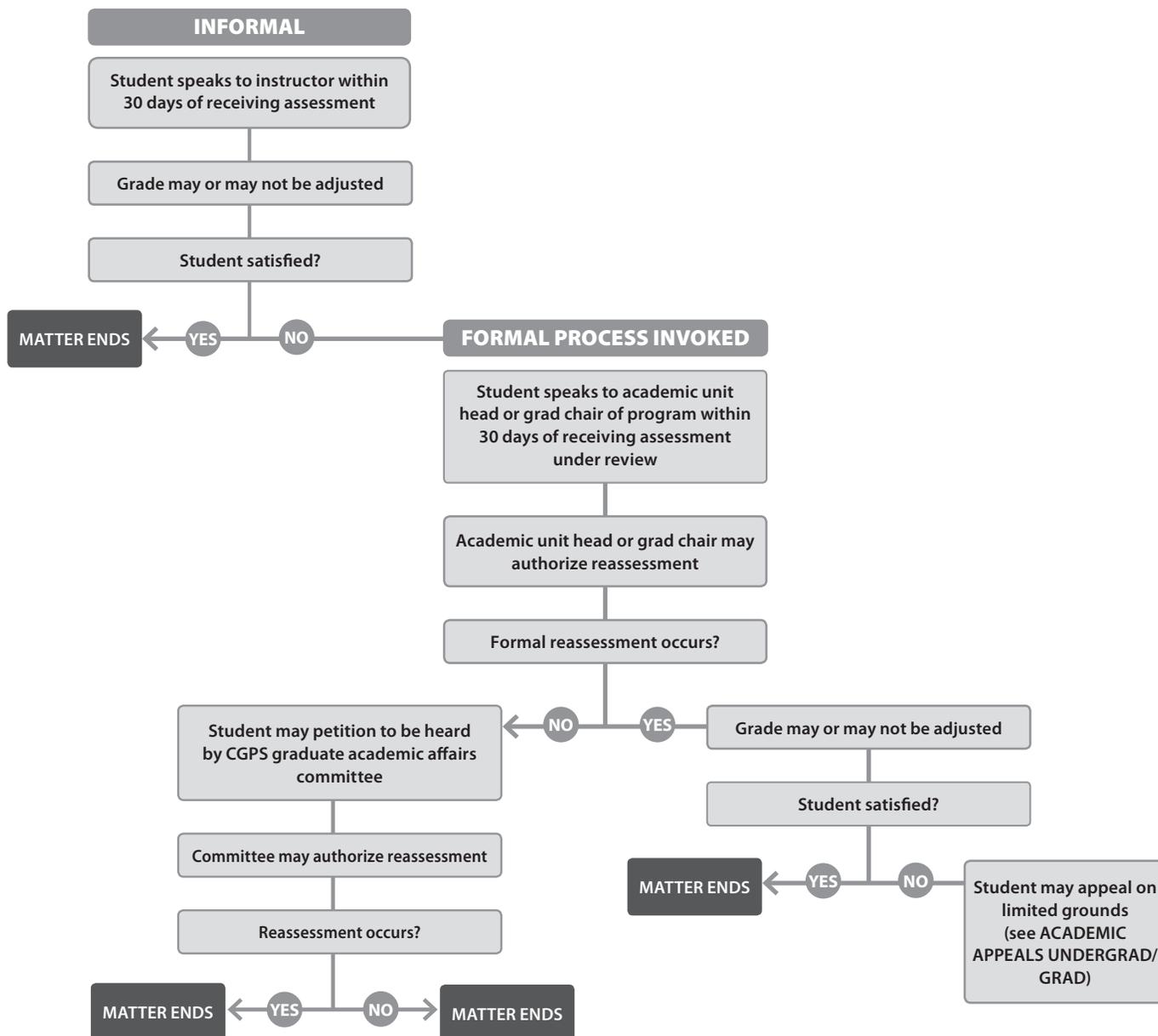
University Secretary ■ University of Saskatchewan ■ E290 Administration Building ■ 105 Administration Place ■ Saskatoon, SK S7N 5A2
Canada Email: university.secretary@usask.ca ■ Tel: (306) 966-4632 ■ Fax: (306) 966-4530

APPEALS OF ACADEMIC EVALUATION

Undergraduate and Graduate Students

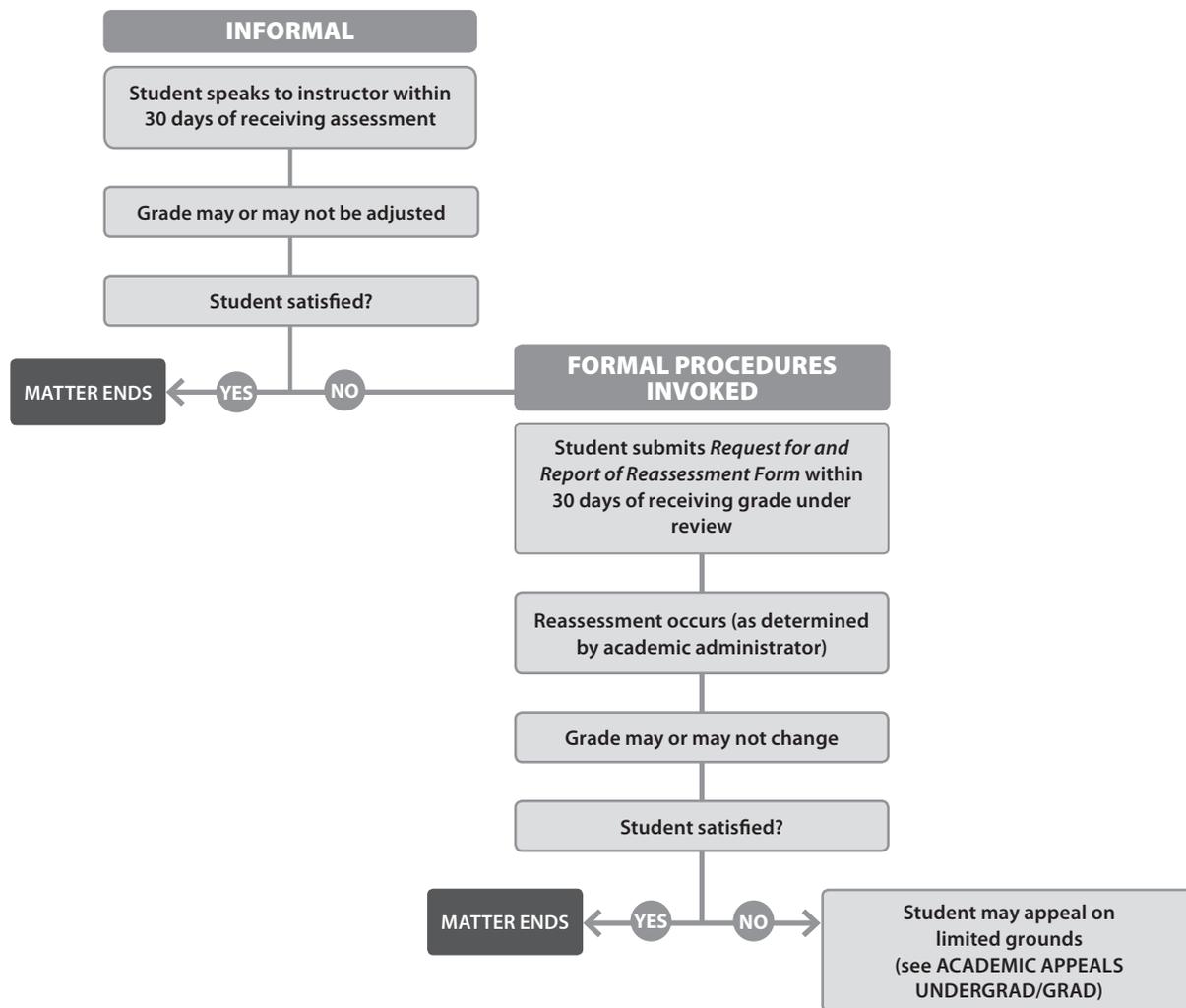


APPEAL OF ACADEMIC EVALUATION (REASSESSMENT) Graduate Students



APPEAL OF ACADEMIC EVALUATION (REASSESSMENT)

Undergraduate Students



**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, chair, Academic Programs Committee

DATE OF MEETING: January 17, 2019

SUBJECT: Doctor of Education (Ed.D)

DECISION REQUESTED: *It is recommended:*

That Council approve the Doctor of Education (Ed.D) program in the College of Graduate and Postdoctoral Studies, effective May 2019.

PURPOSE:

University Council has authority for approving new degrees and new degree-level programming.

DISCUSSION SUMMARY:

The College of Graduate and Postdoctoral Studies (CGPS) proposed a professional doctorate program in Educational Leadership that will be for educational administrators looking to solve problems of practice in their profession. He noted that students in the program will be pursuing this program while maintaining their careers, and will be looking at returning to practice as educators and educational administrators, as opposed to pursuing careers in research and academia.

This thirty-credit unit program will be open to applicants who have completed a Master's degree for a recognized college or university and students will be required to complete two comprehensive exam experiences in addition to completing a final dissertation addressing a problem of practice. The program will combine in person and online modes of delivery.

The Graduate Programs Committee of CGPS reviewed the proposal for the Ed.D. program on June 5, 2018, and again on September 6 and October 12 as proponents responded to some concerns raised. After approval by the Graduate Programs Committee, the Executive Committee of CGPS reviewed and approved the Ed.D. proposal on October 19, 2018. This item was presented to APC at its December 12, 2018 meeting and the committee voted to recommend that Council approve it. APC was pleased with this concept for a professional doctorate degree, though expressed some concerns with attracting students from afar, given the in-person requirements.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval as per the Tuition and Fees Authorization Policy.

ATTACHMENT:

- 1. Proposal for the Doctor of Education degree**

**Memorandum**

To: Angela Kalinowski, Acting Chair, Academic Programs Committee of University Council

CC: Paul Newton, Department Head, Department of Educational Administration

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: December 5, 2018

Re: Proposal for a Doctor of Education degree in the field of Educational Leadership

The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of a new Doctor of Education degree program in the field of Educational Leadership. The Graduate Programs Committee approved the proposal on October 12, 2018. The CGPS Executive Committee subsequently approved the proposal on October 19, 2018.

While professional doctoral level training, such as the proposed Doctor of Education, exist in many other institutions, this proposed program is unique to the University of Saskatchewan. The CGPS strategic plan supports introducing new academic programming to provide high-level learning opportunities in a changing society. It is well known that the majority of doctoral (Ph.D.) graduates are not being employed in academia. The proposed Doctor of Education would provide better service and opportunity for individuals to pursue doctoral level training.

The proposed degree program includes requirements for 30 credit units of coursework, two comprehensive exams, and a dissertation defence. The proposed program is structured in a cohort model allowing delivery to working professionals, with completion in just over 3 years.

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 complete program proposals with appendices including new course proposals
- The response to the Notice of Intent
- The Notice of Intent
- The consultation with the registrar forms

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Dr. Kenneth Fox, Chair, APC (of University Council)
From: Dr. Trever Crowe, Chair, Executive Committee, CGPS
Date: October 23, 2018
Re: Proposal for Doctor of Education (Ed.D.)

On October 19, 2018, the Executive Committee of CGPS (EC) reviewed the information package for a new Ed.D. program and found as follows:

Background: The GPC has reviewed this proposal a few times. The whole program seems relatively short – much like a master’s program (yet expensive ~ \$35k). There is more or less 24 cu of course work plus a thesis – not a typical PhD dissertation. The proponents feel there is a lot of demand for this. This is comparable to EdD programs that exist elsewhere. This is a way of offering a doctoral degree for practicing administrators within educational settings. The initial proposal was submitted earlier this year – the GPC had concerns in comparability – how this related to similar programs at other institutions. In an updated version, the GPC saw comparisons. Proponents confirmed that students in this program would not be eligible for funding. “Project” or “thesis” may have been a better terminology of the ‘dissertation’. The GPC was not happy with the entry requirements that were proposed. In the initial proposal, to enter this program, an applicant must have a masters & experience in a teaching leadership role OR no graduate degree, just an undergraduate degree. The GPC wanted to see some type of qualifying exam and clear expectation of direct entry. The proposal came back with more specific wording – and direct entry requirements. The GPC decided to approve the proposal without the direct entry option. After all, a direct-entry option, given our current policies, would require a student without a master’s degree to complete the course work that would be required for a master’s degree plus the course work defined for the EdD. This would not be attractive.

Comments from the Executive Committee:

- Ethics has no mechanism to review dissertations (not in scope of ethics)– e.g. program evaluations and literature reviews; how do they ensure that these students are being ethical in their process; application to ethics should still be made even if it may not be needed; there is no mention of this in the proposal
- 60% distance and 40% fact-to-face instruction
- Cohort-based program. What happens if a student fails a course. There is a provision made within the proposal (see page 18), students missing two or more courses can make application to join the next cohort



- Not every scenario may be presented in the proposal, but there is a commitment to support the students when unforeseen challenges present
- This seems to be the first professional doctoral program at the U of S – it is challenging that there are no reference points to compare to and have looked at other institutions. This is something that may be worth talking about in that do we have any criteria to evaluate innovative proposals or standards in mind
- Yes, this would be the first ‘professional doctorate’ at the UofS. Reminding everyone that we have a fairly rigorous graduate program review process that will continue and the Dean feels confident that proposing these new innovative types of programs would still be reviewed by recognized experts at grad program review time.
- Maybe we should suggest that there be a review within the next 5 years – but we do want to make sure that when we ask for a review we have at least 1-2 cohorts who have completed the program.
- A member noted that there is quite a bit of comparative research – this is the first program of its type in SK but comparable programs are available at other institutions, there is an outline of program comparisons within the proposal.
- Is it typical that new programs get reviewed earlier than others – yes it is possible, but if it is something that we want to do, we could certainly ask that and it would be reviewed on a set timeline.
- This is a good to have this innovative programming – and very applicable in education to have a program like this and very appealing that there is none of its kind yet in Saskatchewan.

Maud Ferrari moved that the Executive Committee approve the Ed.D. program with the direct-entry admission language removed./ Joel Bruneau – 1 recusal abstention ALL IN FAVOUR:

Additional discussion:

Ferrari and Bruneau accepted a friendly amendment to the motion on the table that reads... the proposal be approved as presented with the expectation that the program will be subject to review once two cohorts of students have graduated. To clarify, the direct entry option has been removed.

Special privilege as guest not committee member (Keith Walker). Dr. Walker was initially involved in the development of this proposal which was submitted to the GPC. To clarify, this is not an online EdD. It is a blended delivery of the portion that is identified as online. This is not a master’s program and has parallel and similar rigor to the PhD program. The program was characterized as a part time doctorate program designed for mature students.



Motion reread: The Executive Committee approve the Ed.D. program with the direct entry admission language removed with the expectation that the program will be subject of review once two cohorts of students have graduated.

Ferrari Bruneau – 1 recusal abstention ALL IN FAVOUR: CARRIED

If you have any questions or concerns regarding the EC's motion/recommendations please contact lori.lisitza@usask.ca on behalf of the Executive committee.



Memorandum

To: Executive Committee, CGPS

Copy: Paul Newton, Head, Department of Educational Administration

From: Graduate Programs Committee, CGPS

Date: October 12, 2018

Re: Proposal for a Doctor of Education (Ed.D.)

On June 5, 2018, the Graduate Programs Committee reviewed a draft proposal for the Ed.D. program. The committee secretary provided informal committee feedback and a review of the document using “track changes”. The proponents worked on finalizing the document with consideration of the feedback provided over the summer months.

On September 6, 2018, the committee reviewed a complete version of the proposal. Generally, the committee was satisfied with the proposal; however, clarification was sought on some items.

On October 12, 2018, the committee reviewed the revised proposal noting that the proponents had responded well to much of the items identified. There was much discussion regarding the potential to admit applicants without an earned master’s degree. The committee secretary had been in communication with the proponent to flag the potential concern, and the proponent’s primary interest was having the program approved. The committee speculated that educational leaders pursuing the proposed Ed.D. likely would have earned a master’s degree, so it may be a non-issue. It was also noted that the proponents could propose to introduce a direct-entry option in the future, if desired.

The following motion passed unanimously:

“To recommend approval of the Ed.D. program with the direct-entry admission language removed, and the admission requirements specified. The proponents may propose the specific details for direct-entry admission at a later date should they choose.” Loewen/Martinez-Soberanes **CARRIED**

The proposal as submitted has been updated in accordance with the motion that was passed. The Ed.D. program would have standard doctoral-level program academic admission requirements (that is, an earned master’s degree in a relevant discipline, a minimum 70% admission average, and proof of English proficiency) as well as leadership, interview, and portfolio requirements.

The proposed program would be delivered in a cohort-model taking just over three years to complete. The program would include 30 credit units of coursework, two comprehensive exams, a proposal defence, and a dissertation defence.

Attached please find:



UNIVERSITY OF SASKATCHEWAN

- the full proposal with appendices
- new course proposal forms and syllabuses
- minutes and formal communication from the Graduate Programs Committee
- the formal response from the Planning & Priorities Committee of University Council
- the Notice of Intent

Please note that Consultation with the Registrar (student information system set-up requirements) is in process and would be complete prior to submission to the Academic Programs Committee of Council should the proposal receive support from the Executive Committee.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc

Memorandum

To: Graduate Programs Committee, CGPS

From: Paul Newton, Head, Department of Educational Administration

Date: October 4, 2018

Re: Proposal for Doctor of Education (Ed.D.)

Please find attached an updated program proposal for the Doctor of Education in Educational Leadership (Ed.D.) from the Department of Educational Administration. We thank the Graduate Programs Committee for their questions and comments appearing in the Memorandum dated September 13, 2018. The following is intended to draw the Graduate Program Committee members' attention to areas of update, expanded explanations, and to a number of changes from the original proposal.

Admission requirements:

The proposal now indicates the Ed.D. admission requirements will align with current Ph.D. admission practices in the Department and in the CGPS, including the current practice for qualifying exams. The Department will maintain the admission requirement of educational leadership experience and aspiration that targets mid-career professionals with clearly stated doctoral level educational leadership learning goals. For information, we have added the admissions information of the six Canadian Ed.D. programs, noting that three of the six open a door to those uniquely qualified for doctoral study without masters level credentials (see Section 2 (a) pages 8-9 and Appendix A, page 28). For further details on the requirement for leadership experience additions have been made in Section 2 (a) on page 8.

Requirement of two comprehensive exam experiences:

An explanation of the purposes of two comprehensive exam experiences is added to the proposal. A requirement of necessity and rigour, the two exams reflect the need for students to present evidence of their development of the Ed.D. graduate attributes and their mastery of the educational leadership field prior to conducting problem of practice research (see Section 3 (a), page 13.)

Problem of practice dissertation:

The "problem of practice dissertation" is likely the most distinguishing element of the Ed.D. program and represents an important departure from the conventional framing of the Ph.D. dissertation, typically intended to enable academic and research career trajectories. Further definition and explanation of the form and function have been added in Section 3 (a) pages 14-15. Also of note is the literature of changing practices in doctoral education programs that has informed the proposal for the Ed.D., together with a reference list on page 26.

Ms. Clement's accompanying comments to the memorandum have led to the following additional improvements, also to be highlighted to the committee:

Programmatic distinctions

While the Appendix B was presented to make the distinction clear between the Department's graduate programs, we have added commentary to this effect in Section 4 (a), pages 19-20. A question related to one of the four program threads--Indigenous Ways of Knowing and Contexts--was also posed. These four threads will feature in each course outline and will, depending on topics and especially on students learning goals and contexts, be engaged with in different ways. We point reviewers to the principles for learning that have infused the program design—namely a learning-centred and inclusive pedagogy which will be responsive to the contexts of educational leadership practice and the goals of learners. Pluralistic ways of knowing, thinking and doing will be valued and will feature in courses (see Section 1 (a) page 2, Section 3 (b) page 13, and CGPS 400.1 forms submitted in August).

Mastery of field of study

Additions to the proposal respond to the concern in the expanded explanation of the comprehensive exam process and dissertation (see Section 3 (d) page 16).

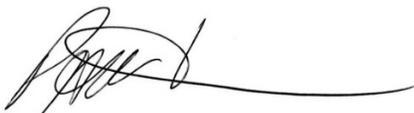
Student funding opportunities

Ed.D. students will not be eligible for funding administered at the departmental level. Ed.D. students ought to be considered eligible for other funding broadly available to graduate students; therefore, it is not our intention to limit access to financial aid administered outside of the Department (see Section 5 (g), page 22).

Remaining comments by Ms. Clement were related to format of the budgetary information, to a misplaced reference to a “forthcoming version,” and to a committee query as to whether our department has data on the number of Saskatchewan residents who have completed Ed.D.s. We have followed up with Ms. Clement on the budgetary questions, corrected the version error, and acknowledged we do not have a record of Saskatchewan residents who have earned Ed.D. degrees—rather, we have anecdotal evidence from our K-12 networks in particular that educational leaders have enrolled in Ed.D. programs elsewhere in Canada and internationally given the persistent gap. Of further note, there are adjustments to the proposal document that include new wording for the Learning Charter in Section 3 (f) pages 17-18.

We hope these improvements allow the proposal to move forward in the approval process. Members of our committee would gladly make themselves available to answer questions during the upcoming meeting so as to be able to clarify any remaining points immediately and expedite advancement of the proposal.

Sincerely,



Paul Newton, PhD

Professor and Department Head, Educational Administration

Editor, Canadian Journal of Educational Administration and Policy (CJEAP)

College of Education



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:	Doctor of Education degree
Degree(s):	Doctor of Education in Educational Leadership (Ed.D.)
Field(s) of Specialization:	Educational Leadership
Level(s) of Concentration:	
Option(s):	
Degree College:	College of Graduate and Postdoctoral Studies (CGPS)
Contact person(s):	Martha Smith, Acting Associate Dean, CGPS Paul Newton, Department Head, Educational Administration
Proposed date of implementation:	May 2019

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.*

The CGPS proposes to offer a Doctor of Education, commonly designated as “Ed.D.” This will be the first graduate level professional doctorate to be implemented at the University of Saskatchewan and aligns with trends in higher education for the expansion of doctoral education. Expansion trends have been

described in Canadian (Edge & Munro, 2014), UK (Bourner & Simpson, 2014), Australian (Lee & Danby, 2012), and US contexts (Perry, 2016). Expansion has referred to not only the number and variations of professional doctorates. It has meant expansion of knowledge to include the advancement of professional practice where the field of study is the professional discipline and students are supervised and learning within a specific disciplinary context (Powell & Long, 2005). Students participating in the high demands of practice focused doctoral education, not only acquire complex skills and understandings inherent in practice but also form critical judgements and the capacity for multiple horizons of understanding characteristic of organizational and professional life (Barnett, 2000). In the case of the doctoral degree program described in this proposal, the professional discipline, professional context, and professional life, as above, is “educational leadership.”

With recent trends in doctoral education acknowledged, the Ed.D. credential has a long history in higher education (Wallin, 2014). Notably, the Ed.D. has been offered at the University of Toronto since the 1890s, at Harvard since the 1920s, and in Australia, US, and UK institutions since the 1980s. Six English-speaking Canadian universities currently offer an Ed.D., five of those are U15 peers of the University of Saskatchewan (see Appendix A). Both the Ed.D. and Ph.D. are considered terminal degrees; both include intense research experiences; and both are recognized by the field of education (Bengston, et al. 2016). The Doctor of Education in Educational Leadership detailed in this proposal specifically responds to both a long-standing and an emerging need of educational leaders in Saskatchewan, as noted in the multiple letters of support provided from provincial educational organizations. Additionally, members of the Department of Educational Administration have first-hand understanding of the Alberta and Manitoba contexts for Ed.D. programming, and their insights have further informed our understanding of the market for the program in our neighbouring provinces.

Given current support from stakeholders and since many of the top graduate programs in education in Canada offer the Ed.D., it is important that the University of Saskatchewan respond to communities, to career trends, and to the need for accessible doctoral education for mid-career educational leaders and adult learners. The Ed.D. proposal offers a means for working professionals to advance their capacities and apply their learning in professional contexts, distinct from careers in academia and the pursuit of faculty positions. The University of Saskatchewan is well-positioned to offer an innovative, professional learning-centred, educational leadership-focused doctoral degree. The design of the program described in this proposal has been infused by learning-centred and inclusive pedagogical approaches that are responsive to the goals of learners and value pluralistic ways of knowing, thinking, and doing in the diverse contexts within which educational leadership takes place (and where leadership expertise is called for).

Offering the Ed.D. will positively impact the Ph.D. program in Educational Administration in size and focus. For over 30 years, the Ph.D. in Educational Administration has been designed to prepare graduates for academic careers in universities, with a focus on research, philosophical, theoretical and scholarly contributions to the academic study of educational administration, leadership, and management. The Ed.D. program will focus on addressing problems of practice and scholarly implementation of practice-based research methodologies in educational organizations, as well as in

organizations with educational mandates. A comparison of the fundamental and differentiating elements of the Ph.D. and Ed.D., plus the M. Ed., is provided in Appendix B.

- 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.***

As the University of Saskatchewan, we will be the university the world needs, and related to this, the Ed.D. is the kind of professionally-focused doctoral program that local, regional, national and international people, communities, and organizations need. The Ed.D. addresses the University strategic objectives at multiple levels.

University Plan. With careful attention to sustainability and needs in the field, the Ed.D. in Educational Leadership contributes to the directions set by President Stoicheff and the University Plan 2025 where “we will engage our communities to discover and share knowledge and solutions that impact lives and create communities.” The focus on “problems of practice” in this Ed.D., detailed in this proposal, is especially about equipping educational leaders with insights, tools and wisdom for solutions that impact lives and create thriving communities. A professional doctorate in educational leadership creates opportunities for the University of Saskatchewan to embolden partnerships with educational organizations in multiple sectors, to weave Indigenous ways of knowing and leading into our teaching and learning, to meet the needs of distinguished learners through programming that serves their own professional aspirations as well as providing meaningful impact within their communities and organizations.

College of Graduate and Postdoctoral Studies. In alignment with CGPS priorities, Interim Dean Trever Crowe’s memorandum in support of the December 2017 NOI indicated support in principle for the Ed.D. Educational Leadership adding that professional doctorate degrees “feature prominently within the current, draft CGPS plan.” Specifically, the program will grow overall graduate enrolment in Educational Administration by 20-25 new students per year (this number includes an intentional reduction in the annual Ph.D. intake) and is an innovative program that will support diverse career paths, incorporate Indigenous content and ways of knowing, provide a responsive registration pattern for work and study, and introduce new models for thesis processes including supervision and defence of research products. Further, the Ed.D. embraces the opportunity for program review identified in the CGPS plan, especially at the 5-year mark, when two cohorts of Ed.D. students will have graduated (2024-2025 academic year).

College of Education. The College of Education is currently developing a new strategic plan that aligns with the University Plan 2025 and the Ed.D. is identified as a strategic initiative serving the College goal to prioritize, expand and internationalize research, innovations, and collaborations. As Dean Prytula has articulated, throughout the past few years, the College of Education has committed to listening to and understanding the needs of partner and stakeholder groups, and to responding accordingly. The call for a program like the Ed.D. is an example of our responsiveness, according to Dean Prytula. The need for an alternate route to the doctoral degree has been frequently and clearly articulated by partners and

potential students alike. The Ed.D. will support the development of further knowledge, dispositions, and understanding necessary to complement practitioner work advancing policy, practice, and initiatives for education in Saskatchewan. This proposal is a timely offer of responsive programming, with secured and sustainable resources, to meet the longstanding learning needs of professionals in Saskatchewan and beyond. The College of Education is pleased to provide innovative leadership through this initiative and to do so in collaboration with the wider University of Saskatchewan community.

Department of Educational Administration. Following on decades of requests for the Ed.D. from stakeholders and prospective students, the Department will demonstrate responsiveness to this significant professional programming gap in Saskatchewan by offering the Ed.D. in Educational Leadership. In 1997, the Department of Educational Administration responded to requests from senior administrators and representatives from professional associations for an advanced degree for educators and educational leaders by developing an Ed.D. proposal. That proposal, two decades ago, was an innovative joint program with the University of Regina. Significant consultation occurred at that time with substantial support from stakeholders. Despite progressing through most of the approval processes, the proposal was deferred and displaced by University of Saskatchewan systematic review processes and other initiatives. Interested educational leaders of that period of time and subsequently have instead earned their Ed.D.s from other institutions (the University of Regina has not since offered an Ed.D. but instead initiated a Ph.D. program) or have simply not engaged in doctoral studies. More than twenty years later, all indications are that the needs for an Ed.D. in Saskatchewan persist and have both increased and diversified.

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)

We will recruit students to the Ed.D. who are current educational leaders in Pre-K to 12, Post-Secondary and Social sectors. Prospective students will seek doctoral level learning experiences and credentials that equip them for improved educational leadership and applied educational research in their current and future organizations with educational mandates. The program will actively recruit professionals with at least five years of leadership experience who show evidence of career trajectories with promise for making important contributions as leaders of strategic change, organizational development, and program advancement in leadership and management portfolios in a range of educational organizations and contexts. Our target audience can further be described as bringing Indigenous, local, national, and international perspectives on educational leadership to the mutual benefit of a community of doctoral level learners.

Our market analysis activities that have confirmed this target audience and student profile are summarized below:

- We have examined Canadian Ed.D. programs with special attention to their target audiences, enrolment strategies, features of their program design that make them responsive to student and organizational interests, and their tuition models (see Appendix A, and Section 1 (d) in this section of the proposal). The present gap in Ed.D. availability is currently addressed by

enterprising on line degree programs (e.g., Western) or by existing programs offered in blended and in person formats in Alberta and British Columbia. To further assess our potential to attract a distinct target market and set tuition appropriately, we consulted Associate Dean, Noreen Mahoney in the Edwards School of Business for the experience of that school in the provision of professional graduate degrees.

- We have continued ongoing discussions with key stakeholder organizations known to be seeking to increase educational leadership capacity for addressing problems of practice. The Department of Educational Administration is well positioned in respect to these relationships through the activities of the [Saskatchewan Educational Leadership Unit \(SELU\)](#), a Type A Centre which enables faculty to stay current on issues facing school divisions, First Nations authorities, and agencies from human service sectors. The organizations we have consulted with respect to the directions for an Ed.D. have included:
 - Asimakaniseekan Askiy Reserve
 - Treaty Six Education Council
 - Saskatoon Tribal Council
 - Saskatchewan School Boards Association
 - Saskatchewan League of Educational Administrators, Directors and Superintendents
 - Saskatchewan Association of School Business Officials
 - Saskatchewan Polytechnic
 - University of Saskatchewan
- Direct surveys of current M. Ed. students (n= 47) and focused interviews with additional prospective students (n=5) were conducted to specifically focus on program elements and the relative appeal of the Ed.D. in comparison to the Ph.D. A strong preference exists among those M. Ed. students surveyed for the features of an Ed.D. compared to a Ph.D. with 87% indicating they would choose the Ed.D. if they were to pursue doctoral education. Reasons provided included relevance to their own career goals and trajectories which they identified as being outside of the academy. Students surveyed described a scholarly interest in professional practice as a focus combined with a desire for application and responsiveness to organizational needs for educational leadership and change management. In-person interviews with five local individuals known to be actively considering enrolling in Ed.D. programs from other Canadian institutions, added to survey findings that emphasized a desire to focus on professional practice and application in educational contexts. Both survey and interview respondents indicated the Ed.D. ought to be designed for completion in three years and that it ought to allow students to work and study at the same time using intensive periods of in-person study combined with online education.
- As a less overt market analysis strategy, recent experience of Department members (e.g., Newton, Okoko, Ottman, Wallin, Xiao) in universities in Alberta and Manitoba, along with their ongoing contacts with existing and emerging directions of educational sectors in both provinces have provided further insight into the unmet doctoral education needs in the context of our closest provincial neighbours. Further detail with respect to this appears in Section 1 (d).

- Indicative of educational leadership needs in the fields, and informative to market analysis, has been the review of existing statements of professional standards for educational leaders (e.g., Alberta Education’s [Leadership Quality Standard](#), US-based National Policy Board for Educational Administration’s [Professional Standards for Educational Leaders](#)). Supplemental to the committee’s existing knowledge about employment prospects in the pre-K-12 and higher education sectors, a search of Canadian job postings in January 2018 focused on qualities of interest to a range of organizations with educational mandates for leadership positions and are summarized below:
 - Expertise in identifying opportunities, strategies and solutions that are directly linked to organizational goals
 - Strategic and analytical skills to provide oversight for complex processes and for the development and delivery of educational programming and policies
 - Leadership abilities and communication skills to develop, guide and influence groups and respond to stakeholders
 - Competence for program development, management, implementation and evaluation, including professional skills as an educator/facilitator
 - Sensitivity and insight related to concerns and needs of diverse communities and cultures, especially as relates to social justice and equity
 - Research competence including evidence-based practice, interpretation of research, data analysis, and program evaluation
- Given new cohorts and specializations in graduate programs in the Department of Educational Administration, new opportunities exist to attract qualified applicants from a recent cohort of Indigenous leaders graduating with the M. Ed., applicants graduating from the new and well subscribed M. Ed. specialization in Leadership in Post Secondary Education, and in the future, graduates from the newly proposed Master of Education in Health Professions Education that is expected to draw a wide range of educators from the health professions.

In broad support of our target audience and program design, there are trends indicating that non-academic careers have become the norm for the majority of Ph.D. holders. The Statistics Canada 2011 National Household Survey reported that only 18.6% of Canada’s Ph.D. holders were employed as full-time university professors (Edge & Munro, 2015). In response to employment trends, new types of doctoral programs are being developed in Canada (e.g., Royal Roads University Doctor of Social Science, Kachulis, 2017), internationally (e.g., Denmark’s Industrial PhD, Edge & Munro, 2015) and there is a resurgence of professional doctoral programs in education (Wallin, 2014; CPED, 2016). Further, the Bologna Process 2005 “Salzburg Principles,” within the first principle makes the statement that “doctoral training must increasingly meet the needs of an employment market that is wider than academia.”

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

Currently, there is no Ed.D. program offered in Saskatchewan and no indication that the University of Regina will pursue development of such a program. As indicated, the Doctor of Education degrees exist at six English-speaking Canadian universities and these vary in their program structures, delivery methods, residency and research requirements (see Appendix A). The closest programs, geographically, to the U of S are at the U of A and U of C. These programs are well known to the Department of Educational Administration. While the U of M does not currently offer an Ed.D., informal indications are that an Ed.D. is under development. Comparator programs with admirable elements from which lessons have been learned are UBC for their cohort model, Western for the online delivery approach, SFU and U of T for their specialized cohorts.

Within the University of Saskatchewan, this is the first professional doctorate at the graduate level and thus has no direct, internal comparator. A closest comparator will be the Ph.D. in Educational Administration which is intended to become smaller and more focused as a result of the Ed.D. (see Appendix B). Further explanation in this regard appears in Section 4 (a).

Key features of the proposed Ed.D. that distinguish it from competing programs in Canada and from the current Ph.D. in Educational Administration are:

- Through a cohort program design, students graduate 40 months (3 years and 4 months) from first course enrolment. The design includes carefully sequenced courses and support, adherence to a cohort model where students remain together throughout their program with few changes, if any (referred to as a “closed doctoral cohort” by Browne-Ferrigno & Maughan, 2016)
- Innovative form of team supervision (Mathunga, 2012) and innovative support of research process through doctoral learning teams
- Balance of online (~60%) and in-person (~40%) education designed for continuous enrolment by working educational leaders
- Explicit development of educational leadership competence in Year 1 and educational research and inquiry competence in Year 2 and preparation of a problems of practice dissertation in Year 3
- Distinctive themes and integrated sets of “threads” included in the program of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges of Education, Social Justice and Equity, and Ethical Leadership.
- Elective options, subject to approval, that include land-based and international experiences.

2. Admissions

a. What are the admissions requirements of this program?

In design decisions for the Ed.D., it has been the goal that the Ed.D. program not be regarded at any level as “Ph.D. lite.” The development of robust admissions requirements, especially focused on the professionally experienced applicants being brought into the program, has been important in this design. Useful examples from other Canadian Ed.D. admission processes were found in the U of C admissions portfolio and Western description of suitable “problem of practice” research intentions. Also, informative have been our reviews of various academic requirements for admission. In our review of Canadian Ed.D. programs, all six identify masters level credential in education administration, policy, leadership or an allied field as a standard academic admissions requirement. Four, out of six, identify consideration for suitability, beyond academic credentials, based on elements such as statement of intent, samples of academic and professional written work, letters of reference that speak to professional roles and achievements, and resumes (see U of C, U of T, Western, and SFU). Three of six comparator Canadian Ed.D. programs identify admission routes for those without the standard masters level credential through recognition of prior learning and educational and professional experience (see U of C, U of T, SFU). The U of C identifies a process for “PLAR;” the U of T materials state that “in some programs an appropriate bachelor’s degree with high academic standing, from a recognized university in a discipline deemed appropriate for the intended field of study” can be considered as a means to meet the academic requirements for admission; SFU also identifies the bachelor’s degree with or without prior graduate course work in the department, emphasizing the role in admission of “several years of exemplary and varied educational and professional experience.”

While the Department ultimately seeks to further open the basic academic requirement of the Ed.D., following the lead of (and soon to be in competition with) SFU and U of C, to an appropriate combination of academic and professional preparation that could include a bachelors degree, at this time, as the first professional doctoral program seeking approval at the U of S, we propose our admissions requirements as aligned to those of our current Ph.D.

Thus, for the Ed.D. in addition to the minimum entrance requirements and English language proficiency, identified by CGPS for the Ph.D., applicants will demonstrate direct educational leadership experience in organizational and educational contexts. Applicants will be required to present a portfolio of evidence of their ability for independent thought, advanced study, and independent research as part of their application (See Appendix C). Guidelines and criteria for the portfolio will be publicly available for prospective applicants who may apply from K—12, post-secondary and social sectors. The portfolio contents will be used to discern evidence of personal commitment to reflection and growth as a leader; evidence of successful leadership roles involving people, resources, finances and situations that can be shared and drawn upon as part of a cohort of learners; evidence of overall suitability to pursuit of the graduate attributes of the Ed.D., as listed in Section 3 (a) below. All short-listed applicants will be interviewed with both standard and case specific purposes in mind (i.e., post portfolio review clarifying questions from graduate selection committee and questions to discern any unique circumstances, such

as may be related academic prerequisites, language capacities, and appropriate background and fitness for program demands and cohort delivery design).

Admissions requirements for the Ed.D. program will be:

1. **Experiential and Prior Learning Requirements:** To be considered for admission, applicants will be required to have a minimum of five years direct educational leadership experience in organizational and educational contexts.
2. **Academic Requirements:** a master's degree from a recognized college or university; a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
3. **Language Proficiency Requirements:** Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in the Course and Program Catalogue for more information
4. **Portfolio and Interview Requirements:** Applicants will be required to submit a portfolio of work including:
 - a statement of educational leadership development goals
 - a statement of problem of practice interests
 - samples of professional and scholarly work
 - a resume/CV that includes detailed evidence of educational leadership experience
 - letters of recommendation

Receipt of the completed portfolio will be required by October 31 for the following year's cohort (alternate time frames will be necessary for the 2019 intake). Upon review, selected applicants will be invited to participate in an interview process that may be conducted at a distance or in person to further assess the integration of experiential and academic potential for the Ed.D.

5. Following the interview, successful applicants normally will be presented with an offer of admission by March of the intended year of enrolment.

Current CGPS policy refers exclusively to the degree of Ph.D. in reference to doctoral education and we acknowledge that the approval of an Ed.D. will require update to a number of department, college and university policies, procedures, and forms.

3. Description of the program

a. What are the curricular objectives, and how are these accomplished?

As stated by CGPS, doctoral programs will cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills. Consistent with this statement by CGPS, and in a relationship of co-creation with students participating in carefully sequenced and coordinated courses along with an educational portfolio that incorporates important threads, the Ed.D. curricular objectives are presented as the development, advancement, and refinement of the following capabilities and competencies:

Ed.D. graduates will be able to:

- provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions
- recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context. This will include deconstruction of leader as formal positional role
- engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations
- use practice-based research and theory to examine and activate change. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice
- contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyse situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes
- develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership
- adhere to high ethical standards in their practice attending to matters of social justice and equity, ethical leadership, Indigenous ways of knowing and contexts, and comparative and international contexts and challenges for education.

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.

The program will employ a closed cohort model that blends July residency courses with both distance (approx. 60%) and face-to-face courses (approx. 40%) in a total of 10 courses and 30 credit units. The program requirements are designed for completion in 40 months from first course enrolment to dissertation defence. Continuous registration will be required and the courses will be strictly sequenced for students' continuous and fulltime enrolment, setting the required pace for

timely completion. The program is designed to make possible a two-month break in formal studies between Year 1 and Year 2, and between Year 2 and Year 3.

Two electives are included in the program. The purpose of electives in the Ed.D. is for students to have the opportunity to pursue specific areas of scholarly interest. Ed.D. students must submit a request for approval for the electives prior to enrolling in the courses. Electives will be graduate level courses available at the University of Saskatchewan which can be shown to contribute to students' educational leadership and/or educational research inquiry competence and/or focus on particular problem of practice topic. Beyond electives, the Admissions Committee may require qualifying courses for certain students whose applications indicate deficiencies (i.e., EADM 811 or ERES 800 for students without backgrounds in organizational studies or research methods), to be completed within first year of program. Any additional student fees associated with electives (e.g., study abroad courses) will be the responsibility of the student.

With approval of the Graduate Programs Committee, a student falling out of step with the course sequence due to unforeseen circumstances will normally be able to enrol in the required course individually and with the guidance of an assigned instructor. In such situations, the Department may build the course for a single or small enrolment thereby allowing a student to return to the cohort in timing and preparation. Under exceptional circumstances, a student missing two or more courses may gain approval of the Graduate Programs Committee to join the next available Ed.D. cohort.

The following table provides an overview of the 30-credit unit program. Program-level assessments intentionally coincide with relevant courses to enable the progress of the cohort toward milestones and timely graduation.

COHORT COURSE SEQUENCE		Delivery Format	Program Level Assessment	Ed.D. Research progression
Continuous enrolment in EADM 990 and EADM 998				
Year 1 – Educational Leadership focus				
Summer (2 weeks)	1 day EADM 990	In person		Develop disciplinary depth and breadth
	EADM 862.3 Advances in Educational Leadership Systems			
	1 day EADM 990			
Fall	EADM 863.3 Educational Leadership and Governance	On line		
Winter	EADM 864.3 Educational Leadership for Transformation	On line		
Spring	Approved 3 cu Elective (or opportunity for pre-requisite to EADM 866)	Either		
Year 2 – Educational Research and Inquiry focus				
Summer (2 weeks)	1 day EADM 990	In person	Comprehensive Exam A & 990 Portfolio 1	Identify problem of practice
	EADM 865.3 Framing Educational Problems of Practice			
	1 day EADM 990			
Fall	EADM 866.3 Practice-based Educational Research (*pre-requisite of graduate level research methods course, e.g. EDRES 800)	On line		Align methods to problem
Winter	EADM 867.3 Educational Improvement	On line		Design study
Spring	Approved 3 cu Elective	Either		Add to conceptual framework
Year 3 – Problem of Practice Dissertation focus				
Summer (1 week)	1 day EADM 990	Blended	Comprehensive Exam B & 990 Portfolio 2	Confirm problem of practice and design
	EADM 868.3 Educational Leadership Problems of Practice 1			
	1 day EADM 990			
Fall-Winter	EADM 869.3 Educational Leadership Problems of Practice 2	On line	Proposal Defence (early Fall)	Conduct/ write research
Spring	1 day EADM 990	Blended		Dissertation completion
End of Year 3				
Summer (1 week)	Dissertation Defence	In person	Defence & 990 Portfolio 3	Defend
	Fall Convocation			Graduate

Portfolios: Of note in this doctoral program is the important role of the EADM 990 seminar course and the linked design of all courses with respect to portfolios and problems of practice. To begin, students present their portfolio used for admission in EADM 990 to introduce themselves to their peers and to share learning goals. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. Specifically, in the Ed.D. section of EADM 990, students will:

- collect and curate a portfolio of work that provides evidence of development of the intended graduate attributes of the Ed.D. program and links the program threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership weave an additional breadth throughout the program;
- demonstrate reflection and self-assessment, showing the ability to build on prior experiences and knowledge to respond to new and challenging educational leadership contexts, building from making connections among ideas and experiences to synthesizing and transferring learning to complete situations; and
- present and, based on questioning and feedback, refine the portfolio as evidence of personal and professional development.

Portfolio 1 presents artefacts demonstrating the Educational Leadership focus of the student; Portfolio 2 presents the Educational Research and Inquiry focus of the student; and Portfolio 3 presents Applications to the Problem of Practice of the student. Portfolios are assessed at the end of Year 1 and Year 2 as part of the comprehensive exams process and, in Year 3, portfolio assessment coincides with the dissertation defence process. The competencies to be assessed mirror the Ed.D. program curricular objectives. Formative feedback is provided at every assessment point by instructors, peers and through rubric-based self-assessment. Credit is received upon successful completion of the final presentation and assessment of Portfolio following Year 3.

Program Threads: The program threads appear in each Ed.D. course outline as standard elements. They are Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership. These threads weave an additional breadth throughout the program and will be engaged within different ways as appropriate to the course topics and especially as appropriate to students' learning goals and contexts. The choice and placement of these threads in each course experience speak to principles for learning that have infused the program design—namely a learning-centred and inclusive pedagogical approach that is responsive to the goals of learners and values pluralistic ways of knowing, thinking and doing in diverse contexts where educational leadership occurs and is called for.

Comprehensive Exams: Ed.D. students participate in two comprehensive exams, noted in the foregoing table as Comprehensive Exam A and Comprehensive Exam B. A practice of two comprehensive exams positions these year-end assessments as elements of a coherent program that requires evidence of the progression of students' mastery of the field of educational leadership throughout. In both exams, students present and defend evidence of their individual learning with respect to identified competencies. Supportive of individual success, this approach also supports cohort success as the community of learners moves through an essential milestone of doctoral study together, in a manageable format, experiencing it as part of their shared development. In July of Year 2, Exam A follows successful completion of EADM 862, 863, 864, and an approved elective. Students will be questioned and assessed by doctoral committees as per the Educational Leadership portfolio criteria. In July of Year 3, Exam B follows successful completion of EADM 865, 866, 867 and an approved elective.

Students will be questioned and assessed by doctoral committees as per the Educational Research and Inquiry Portfolio criteria. (See Appendix D)

Proposal Defence: Progression of students' capacity for independent doctoral research is built in to the program. In Year 2, students are actively engaged in readying their research proposals. In the Fall of Year 3, students present a proposal for the problem of practice research project to be defended by students and assessed by doctoral committees. (See Appendix E).

Supervisors and Doctoral Committees: Using the professional learning community concept and cohort-based model of doctoral education, the supervisory and committee roles will differ from the existing Ph.D. in Educational Administration. Ed.D. students, while part of a cohort of 20-25 students, will be members of "Doctoral Learning Teams" of 6 to 8 students, each with two faculty supervisors and a professional affiliate or adjunct faculty member and a cognate member as the common interest of the doctoral learning teams requires. As can be seen in the preceding table, the Year 2 program is designed to ensure students are building their design, their capacity to conduct the research, and attending to ethical research requirements. The Year 3 courses, EADM 868 and 869 are designed for peer learning and faculty support and to maintain and foster the cohort during this period of focused doctoral research and dissertation preparation. With the guidance of the faculty, the teams will work collaboratively to support the progress of each student's research agenda as they move through the sequenced courses. (See Appendix F).

Ed.D. Dissertation and Defence: The Ed.D. dissertation, consistent with that required for the Ph.D. (CGPS Policy 12.8), will be focused on a problem of practice and based on original investigation, demonstrating mature scholarship and critical judgment, and a familiarity with the tools and methods of research in the research field of educational leadership and the problems of practice therein. A problem of practice is defined by the Carnegie Project on the Educational Doctorate as: "a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience and outcomes." Problem of practice dissertations present substantive implications for practice or evaluations of impact of innovations designed to address those problems and demonstrate the ability of the graduate to use research strategies to address current practice (Belzer, et al., 2016). In practice, the Ed.D. dissertation has appropriately varied in form and function in order to serve the need for the Ed.D. student to develop efficacy as an educational leader and to bring educational organizations and communities the benefit of the research endeavour while demonstrating the intellectual values, capacities and dispositions of expected of doctoral education (Archbald, 2008).

The form of the dissertation, used by other programs at the University of Saskatchewan, will be manuscript-style, consisting of a manuscript, or a cohesive series of manuscripts, written in a style suitable for publication in appropriate venues. The manuscripts will include coherence and alignment with Portfolio 3 requirements. Elements of the dissertation are envisioned as including papers, published and/or publishable in professional or academic journals, reports on program evaluation conducted in sites of practice, as well as literature reviews. The

dissertation elements/chapters will be proposed and executed during the course of the Ed.D program. Further, the various elements will be presented as part of a coherent dissertation through the framing and articulation of a problem of practice in introductory and concluding chapters. The precise format of dissertations will have some variability but will be characterised, as indicated above, by originality, rigour, relevance to problems of practice, and doctoral level scholarship. The adjudication of dissertations will be conducted by doctoral learning team faculty advisors, adjuncts/affiliates, cognate members, and CGPS approved external readers/examiners who will perform external examiner functions for each and all student-candidate members of doctoral learning teams. The policy for the Ph.D. defences will be applied to the Ed.D. and will coincide with an examination of EADM 990 Seminar Portfolio 3.

c. Provide an overview of the curriculum mapping.

Curriculum mapping has been undertaken as a formative process for the design of the Ed.D. and used to focus attention on key types of learning and competencies. The table presented here represents a broad stroke analysis used to set core elements of course design in place and to track the program's alignment to the University of Saskatchewan Learning Charter, the guidelines of the Carnegie Project on the Educational Doctorate which were determined to be appropriate based on a study of educational leadership competencies (SK pre K to 12 sector), available professional standards in the field of educational administration and leadership, and a search of employment prospects (all sectors). While the guiding principles are broad, and every course has a legitimate claim on all of them, for the purposes of this mapping exercise, each course is noted for its three greatest areas of contribution.

CPED Guiding Principles for Program Design (with Learning Charter connections noted)						
Ed.D. Courses	Framing of questions of equity, ethics, social justice (<i>Discovery, Citizenship, Integrity</i>)	Constructing & applying knowledge to make a positive difference (<i>Knowledge, Skills, Citizenship</i>)	Collaboration & communication for work in diverse communities & to build partnerships (<i>Skills, Citizenship, Integrity</i>)	Analysis of problems of practice, using multiple frames to develop meaningful solutions (<i>Knowledge, Discovery, Skills</i>)	Integrating practical & research knowledge, linking theory with systemic & systematic inquiry (<i>Knowledge, Discovery</i>)	Emphasis on generation, transformation & use of professional knowledge & practice (<i>Skills, Citizenship, Discovery</i>)
Year 1: Educational Leadership Competence						
EADM 862		x	x		x	
EADM 863		x		x	x	
EADM 864		x	x			x
Elective						
Year 2: Educational Research and Inquiry Competence						
EADM 865	x			x	x	
EADM 866				x	x	x
EADM 867	x				x	x
Elective						
Year 3: Application to Problem of Practice						
EADM 868			x	x		x
EADM 869						
990 Portfolio-based Course Years 1, 2, 3						
EADM 990		x		x	x	

Note: The [Carnegie Project on the Education Doctorate](#) offers a framework and guiding principles for program design. While the Department of Educational Administration, College of Education is not, at this time, intending membership in this US-based consortium, the work of this group is followed with interest for their ongoing research on effectiveness and impact and their vision for the educational doctorate in communities and societies.

- d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

As a doctoral degree, each course presents opportunities and requirements for the above-mentioned engagements of cognitive processes with addressing problems of practice serving as an ongoing theme, with particular focus in Year 3. As part of the fundamental program design, in every course, students bring their own experience and insight to the learning environment so as to critically analyse and synthesize their prior learning, incorporate new knowledge as they contemplate the problems of practice, and bring theoretical and practical application to bear on educational leadership practice, exemplifying the scholarship of application and integration (Boyer, 1990). The curation of all of these is the key ongoing cognitive process of the EADM 990 portfolios. The inclusion of two comprehensive exam experiences further incorporates in the program the presentation of students' evidence of synthesis, analysis, application, critical thinking, and problem-solving approaches for problems of practice.

e. Explain the comprehensive breadth of the program.

While focused on educational leaders and their practice, the breadth of sectors where educational mandates exist is significant (Pre-K-12, post-secondary, and social sectors) as is the complexity and challenge within these sectors. The Ed.D. program draws on comprehensive literatures of leadership and the research focus on problems of educational leadership practice allows for a wide range of contexts and topics. Substantive interaction with peers from diverse organizational and professional contexts is a fundamental pedagogical design, further expanding the exposure to paradigms of educational leadership and educational research and their application and integration. The consistent threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership weave an additional breadth throughout the program.

f. Referring to the university “Learning Charter,” explain how the five learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

As noted in the Curriculum Map appearing in Section 3 (c) above, the Ed.D. program used the 2010 Learning Charter and its stated core learning goals as a check of alignment with the teaching and learning vision of the University of Saskatchewan. The revised Learning Charter presented with a notice of motion at University Council on September 20, 2018 more directly speaks to the vision for the Ed.D. which has been purposefully designed to open “our university to engagement and opportunities for all Peoples of Saskatchewan, recognize and appreciate the knowledge, diverse abilities, and the ways of teaching and learning they bring with them.”

Briefly, the Ed.D. Educational Leadership curricular objectives noted above can be grouped by the five 2010 learning charter learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter with ease and are presented here as refined summary statements.

- **Discovery (The Pursuit of Knowledges):** Ed.D. graduates will be able to develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership. This will include the ability to gather, organize, judge, aggregate and analyse situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes.
- **Knowledge (The Pursuit of Truth and Understanding):** Ed.D. graduates will contribute to the development of a knowledge base focused on research-informed leadership practice. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice
- **Integrity (The Pursuit of Integrity and Respect):** Ed.D. graduates will adhere to high ethical standards in their scholarly and professional practice attending to matters of social justice and

equity, ethical leadership, Indigenous ways of knowing and contexts, comparative and international contexts and challenges for education, and academic integrity.

- **Skills (The Pursuit of Skills and Practices):** Ed.D. graduates will engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations. In their use of practice-based research and theory, they will blend practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice.
- **Citizenship (Individual and Community Pursuits):** Ed.D. graduates will provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions. They will recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context, and in terms of a deconstruction of leader as formal positional role.

g. Describe how students can enter this program from other programs (program transferability).

Within the Department of Educational Administration, while it is anticipated there may be students who would aspire to transfer between the Ed.D. and Ph.D. programs, neither program is designed with this transferability in mind and individual requirements will need to be addressed on an ad hoc basis. Since tuition models for the Ed.D. and Ph.D. programs differ, students seeking to graduate with the Ed.D. must pay the entire program tuition, regardless of courses taken as part of another program. There will be no tuition adjustment for students approved to transfer courses in the Ed.D. to Ph.D. Once in the new program, either Ed.D. or Ph.D., the appropriate tuition model will apply in full.

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.

Key indicators of the success of the program will include typical metrics addressed through Graduate Program Reviews:

- Enrolment numbers, including number of applicants meeting the requirements
- Successful completion rates
- Successful completion within the 40-month design of the program
- Success of graduates in meeting their career goals
- Improvements to the practice of educational leadership in context
- Satisfaction of sponsoring agencies and employers with competencies developed
- Student feedback on an ongoing basis and upon graduation as to the appropriateness of the teaching and learning environment and program structure

In addition, the program will be able to evaluate the effectiveness of the cohort model and unique features of the program, including the summer residencies and professional learning communities developed. The use of portfolio curation at multiples stages of the program and as an evolving and advancing collection of professional and scholarly work may also be studied. These additional points can be aptly studied under the umbrella of the Scholarship of Teaching and Learning—an expanding area of interest in the College of Education.

- 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.*

The program will not undergo accreditation or certification by an external body as no suitable process currently exists in the educational leadership field.

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?*

The design of the Ed.D. allows an improved focus in the existing Ph.D. Over time, the Ph.D. program has accommodated shifting trends in its student cohorts, risking a loss of coherence in the program. With the addition of the Ed.D. and its specialization in educational leadership, students seeking doctoral level study with practice-based scholarly interests no longer need to modify their research programs to meet traditional Ph.D. expectations associated with academic career trajectories. The scholarship produced by both doctoral programs will meet high standards found in the respective disciplines and areas of practice. While Ed.D. and Ph.D. will be of equivalent standing in the Department, they will be programmatically distinct requiring students in both programs to demonstrate intellectual stewardship consistent with the values of doctoral education.

Programmatic distinctions exist in the admission requirements, learning processes, and dissertation function and form. While described throughout this proposal, the distinctions benefit from a summary in this section:

- Admission is available to those with a minimum of five years of educational leadership experience—a requirement not placed on the Ph.D. or M. Ed. applicants.
- Learning processes occur in a closed cohort, using in-residence and blended formats in a strictly sequenced course progression, incorporating two comprehensive exam processes—a model not in use for Ph.D. or M. Ed. programs.
- Research questions and resulting dissertation forms reflect “problems of practice” that serve the need for the Ed.D. student to develop efficacy as an educational leader and that bring organizations and communities the benefit of the research endeavour.

Due to the cohort model and the subject matter of courses in the Ed.D. Educational Leadership, students from other programs will not be permitted to enrol in the Ed.D. courses. Ed.D. students will, with permission of departments and with Ed.D. program approval, be able to take electives from outside of the College of Education. Tuition will remain the same for Ed.D. students regardless of their elective choice, except where students choose courses with additional fees (e.g., study abroad courses).

- 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.*

Academic units with which Educational Administration shares some transdisciplinary interests were invited to participate in consultation conversations. Participating were: Noreen Mahoney, Associate Dean, Edwards School of Business; Kent Stobbart, Associated Dean, Medicine and Cathy MacLean, Faculty Development Director, College of Medicine; Murray Fulton, Associate ED, Brett Fairbairn, Professor, Johnson Shoyama Graduate School of Public Policy; Lois Berry, Interim Associate Vice-Provost, Health.

A Consultation Summary appears in Appendix G. Formal letters of support collected are included in Appendix H, including those most recently received from the Edwards School of Business and the Johnson Shoyama Graduate School of Public Policy.

- 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.*

The Ed.D. program will adhere to a strict cohort-based model as the professional learning community to be created within each year is key to the teaching and learning model to be employed. While Ed.D. students may seek, on individual bases, electives from outside of Education, these will be specific to particular interests and approvals will be required by the Graduate Programs Committee chair.

- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Please refer to Appendix I confirming 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.)*

Letters of support were provided by a number of educational organizations in December 2017 and are included again as attachments to this proposal. The Department of Educational Administration remains in contact with these groups, updating them on progress and seeking feedback and ideas at key junctures.

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).*

We anticipate 1-2 instructors/advisors per term per cohort. This will amount to approximately six 3 credit unit equivalent course assignments of faculty labour per year per cohort. At the current teaching levels for the college, this translates into the equivalent of roughly one faculty member's teaching assignment of duty each year for each cohort.

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

None

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

Faculty members will have the opportunity to teach in the Ed.D. as part of regular assignment of duties. No additional workload is anticipated. Over the development of the program, it is anticipated that growth of the program will necessitate additional fulltime tenure track faculty hires – which will be resourced from the Ed.D. revenue stream. In the interim, and as of July 2018, financial resources held by the Department of Educational Administration have been combined with College of Education resources otherwise designated to support sessional instruction in Educational Administration to staff one 3-year term position.

- 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).*

Departmental administrative support will be increased by .25 FTE to handle admissions, etc. once multiple concurrent cohorts are operating. In the interim, administrative support of less than .25 FTE will be found in the existing graduate support staff complement. Physical resources and facilities will not be impacted. Physical space will only be required annually in July—when the demands on space by College undergraduate programming are low.

- 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.*

There is no additional technology or infrastructure required. There will be some development costs associated with new courses, but these costs will be shared through regular faculty assignment of duty and supplemented by financial resources held by the Department of Educational Administration, when needed.

- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

Not applicable.

- 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?*

There are no provisions for devolved funding administered at the Department level to be available to Ed.D. students. Ed.D. students ought to be eligible for other funding broadly available to graduate students, as it is not our intention to limit access to financial aid administered outside of the Department.

- 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).*

The domestic Canadian tuition for the program is to be set at \$35,000. International tuition (based on the current University of Saskatchewan graduate differential multiplier of 1.58) is to be set at \$55,300. The program will utilize a special tuition model, assessed as a single flat fee, and payable in instalments over the first three years of the program of study.

To determine comparability, the tuition of SFU, UBC, U of C, and U of T are outlined on the following page. The table below has been confirmed to include tuition only and does not include additional student fees (excluded below are comparisons for the U of A and Western, as their models differ significantly from that proposed here).

INSTITUTION	TUITION TYPE	Rates	3 year estimate
Simon Fraser University	Domestic: per term for 8 terms + continuing enrolment	\$4,798.44	\$38,387.52
	International students pay same fees as domestic	\$4,798.44	\$38,387.52
University of British Columbia	Domestic: program based, minimum fees paid in instalments		\$33,611.78
	International: program-based, minimum fees paid in instalments		\$48,170.74
University of Calgary	Domestic: annual fee (year 5+ \$4,041/year)	\$5,593.50	\$16,780.50
	International: annual fee (year 5+ \$4,041/year)	\$12,695.88	\$38,087.64
University of Toronto	Domestic: annual full time; annual part time - \$2,500	\$8,400.00	\$25,400.00
	International: annual full time	\$31,500.00	\$94,500.00

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)

Please refer to Appendix J

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?

This program is designed to accept a cohort of 25 qualified students each year. It is expected that an initial cohort of 12-15 students will be reached in 2019-2020, given existing demand for the program and anticipated timing of the program announcement. A full 25 student annual cohort enrolment is expected by 2020-2021.

On an ongoing basis, minimum enrolment for the cohort-based educational model will be 15 students per year. At an enrolment of fewer than 15, the program comes under financial stress and ceases to present the desired teaching and learning model.

Maximum enrolment for the cohort-based educational model will be 36 students per year. At an enrolment greater than 36, the teaching and learning model becomes unwieldy. Options would include any of the following: deferred admission to the next year, development of a specialized cohort or dual cohort model, addition of short-term instructional staff (subject to CGPS approval) to accommodate the larger course sizes.

Of note is the experience the Department of Educational Administration has in presenting special cohorts by geographic location and for Indigenous leaders. While there is not an immediate plan to promote the Ed.D. for specialized cohorts, offering such represents a viable mechanism for attracting enrolment and for addressing specific kinds of demand in periods of otherwise low or high enrolment. Examples of specialized Ed.D. cohorts may be found at Western University, University of Toronto, and Simon Fraser University.

- 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?*

The per course revenue—after instruction costs—is expected to be approximately \$67,000. Such represents a new revenue stream for the College of Education. Elective courses engaged by students of the Ed. D. are (in diminishing order) likely to be chosen from among the existing catalogue of graduate course offerings of the Department of Educational Administration, those of other departments in the College of Education, and then those of other Departments of other colleges.

- 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?*

The program is sustainable at an enrolment of 15 students per cohort. The Department of Educational Administration will not commit to starting a cohort unless numbers warrant. Procedures will be put in place through the admissions process to ensure that sufficient numbers are admitted in each cohort to ensure financial viability and sustainability.

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program; (ii) existing resources (including in-kind and tagged as such) applied against the total cost; and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Please see Appendix J Budget Requirements for New Programs and Major Revisions form.

- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program***

Aside from tuition generated through the special tuition, flat-fee model, no new funding sources are anticipated to be necessary for the viable sustainability of the Ed.D. program. In accord with the estimated per course, after instructional cost, revenue noted in Section 5 (k) above, it is anticipated that each cohort will generate revenue in excess of \$200,000 per year. As noted in Section 5 (c) above, additional tenure track faculty positions will be added to the Department's complement when revenues permit and demand merits.

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Appendix A

Canadian Ed.D. Programs Comparison

(Note: Variability exists in types and extents of information available on Ed.D. program web sites)

	<u>UBC</u>	<u>U of A</u>	<u>U of C</u>	<u>U of T</u>	<u>Western</u>	<u>SFU</u>
Statements of program focus	“advanced preparation for education practitioners with leadership and policy responsibilities in both formal and non-formal settings”	“emphasizes breadth in educational theory, practice and research rather than intensive specialization in a particular area”	“developing scholars of the profession...people who lead research-informed and research-active change and innovation in education” ...“practicing professionals in education-related situations”	“designed to prepare practitioners for leadership careers. They concentrate on elements of theory and research that are of direct assistance in understanding & resolving problems & issues confronting practicing administrators”	“teaches seasoned educators and professionals specific, research-informed leadership practices, and prepares them to appropriately apply their learning to their own workplace and leadership roles”	“leadership development based on a vision of ethical leadership, a commitment to social justice and the enhancement of strategic and principled capabilities in present and future leaders of public education.”
Posted entrance requirements	Masters degree	Masters degree+ two years teaching experience of equivalent	Masters degree + admission portfolio (note PLAR considerations)	Masters degree or in special cases bachelor degree deemed appropriate to field	Master degree and statement of intent inclusive of specific items related to problems of practice	Master degree or bachelors degree or 75% of cu required for relevant masters degree + suitability to Ed.D. specialty
Program structure	Face to face, 24 cu	Face to face, 24 cu; 6cu are courses common with PhD	Blended delivery, 24 cu plus doctoral seminar; summer residencies	Blended delivery, 27 cu, includes 3 cu practicum	10 online courses , offered in sequence, + research project; continuous enrolment required	Face to face (weekends)
Expected completion time	3-4 years	3 years	3 years	3-4 years	3 years	4+ years
Cohort approach	Yes, cohorts of 10-12, cohorts offered most years	No cohort; 2 residency patterns: A = 12 months continuous, B= 9 cu in each of 3 years	Steady registration required, work in a group of peers that “wants to make change in education”	Optional to be part of a cohort, specialized cohorts may be offered	Yes, cohort required, usually of about 20, cycle of 4 cohort themes, each offered once every 4 years	Programs may be offered on a yearly basis, biennially, or even based on demand.
Comprehensive exam	Written and oral, constructed from problem of practice, development of proposed research	“Candidacy” oral exam upon course completion, normally at end of Year 2	“Candidacy” upon course completion, within 28 months of start date; 4 stage process	Some variation by program, Ed Leadership program requires presentation of comprehensive paper and portfolio	None	Comprehensive exam (details not apparent)
Dissertation	Defence of “report of a research project in which the student has intensively studied a problem or set of circumstances in his or her practice.” Judged on “academic and professional norms”	Dissertation with oral exam	Dissertation with oral exam, addresses contemporary issue in education	Some variation by program, Thesis on applied topic, one component may include practice document (e.g., policy document, white paper, restructuring plan)	Organizational improvement plan	Dissertation with oral exam

Appendix B

Ph.D.—Ed.D.—M.Ed. Comparison

	Ph.D.	Ed.D.	M.Ed.
Entrance qualification	Masters level, thesis-based preferred	Masters level with 5 years educational leadership experience	Undergraduate degree
Career focus	Entry level academic roles, demonstrating competencies for research, teaching, service, disciplinary contribution and citizenship	Advanced practice and professional roles; demonstrating competencies for leadership, strategic change, organizational contribution and citizenship	Various stages of career
Learning Process	Course-based, largely solitary (4 required, 2 elective courses, seminar + research)	Cohort-based, largely collaborative (8 required courses, 2 elective courses via summer institutes and online courses + research)	Course-based M. Ed. 30 cu; Thesis-based M. Ed. 21 cu; in person and online
Mode of enrolment	Full time, 1 year residential requirement	1 course per term, summer institute residential requirement, cohort-based registration	Full or part time enrolment. Typically 1 - 2 courses per term in various sequences
Integration of Work and Study	Variable according to student situation; typical to offer teaching and research assistance opportunities	Designed for work-study integration	Variable according to student situation
Duration of Program	Up to 6 years to complete	Designed for completion in 3 years and 1 month as part of a cohort	Up to 5 years to complete
Supervision/ Committee	Single supervisor, committee (traditional membership)	Co-supervisors, committee (doctoral learning teams)	Capstone project for course-based; Masters' Thesis for thesis-based
Comprehensive/ Candidacy exam	Research-interest driven questions determined by committee; follows completion of course work	Practice-based questions co-developed by student and supervisor team	Not applicable
Research focus	Original contribution to the discipline, academically inspired; requires research design defence to proceed	Original contribution to address or solve a "problem of practice" professionally inspired; design phases built into courses	Various depending on capstone/thesis
Research outcome	Doctoral dissertation; requires defence (traditional)	Multiple chapter problem of practice dissertation; requires defence	Capstone paper or master's thesis
Student Funding	Scholarships, fellowships, bursaries available; self-funded	Employer funded or subsidized and/or self-funded, eligible for centrally administered awards	Scholarships, bursaries available; self-funded

Appendix C

Ed.D. Admission Portfolio Description

To be considered for admission, applicants to the Ed.D. must submit a portfolio for holistic review by the Department of Educational Administration Graduate Programs Committee. The portfolio must include the following:

1. Covering letter of personal introduction that includes a list of the contents of portfolio
2. Academic transcripts of all postsecondary or tertiary level study
3. Proof of English Language proficiency (where not exempt as per CGPS requirements)
4. Resume or curriculum vitae
5. Statement of educational leadership development goals that includes reasons for applying to the Ed.D. program (500 word maximum)
6. Statement of problem of practice interests (500 word maximum)
7. Samples of professional and scholarly work (minimum of 2, maximum of 5) that demonstrate professional and scholarly capabilities
8. Letters of recommendation (minimum of 2, maximum of 5) that can comment from a vantage point of professional, scholarly, and learning community capabilities

Reviewers will comment on the evidence presented in the portfolio, using a standardized applicant review form. Comment will be sought on the following:

1. Professional Background of the Applicant:
 - a. 5 or more years of professional experience in educational leadership roles
 - b. Competence for professional communication suited to mid-level managers and beyond
 - c. Commitment to education leadership development
2. Scholarly potential of the Applicant:
 - a. Academic standing
 - b. Relevance of disciplinary backgrounds
 - c. Demonstrated writing ability
 - d. Demonstrated ability for independent thought, advanced study, and independent research
3. Areas for contribution to the Ed.D. cohort of learners of the Applicant
 - a. Experiences related to topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership
 - b. Special talents, skills or aptitudes for cohort-based learning

For admitted and enrolled Ed.D. students, the admissions portfolio content becomes the foundation for the EADM 990 seminar and Portfolio, presented to peers by each Ed.D. student at the inaugural seminar meeting, in the summer of Year 1.

Appendix D

Ed.D. Comprehensive Exam Assessment Procedures

Overview:

Coinciding with the EADM 990 Seminar requirement, Ed.D. students participate in two comprehensive exams. The purpose of the comprehensive exams is to assess students' development of the intended educational leadership competencies at the end of Year 1 and intended educational research and inquiry competencies at the end of Year 2. Upon successful completion of both exams, students are deemed Ed.D. candidates.

Procedures:

1. **Scheduling:** The Department will notify students of the exam dates at least 3 months in advance.
2. **Eligibility:** The Department will confirm students' eligibility to participate in the comprehensive exams. To be eligible to participate, students must have:
 - (a) Confirmed their availability for the associated examinations;
 - (b) Completed the required Ed.D. courses from the previous year of study, including ongoing participation in EADM 990;
 - (c) Prepared portfolios that are navigable by committee members; and
 - (d) Provided access to the portfolios to committee members in advance.

Students who do not pass or are not eligible to participate in Comprehensive Exam A must participate in Comprehensive Exam A and Comprehensive Exam B the following year. Students in this situation are eligible to continue to Year 2 courses. Students who do not pass or are not eligible to participate in Comprehensive Exam B must re-take that exam the next year. Students in this situation are not eligible to continue to Year 3 courses until Comprehensive Exam B is successfully passed.

3. **Examining Committees:** See Ed.D. Advisory Committee Procedures.
4. **Format:**
 - (a) **Open presentations.** Normally 20-30 minutes in length, Ed.D. students will present portfolios that provide evidence and explanation of their own relevant competencies and attribute development, and comprehensive knowledge of educational leadership (Exam A) and educational research (Exam B).
 - (b) **Closed examination meetings with faculty.** Following on open presentations, faculty committees with identified committee chairs will meet to ask questions of the student about the contents of the portfolio and the extent to which competencies and attributes are demonstrated.
5. **Upon completion of the open presentation and closed examination meeting, the faculty committees will decide whether the student has passed, failed, or is required to repeat the exam at the next opportunity.**

Appendix E

Proposal Defence Procedures

Overview:

Coinciding with EADM 869.3 Educational Leadership Problems of Practice 2, Ed.D. candidates present their Ed.D. research proposal for approval to proceed with the research.

Procedures:

- 1. Scheduling:** The Graduate Program Chair or designate will consult with students and Advisory Committees in the setting of proposal defences.
- 2. Format:** The Graduate Program Chair or designate will coordinate:
 - (a) Open presentations.** Normally 20-30 minutes in length, Ed.D. students will present their research proposal to peers, invited stakeholders and faculty.
 - (b) Closed defence meetings with faculty.** Following open presentations, Advisory Committees will meet to ask questions of the student about the research proposal and discuss requirements and recommendations for the research design and its implementation.
- 3. Upon completion of the open presentation and closed examination meeting, the faculty committees will decide whether the student is ready to proceed with the research as designed. Questions asked of the student will be oriented to assessing the student's readiness to proceed with relative autonomy within self-determined guidelines that are in accord with the discipline and context.**

Appendix F

Ed.D. Advisory Committee Procedures

Overview:

Following students' completion of EADM 862.3, it will be responsibility of the unit head, the Graduate Chair, or designate, in a formal meeting of the Graduate Program Committee, to name members of Ed.D. students' advisory committees. Given the Ed.D. program and focus, it will be normal for Advisory Committees, to be referred to within the Ed.D. as "Doctoral Learning Teams" and they will advise 6-8 students with common interests.

It will be the responsibility of the committee to provide support and advice and to evaluate Comprehensive Exam A, Comprehensive Exam B, the research proposal defence, and to participate in the final defence. Program of studies forms will be updated as required and submitted to CGPS for approval.

Membership:

Consistent with membership requirements for Ph.D. Advisory Committees, the Ed.D. Advisory Committees will include supervisor and co-supervisor roles and will include adjunct professor and/or professional affiliate roles:

1. **Advisory Chair (1 member):** Shall be the Graduate Chair, Head of the Department of Educational Administration or designate.
2. **Supervisor and Co-supervisor (2 members):**
Supervisor: A member of the faculty of the CGPS (adjunct professors included) with responsibility to ensure adequate supervision of the Ed.D. student.
Co-supervisor: A second member of the faculty of the CGPS (adjunct professors included).
Co-supervisors share a vote in decision making at the oral defence and thus count as one member.
3. **Adjunct Professor or Professional Affiliate (1 member):** As per CGPS membership policies, an individual will be recommended for appointment by the Department of Educational Administration.
4. **Cognate Member (1 member):** A CGPS Graduate Faculty from a different academic unit (department/college) than the student and supervisor.

Advisory committees will meet as follows

1. **Program Approval Meeting** – normally to occur in first 6-8 months of the Ed.D. program
2. **Comprehensive Exam A** – normally to occur in July of Year 2 coinciding with EADM 990
3. **Comprehensive Exam B** – normally to occur in July of Year 3 coinciding with EADM 990
4. **Proposal Defence** – normally to occur in Fall of Year 3 coinciding with EADM 869
5. **Final Defence** – normally to occur in July following Year 3

Appendix G

University of Saskatchewan Consultation Summary

Colleagues from academic units with an interest in the development of the Ed.D. in Educational Leadership were consulted on the emerging design of the degree. In all cases, the purpose was to introduce the key components and invite questions and comments and advice.

Academic Unit	Individual and Role	Date
Edwards School of Business	Noreen Mahoney, Associate Dean	February 28, 2018 – phone April 5, 2018 – in person
Johnson Shoyama Graduate School of Public Policy	Murray Fulton, Associate Executive Director Brett Fairbairn, Faculty	April 18, 2018 – in person May 3, 2018 - email
Provost's Office/Health Sciences	Lois Berry, Interim Assistant Vice Provost, Health	April 18, 2018 – in person
College of Medicine	Kent Stobbart, Associate Dean and Cathy MacLean, Faculty Development Director	April 5, 2018 – in person

Appendix H:
Letters of Support



**UNIVERSITY OF
SASKATCHEWAN**

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

December 19, 2017

To whom it may concern,

Please accept this letter in support of the development of the Doctor of Education, also known as the EdD, in the Department of Educational Administration, College of Education.

I fully support the development of this EdD. The offering of an EdD is in line with the College of Education's priority to respond to the field in ways that are deliberate and impactful. Throughout the past few years, the College has committed to listening to and understanding the needs of partner and stakeholder groups, and to responding accordingly. The call for a program like the EdD is another such example. The need for an alternate route to the doctoral degree has been frequently and clearly articulated by partners and potential students alike in order to support the development of further knowledge, dispositions, and understanding necessary to complement practitioner work advancing policy, practice, and initiatives for education in Saskatchewan. As a result of these frequent requests, it is timely and appropriate for the Department to respond with an innovative degree that is uniquely designed to deliver high level learning designed to not solely serve academia but to serve the field.

Offerings of the EdD are frequently discussed in Education, but are not readily available in this area. Programming in Alberta fails to meet the needs of our potential students, while programming beyond our neighboring provinces is too distant in order to draw students. As a result, demand for this degree remains consistent and persistent, and begs a response.

The Department of Educational Administration is well-positioned to offer an EdD. With the Department's experience working with the largest graduate program on campus, its consistent review of its own programs and courses, department members' experience working with students in other university EdD programs, as well as its strong connections to the field, the Department is in a strong position to offer this degree. Professionals and practitioners often look to the department for coursework to complement the advancement of a variety of careers. The department has the capacity to lead in the development of this work, while the financial structures within the RCM model will support its ongoing delivery.

It is for these reasons, among others, that the proposal for the EdD has my full support. Please contact me if you have further questions.

Respectfully,

Dean Michelle Prytula
College of Education



Memorandum

To: Dr. Dirk de Boer, Chair of Planning and Priorities Committee of University Council

Copies: Sandra Calver, Associate Secretary, Academic Governance
Dr. Susan Bens, Educational Development Specialist, Gwenna Moss Centre for Teaching and Learning
Dr. Ryan Walker, Associate Dean, College of Graduate and Postdoctoral Studies

From: Dr. Trever Crowe, Dean CGPS 

Date: December 20, 2017

Re: Notice of Intent by the Department of Educational Administration, College of Education, to offer a new Doctor of Education (EdD) degree

When a Notice of Intent for a new graduate program is submitted to the Planning and Priorities Committee of University Council, "...the covering letter should indicate that the dean or associate dean of the College of Graduate Studies and Research is aware of, and supports in principle, the development of the program."

<https://www.usask.ca/.../PPC%20notice%20of%20intent%20template.docx>

Please accept this memo as confirmation that I have reviewed the above-noted notice of intent. I have also participated in a fruitful conversation with Associate Dean Ryan Walker and leaders from within the Department of Educational Administration and the Dean's Office within the College of Education. The concept of a professional doctorate degree, separate and different from the PhD, is featured prominently within the current, draft CGPS plan. Data are widely available from a variety of sources, showing that a large majority of PhD graduates enjoys careers in areas unrelated to academia. A professional doctorate degree, such as the EdD, represents an opportunity to allow doctoral students to complete a degree that can be directly applicable to career aspirations. On behalf of the College of Graduate and Postdoctoral Studies, I strongly support in principle, the development of the new Doctor of Education (EdD) degree.



TO: Planning and Priorities Committee of Council

FROM: Noreen Mahoney Associate Dean, Students & Degree Programs

DATE: August 29, 2018

RE: Support for Doctor of Education in Educational Leadership
The Edwards School of Business is pleased to support the proposed Doctor of Education in Educational Leadership (EdD) program.

The proposed EdD program would attract new students to the College of Education's doctoral programming, allowing students who want to continue their education the opportunity to pursue a degree that supports their career aspirations in educational leadership. It will provide an alternative to the PhD programming the College currently offers, recognizing that not all students who pursue doctoral programming wish to enter academe.

While this program does have a focus on educational leadership, we do not anticipate that the Edwards School of Business and the College of Education will be competing for the same students. Our Master of Business Administration (MBA) program does have a significant leadership component, however we believe that each program will attract students with differing career trajectories.

Sincerely,

Noreen Mahoney, CPA, CA, MBA
Associate Dean, Students & Degree Programs Edwards School of Business
PotashCorp Centre - 25 Campus Drive Saskatoon, SK, CA
S7N 5A7

25 Campus Drive, Saskatoon, SK S7N 5A7 Phone: 306.966.4785 Fax: 306.966.5408 Email: undergrad@edwards.usask.ca

A handwritten signature in black ink, appearing to read 'N. Mahoney', written in a cursive style.

www.edwards.usask.ca



August 29, 2018

**Susan Bens, PhD
Educational Development Specialist
Gwenna Moss Centre for Teaching and Learning University of Saskatchewan**

Dear Susan:

I am pleased to write a letter of support on behalf of the Johnson Shoyama Graduate School of Public Policy (JSGS) for the introduction of an Ed.D. program in Educational Administration.

The proposed Ed.D. program in Educational Administration does not directly affect any JSGS programs. In general, we are supportive of program changes/additions that will help attract students to the University of Saskatchewan.

We wish you success in getting approval for this program.

Sincerely, Murray Fulton

**Director
University of Saskatchewan campus**

MEF

c: Dr. Doug Moen, Executive Director, Johnson Shoyama Graduate School of Public Policy

University of Saskatchewan Campus 141 - 101 Diefenbaker Place, Saskatoon, SK S7N 5B8 Canada Telephone: 306-966-1984 Facsimile: 306-966-1967

www.schoolofpublicpolicy.sk.ca



Saskatchewan Association of School Business Officials
#400 2222 13th Ave Regina, SK S4P 3M7
T 306.569-0750 • C 306.551-8820 • F 306.352-9633
pbenson@sasbo.com

December 20th 2017

Dr. Paul Newton,
Department Head, Educational Administration,
28 Campus Drive, Room 3079
University of Saskatchewan,
Saskatoon, Saskatchewan
S7N 0X1

Dear Dr. Newton:

In response to your request, you might be asked, why is The Saskatchewan Association of School Business Officials (SASBO) being asked to support the need for an advanced degree program for educators. Simply put, SASBO members are in "The Business of Education", they have investment in the success of all students and whatever enhancements that can be made to assist in student achievement is a benefit to all.

Many of our members possess university degrees in commerce/business administration or MBA's and provide expertise in various phases of school divisions operations. With that in mind, there may be an opportunity (provided prerequisites or entry guidelines are such) to allow our members the prospect of enrolling in such a doctoral program.

That said, SASBO offers the support of their membership for the EdD program moving forward.

We wish you all the success in your *quest* and are ready to provide further commentary or assistance if needed.

Sincerely;

Philip J Benson
Executive Director, SASBO



LEADS

Saskatchewan League of Educational Administrators, Directors and Superintendents

December 14, 2017

Dr. Paul Newton,
Department Head, Educational Administration,
College of Education,
University of Saskatchewan,
Saskatoon SK

Dear Paul,

Re: Letter of support for new EdD degree, University of Saskatchewan

In correspondence to me of November 30, 2017, you had indicated it would be helpful to obtain letters of support for the EdD program from your partners, LEADS being one of many. The LEADS Executive has had an opportunity to review your letter, and unanimously supports the program going forward. Among other aspects of the program, the part-time feature would be of particular interest to LEADS members, for many reasons.

The availability of such a degree would further enhance the credentialing of our members. LEADS is ready to assist further when and if called upon.

Sincerely,

Bill

Dr. Bill Cooke
Executive Director LEADS

420-22nd Street East, Saskatoon SK S7K 1X3
Office: 306-659-7100 Email: executivedirector@saskleads.ca
Website: www.saskleads.ca

December 20, 2017

Paul Newton, PhD
Department Head, Educational Admin.
College of Education, U of S
28 Campus Drive, Room 3079
Saskatoon, SK S7N 0X1

Attention: Paul Newton

Re: new Doctor of Education (EdD) degree, University of Saskatchewan

I write this letter in support of developing a Doctor of Education program in the province. Any pursuit that supports higher learning, combined with technical and professional skills, will only strengthen the talent and knowledge of individuals in, and seeking, academic leadership roles in Saskatchewan and beyond.

From a school boards perspective, we need opportunities that further develop highly qualified senior staff and this type of program provides that. It supports our knowledge-based economy and we know that investment in education has a positive impact.

This pursuit also provides a great opportunity to develop the first EdD program in the province in the spirit of reconciliation – by further developing educational thought leaders who will have social and cultural impact for generations to come.

Yours truly,



Darren McKee
Executive Director



Human Resources

MEMORANDUM

Personal and Confidential

TO: Planning and Priorities Committee of Council

FROM: Kelly McInnes
Chief Leadership Development Officer

DATE: December 22, 2017

SUBJECT: **Support for Doctor of Education in Educational Leadership (EdD)**

I am pleased to offer a letter of support for the proposed Doctor of Education in Educational Leadership (EdD).

Over the last five years, I have observed growing interest across the institution in learning more and doing better as administrators in an educational sector. Evidence for this comes, in part, by observing the increased number of mid-career administrative professionals' who have expressed interest or are enrolled in existing graduate programs in the Department of Educational Administration such as the Leadership in Post- Secondary Certificate, Masters of Education, and Doctor of Philosophy.

While I appreciate this program will be of interest to individuals beyond the University of Saskatchewan, U of S employees are well-positioned to access the EdD program via institutional supports for professional development which may include access to tuition waivers and individual professional development funds.

The EdD in Educational Leadership also appears to have the potential to link to an emerging institutional framework on leadership. *Greystone Leadership* aspires to bring together practitioners and scholars with the goal of creating knowledge together that will contribute to the success of U of S leaders and position the University of Saskatchewan as a "pocket of excellence" for leadership in higher education.

The time is right for a EdD at the U of S.

KM/km



January 12, 2018

Susan Bens, PhD
Educational Development Specialist
Department of Educational Administration
University of Saskatchewan
50 Murray Building, 3 Campus Drive
Saskatoon SK S7N 5A4

RE: Doctor of Education (EdD) in Educational Leadership

On behalf of Saskatchewan Polytechnic, I am very pleased to write this letter in support of the University of Saskatchewan's Notice of Intent for the development of a Doctor of Education (EdD) in Educational Leadership by the Department of Educational Administration.

We appreciate that the new EdD will be an accessible and highly relevant degree program. Enhancing the program offerings of the Department of Educational Administration will provide an additional pathway for Saskatchewan Polytechnic academics to pursue their doctorate.

The program design will appeal to many prospective students with a variety of graduate level preparation and from many organizations, including Saskatchewan Polytechnic. Also, the flexibility of the expected structure will support students to carry on in their workplaces during their period of study.

With this new option, the University of Saskatchewan is demonstrating its commitment to remaining focused not only on student success but maintaining the interest of its faculty and the next generation of academic leaders.

On behalf of Saskatchewan Polytechnic, I am pleased to offer our endorsement of a Doctor of Education (EdD) in Educational Leadership by the Department of Educational Administration at the University of Saskatchewan.

We look forward to learning more as the proposed doctoral degree proceeds through the development and approval process.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne Neufeld".

Anne Neufeld, PhD
Provost & VP, Academic

c. Dr. Larry Rosia, President & CEO

Administrative Offices
400-119 4th Ave S, Saskatoon SK S7K 5X2 Canada

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Appendix I

Library Requirements for New Programs and Major Revisions



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.

1. Proposal Identification
Full name of program:

Doctor of Education in Educational Leadership

Short form (degree abbreviation):

Ed.D.

Sponsoring Department/College:

Department of Educational Administration, College of Education

Degree Level (undergraduate or graduate)

Graduate

2. Library Resources

2.1 Resources are/will be located mainly in the Library

Resources will 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 Library has been successfully supporting graduate programs in Educational Administration, educational leadership and educational research. Program proponents have not identified any gaps to address.

2.3 Specify serial titles that are core to this program.

A 2016 paper "Citation analysis for core journals in educational leadership" identified 35 core journals for universities offering Doctor of Education programs in educational leadership. The Library has access to all 35 titles including Educational Leadership, Educational Researcher, Educational Administration Quarterly, American Educational Research Journal, Teachers College Record, School Administrator, Theory into Practice, Journal of Educational Administration, Journal of Educational Research, Review of Educational Research, Peabody Journal of Education, and Harvard Educational Review. In addition the Library provides access to core Canadian journals including the Alberta Journal of Educational Research, Canadian Journal of Education, Canadian Journal of Native Education, and the Canadian Journal of Special Education.

<https://www.emeraldinsight.com/doi/pdfplus/10.1108/CB-07-2015-0014>

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).

No additional costs.

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.).

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

No new subject areas of acquisition are identified at this time.

3.2 What new electronic resources/databases are required?

The Library currently subscribes to ERIC, the Education Database, CBCA Education, and other relevant multidisciplinary databases. No new resources/databases are identified at this time.

3.3 Are there new/additional library technology requirements necessary to support this program?

No new or additional technology requirements are identified at this time.

3.4 Are there distance education service needs and costs?

The program will include online delivery. No additional needs or costs are identified at this time.

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

Adequate support is provided through existing dedicated funds supporting the discipline of Education.

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

The Library currently has the capacity to support this new program.

Date:

Liaison Librarian's Signature

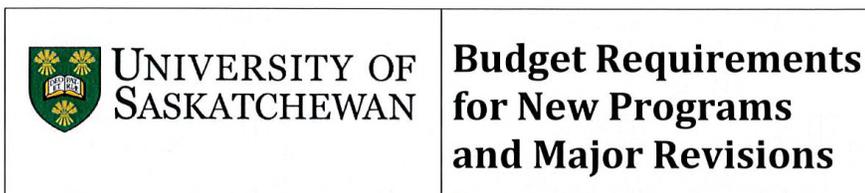
Mary Lynn Gagné

Library Dean's Signature

Faculty member (for the sponsoring college/dept)

Appendix J

Budget Requirements for New Programs and Major Revisions Form



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 completed 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: Doctor of Education degree

Short form (degree abbreviation): Ed. D

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 eight new three credit unit courses being proposed.

Development costs will be equivalent to one half class of course instruction time per course to be developed and modified. At this rate, we envision costs associated with development at \$65,600. The cost will be in kind through regular Assignment of Duty.

The Education library contains most of the necessary resources however we will be consulting with the library to ensure the necessary resources are available as these are currently available for all graduate 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.

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 program, including support for the admission and application processes, academic advising and field experience coordination, will be provided by the existing Educational Administration Office in the College of Education. An additional .25 FTE graduate administrator time will be required later in the program as multiple cohorts come on stream.

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

Delivery costs will be covered under Assignment of Duty within existing cognate programs. The program budget also includes two additional faculty that may be needed to facilitate the delivery of the program from the seven colleges involved. Other costs related to delivery will be consistent with the ASPA online facilitators. Per cohort, we envision three courses of the ten to be offered will be at the ASPA rate (\$200 per student per course).

The hiring of course instructors will follow the online course payment structures adopted by 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 had to use a close salary estimate.

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 Technology 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

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 start-up costs will be covered by in kind contributions towards the estimated \$65,200 development cost. The operational costs will be covered by the Assignment of Duty.

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 \$35,000 for the program. Enrolment is targeted at 25 students per year in each course. Given the contact the College has already received from potential students interested in program, 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

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 administered and instructed by the College of Education.

5. Additional Comments

Please provide and additional comments to support the program budget.

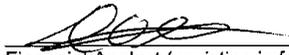
The TABBS scenario analysis tool was used to project the impact of the program using a few different enrolment numbers using \$35,000 as the tuition.

At 20 students the projected positive impact of the scenario is \$498,644 assuming they are existing students to the university.

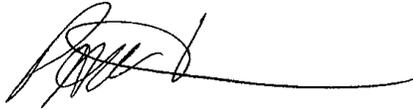
At 25 students the projected positive impact of the scenario is \$711,768 assuming they are existing students to the university.

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: May 25, 2018



Financial Analyst (assisting in form preparation on behalf of the Financial Services Division): Dean Olorenshaw, SB Finance, College of Education



Faculty member (for the sponsoring college/dept): Paul Newton

Doctorial of Education and Education Leadership

TABBS reconciliation for 20 Students

RE: Since tuition will be at a market rate the results from the TABBS model need to be adjusted to reflect a tuition of \$35,000 per student

Tuition per TABBS model	73,233
Tuition for 20 Students at 35k per student	700,000
Difference to add to TABBS model	626,767
TABBS result	(128,123)
Adjusted TABBS result	498,644

Doctorial of Education and Education Leadership
TABBS reconciliation for 25 Students

RE: Since tuition will be at a market rate the results from the TABBS model need to be adjusted to reflect a tuition of \$35,000 per student

Tuition per TABBS model	91,541
Tuition for 20 Students at 35k per student	875,000
Difference to add to TABBS model	783,459
TABBS result	<u>(71,691)</u>
Adjusted TABBS result	711,768

Appendix K
Information Technology Requirements for New Programs and Major Revisions Form



**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:

Doctor of Education in Educational Leadership (EdD)

2. Distance Education
Does the new/revised program include courses that are delivered by 'distance education'?

No Yes

Face-to-face off-campus

Televised

Multi-mode

Independent Study

Web-based

The course will delivered via current web-based technologies used by the University of Saskatchewan. (75%)

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:

Students enrolled in the program can utilize existing tools via PAWS or Blackboard.

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.

E-Portfolio, e-mail, file storage, Blackboard, SPSS, NVivo and PAWS.

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.

No additional hardware should be required.

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

5

Access for classes/tutorials is required
hours/week/student

Estimated number of students in program:

25

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).

Standard student IT support for online courses is required.

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).

Existing support for faculty is sufficient.

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 additional changes are anticipated.

Date:

Information and Communications Technology

Faculty Member (sponsoring college/dept)

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Bennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

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

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature



College Approval Date

EADM 862.3 (section) Q3 (July)
Advances in Educational Leadership Systems

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructor

Keith Walker
Professor, Educational Administration
Phone: 306-220-0614
E-mail: keith.walker@usask.ca
Office 3063 Education

Course catalogue description

A comprehensive review of classic theories, contemporary issues and perspectives on leadership and followership as practice, including multidisciplinary and systems-oriented approaches. Emphasis is on application of concepts and constructs to educational settings and situations.

Course learning objectives

Students will:

- Construct thorough, thoughtful critical analyses of leadership systems from multiple perspectives
- Engage with rigorous and relevant leadership and followership insights at person, interpersonal, organizational and societal levels
- Link, connect, and transfer previous learning and experience in light of new insights
- Develop capacity for scholarly conversation, professional dialogue and reflection with respect to educational leadership issues, dilemmas, and quandaries
- Explore a leadership system problem of practice in depth so as to develop and demonstrate an enriched ability in educational leadership and followership
- Self-assess development needs with respect to educational leadership competence (contributes to program portfolio and elective choice following year 1)

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Grading

Numeric

Format for instruction

This course is offered as an in-person course over a two-week period.

Course Schedule

Timing	Learning Activities/Topics	Learning Resources
Week 1	<ul style="list-style-type: none"> - History of leadership and followership - The end of leadership: Do leaders matter? - Critical issues and challenges - Situated Leadership - Art, Craft and Science of Leadership/Followership - Culture and Leadership - In praise of Followership - Courageous Followers - Leadership Portfolio and Public Comprehensive 	<p>Armstrong, T. (2010). Followership. Shippensburg, PA: Destiny Image Publishers.</p> <p>Avery, G. (2004). Understanding leadership. London: SAGE Publications.</p> <p>Barling, J. (2014). The science of leadership: Lessons from research for organizational leaders. Oxford: Oxford University Press.</p> <p>Bolden, R., Hawkins, B., Gosling, J., & Taylor, S. (2011). Exploring leadership: Individual, organizational and societal perspectives. Oxford: Oxford University Press.</p> <p>Brafman, O., & Beckstrom, R. (2006). The starfish and the spider: The unstoppable power of leaderless organizations. New York: Penguin.</p> <p>Burns, J.M. (1978). Leadership. New York: Harper & Row.</p> <p>Chaleff, I. (2009). The courageous follower: Standing up to and for our leaders. San Francisco: Berrett Koehler.</p> <p>Cialdini, R. (2009). Influence: Science and</p>

		<p>practice. Toronto: Pearson.</p> <p>Cloke, K., & Goldsmith, J. (2002). <i>The end of management and rise of organizational democracy</i>. San Francisco: Jossey Bass.</p> <p>Daft, R. (1999). <i>Leadership: Theory and practice</i>. Orlando: Dryden Press.</p> <p>Davies, B. (Ed.) (2007). <i>Developing sustainable leadership</i>. London: Paul Chapman Publishing.</p> <p>Denhardt, R., & Denhardt, J. (2006). <i>The dance of leadership: The art of leading in business, government and society</i>. London: M.E. Sharpe.</p> <p>George, B. (2007). <i>True north: Discover your authentic leadership</i>. San Francisco: Jossey-Bass.</p> <p>Gill, R. (2006). <i>Theory and practice of leadership</i>. Thousand Oaks: SAGE Publications.</p> <p>Grint, K. (Ed.) (1997). <i>Leadership: Classical, Contemporary, and Critical Approaches</i>. Oxford: Oxford University Press.</p> <p>Hamel, G. (2002). <i>Leading the revolution</i>. New York: Penguin.</p> <p>Hodgkinson, C. (1983). <i>The philosophy of leadership</i>. Oxford: Basil Blackwell Publisher.</p> <p>Hurst, D. (2012). <i>The new ecology of leadership</i>. New York: Columbia Business School Publishers.</p> <p>Jenkins, M., & Jenkins, D. (1998). <i>The character of leadership: Political realism and public virtue in nonprofit organizations</i>. San Francisco: Jossey Bass Publishers.</p> <p>Kellerman, B. (2018). <i>Professionalizing leadership</i>. Oxford: Oxford University Press.</p> <p>Kellerman, B. (2012). <i>The end of leadership</i>. New York: HarperCollins.</p>
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		<p>Kellerman, B. (2010). Leadership: Essential selections on power, authority, and influence. New York: McGraw-Hill.</p> <p>Kellerman, B. (2008). Followership: How followers create change and change leaders. Boston: Harvard Business School Press.</p> <p>Kellerman, B. (2004). Bad leadership: What it is, why it happens, how it matters. Boston: Harvard Business School Press</p> <p>Kelley, R. (1993). The Power of Followership: How to create leaders people want. New York: Doubleday.</p> <p>Ladkin, D. (2010). Rethinking leadership: A new look at old leadership questions. Cheltenham, UK: Edward Elgar.</p> <p>Lipman-Blumen, J. (2005). The allure of the toxic leader: Why we follow destructive bosses and corrupt politicians – and How we can survive them. Oxford: Oxford University Press.</p> <p>Machiavelli, N. (1998). The prince. Chicago: University Of Chicago Press. Online: http://www.constitution.org/mac/prince00.htm</p> <p>Marturano, A., & Gosling, J. (Eds.)(2008). Leadership: The key concepts. London: Routledge.</p> <p>Milstein, M. (1993). Changing the way we prepare educational leaders: The Danforth Exerience. Newbury Park, CA: Corwin Press.</p> <p>Murphy, J., & Seashore Louis, K. (2018). Positive school leadership: Building capacity and strengthening relationships. New York: Teachers College Press.</p> <p>Murphy, J. (Ed.)(1993). Preparing tomorrow’s school leadership” Alternative designs. University Park, Pennsylvania: UCEA.</p>
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		<p>Nohria, N., & Khurana, R. (Eds.)(2010). Handbook of leadership theory and practice. Boston: Harvard Business Press.</p> <p>Normore, A., & Brooks, J. (Eds.)(2017). The dark side of leadership: Identifying and overcoming unethical practice in organizations. Bingley, UK: Emerald Group Publishing.</p>
<p>Week 2</p>	<ul style="list-style-type: none"> - Dark Side of Leadership - Cause Leadership and Followership: Agentic power and influence - Political reality and character of leadership/ followership - Strategic team leadership - Ecology, or integrating, leadership and followership systems - Ethical and trustworthy leadership and followership - Developing Leaderful organizations - Enduring dilemmas of leadership and followership 	<p>Northouse, P. (2007). Leadership: Theory and practice. Thousand Oaks: SAGE Publications.</p> <p>Orwell, G. (nd). Shooting an elephant” Online: http://www.netcharles.com/orwell/essays/shooting-anelephant.htm</p> <p>Raelin, J. (Ed.)(2016). Leadership-as-practice: Theory and application. New York: Routledge.</p> <p>Riggio, R., Chaleff, I., & Lipman-Bluman, J. (2008). The art of followership: How great followers create great leaders and great organizations. San Francisco: Jossey-Bass, 2008.</p> <p>Scharmer, O., & Kaufer, K. (2013). Leading from the emerging future: From ego-system to eco-system economies. San Francisco: Berrett-Koehler Publishers</p> <p>Sidele, C. (2005). The leadership wheel. New York: Palgrave MacMillan</p> <p>Surowiecki, J. (2005). The wisdom of crowds. New York: Anchor.</p> <p>Van Wart, M. (2008). Leadership in public Organizations. New York: M.E. Sharpe.</p> <p>Zenger, J., Folkman, J., Sherwin, R., & Steel, B.</p>

		<p>(2012). How to be Exceptional. New York: McGraw-Hill.</p> <p>Zenger, J., & Folkman, J. (2009). The extraordinary leaders: Turning good managers into great leaders. San Francisco: Jossey Bass Publishers.</p> <p>Zimbardo, P. (2007). The Lucifer Effect: Understanding how good people turn evil. New York: Random House.</p>
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Assessment Products:

The Ed.D. program has adopted a consistent approach to elements of assessment. Students are assessed based on three assignments, two weighted at 25% and one weighted at 50% and due two weeks following the last class meeting. To pass the course, all three assignments must be completed. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. Information on the grading system and literal descriptors for numerical grade ranges appear [here](#) under Graduate Studies and Grading System. In case of grading or assessment disputes, see the [Procedures for Resolution of Complaints and Appeals](#).

In the case of this course, the EADM 862 the following assessment will be completed by students:

Assignment	Weighting	Due date
Annotated bibliography of key leadership and followership texts; with self and peer assessment	25%	End of Week 1
Essay on leadership systems with integration of theory and practice; with self and peer assessment	25%	End of Week 2
Topical research paper (5-7,000 words) and video presentation (8-12 minutes) of paper; with self and peer assessment.	50%	2 weeks following end of in class instruction

Supports and Policies

Student Services

Ed.D. Students are encouraged to be aware of and to utilize the many [services](#) available at the University of Saskatchewan that can address administrative, financial, academic, career, cultural, personal, and health needs. Some additional resources are particular to [graduate students](#) as presented by the College of Graduate and Postdoctoral Studies. Further supports and opportunities are offered by the [Graduate Student Association](#). For assistance in the Department of Educational Administration, contact the [Graduate Program Assistant](#).

Academic Accommodation Procedures

Ed.D. Students can expect the course instructor(s) to work to ensure appropriate accommodations are made for students requiring them as verified by [Access and Equity Services](#) and in compliance with the [Academic Accommodation and Access](#) policy.

Academic Misconduct Policy and Procedures

Ed.D. Students can expect the course instructor to follow up on all questions of academic integrity directly with the student(s) in question, seeking first to understand the source of any errors and to educate on appropriate scholarly practices. Where a serious error has been made and a grade penalty or resubmission appears warranted, the [policy and procedures](#), will be consulted and followed. See this summary [flow chart](#) that describes the processes.

In this course, plagiarism is the type of academic misconduct question or concern most likely to arise. Students with questions should approach the instructor, a librarian or other resources such as those found at this [U of S library web page](#).

Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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.

Ed.D. Program Statement of Curricular Objectives

As stated by College of Graduate and Postdoctoral Studies, doctoral programs cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills. Consistent with this statement by CGPS, and in a relationship of co-creation with students, the Ed.D. curricular objectives are presented as the development, advancement, and refinement of the following capabilities and competencies:

Ed.D. graduates will be able to:

- provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions
- recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context, and in terms of a deconstruction of leader as formal positional role
- engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations
- use practice-based research and theory to examine and activate change. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice
- contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyze situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes
- develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership
- adhere to high ethical standards in their practice attending to matters of social justice and equity, ethical leadership, Indigenous ways of knowing and contexts, and comparative and international contexts and challenges for education.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

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

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date



EADM 863.3 (section) Term 1
Educational Leadership and Governance

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructors

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Jing Xiao
Assistant Professor, Educational Administration
Phone: 306-966-7715
E-mail: jing.xiao@usask.ca
Office: 3071 Education

Course catalogue description

An investigation and interrogation of governance and ethical decision-making in public and social sector organizations with educational mandates. Emphasis is on application of policy instruments, processes, theories, principles and practices required for a range of complex educational leadership problems of practice.

Pre-requisite EADM 862.3

Course learning objectives

Students will:

- Critically analyze roles of stakeholders, evidence and data, and the political and social environment in agenda setting and ethical decision making

- Assess educational governance and decision-making contexts using theories, principles and practices
- Communicate governance and decision-making information critically and effectively
- Situate educational governance and decision-making, and associated problems of practice, in a larger community and political educational environment
- Identify types of policy instruments and organizational documents (such as legislation and strategic plans) that potentially guide decision making and implementation
- Self-assess development needs with respect to educational leadership competence (contributes to program portfolio and elective choice following year 1)

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Grading

Numeric

Format for instruction

This course is offered on-line, with two synchronous meetings per term to be set by the instructor(s).

Course Schedule

Timing	Learning Activities/Topics	Learning Resources
Week 1 - 2	<p>Self-assessment of current understanding of the governance structures and processes of educational systems</p> <p>Governance and policy context – overview including micro, meso and macro levels of decision making</p>	

<p>Week 3 - 4</p>	<p>Policy process: Stages of identifying the problem, generating possible solutions, choosing an action, implementing and evaluating</p> <p>Types of policy instruments</p> <p>Discuss stages of policy process – apply the stages to their current understanding of educational systems</p>	<p>Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Towards a theory of stakeholder identification and salience: Defining the principle of who and what really counts. <i>Academy of Management Review</i>, 22(4), 853-888.</p> <p>Kingdon, J. (2003). <i>Agendas, alternatives and public policies</i>. Toronto, ON: Little Brown & Company.</p> <p>French, J. R., Raven, B., & Cartwright, D. (1959). The bases of social power. In J. Shafritz, J.S. Ott, & S.Y. Yang (Eds.), <i>Classics of organization theory</i>, 7, pp. 311-320.</p> <p>Mintzberg, H. (1984). Power and organization life cycles. <i>Academy of Management review</i>, 9(2), 207-224.</p>
<p>Week 5-6</p>	<p>Considering the larger community and socio-political environment</p> <hr/> <p>Comparing different contexts: decision making in different socio-political and international contexts</p> <hr/> <p>Discussion forum participation regarding the influence of the wider community, using an article</p>	<p>Howlett, M., Ramesh, M., & Perl, A. (2009). <i>Studying public policy: Policy cycles & policy subsystems</i> (3rd ed.). Don Mills, ON: Oxford University Press.</p> <p>Pal, L. A. (2006). <i>Beyond policy analysis: Public issue management in turbulent times</i> (3rd ed.). Toronto, ON: Thomson Nelson.</p>
<p>Week 7-8</p>	<p>Forms of evidence and data available for decision making</p> <hr/> <p>Role of Strategic plans, Mission statements, priority setting for PreK-12 and post-secondary contexts</p> <hr/>	<p>Squires, V. (2016). The assessment imperative: Evidence-based decision making in student affairs. In P. Newton & D. Burgess (Eds.) <i>The best available evidence: Decision-making for educational improvement</i> (pp. 113-128). Rotterdam, NL: SensePublishers.</p> <p>Newton, P., & Burgess, D. (2016). <i>The best available evidence: Decision-making for educational</i></p>

		<i>improvement</i> . Rotterdam, NL: SensePublishers.
Week 9-10	Decision making models Organized anarchy Garbage can model, etc.	Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. <i>Administrative science quarterly</i> , 1-25.
	Incrementalism	Lindblom, C. E. (1979). Still muddling, not yet through. <i>Public Administration Review</i> , 39(6), 517-526.
	Ethical decision making	Examine a case study of decision making in an educational context
Week 11 - 12	Governance in Indigenous educational contexts	Ministry documents Available school division documents
	Saskatchewan education context (specific examination)	Available INAC documents
	Synchronous presentations of educational issue Putting it together: roles of stakeholders, evidence, processes, practices	

Assessment:

The Ed.D. program has adopted a consistent approach to elements of assessment. Students are assessed based on three assignments, two weighted at 25% and one weighted at 50% and due two weeks following the last class meeting. To pass the course, all three assignments must be completed. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. Information on the grading system and literal descriptors for numerical grade ranges appear [here](#) under Graduate Studies and Grading System. In case of grading or assessment disputes, see the [Procedures for Resolution of Complaints and Appeals](#).

In the case of this course, the following assessment will be completed by students:

Assignment	Weighting	Due date
Examination of a single division/organization policy for uses of evidences, roles of stakeholders, first within larger community and socio-political context	25%	Week 4-5

Conceptual Framework depicting and explaining the process of decision making at the micro, meso, and macro levels of the educational organization	25%	Week 8-9
Case study of a current educational issue including the analysis of the governance process, stakeholders, evidentiary information available; incorporate relevant theorists approaches	50%	2 weeks following end of class instruction

Supports and Policies

Student Services

Ed.D. Students are encouraged to be aware of and to utilize the many [services](#) available at the University of Saskatchewan that can address administrative, financial, academic, career, cultural, personal, and health needs. Some additional resources are particular to [graduate students](#) as presented by the College of Graduate and Postdoctoral Studies. Further supports and opportunities are offered by the [Graduate Student Association](#). For assistance in the Department of Educational Administration, contact the [Graduate Program Assistant](#).

Academic Accommodation Procedures

Ed.D. Students can expect the course instructor(s) to work to ensure appropriate accommodations are made for students requiring them as verified by [Access and Equity Services](#) and in compliance with the [Academic Accommodation and Access](#) policy.

Academic Misconduct Policy and Procedures

Ed.D. Students can expect the course instructor to follow up on all questions of academic integrity directly with the student(s) in question, seeking first to understand the source of any errors and to educate on appropriate scholarly practices. Where a serious error has been made and a grade penalty or resubmission appears warranted, the [policy and procedures](#), will be consulted and followed. See this summary [flow chart](#) that describes the processes.

In this course, plagiarism is the type of academic misconduct question or concern most likely to arise. Students with questions should approach the instructor, a librarian or other resources such as those found at this [U of S library web page](#).

Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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.

Ed.D. Program Statement of Curricular Objectives

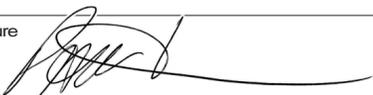
As stated by College of Graduate and Postdoctoral Studies, doctoral programs cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills. Consistent with this statement by CGPS, and in a relationship of co-creation with students, the Ed.D. curricular objectives are presented as the development, advancement, and refinement of the following capabilities and competencies:

Ed.D. graduates will be able to:

- **provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions**
- **recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context, and in terms of a deconstruction of leader as formal positional role**
- **engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations**
- **use practice-based research and theory to examine and activate change. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice**
- **contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyze situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes**
- **develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership**
- **adhere to high ethical standards in their practice attending to matters of social justice and equity, ethical leadership, Indigenous ways of knowing and contexts, and comparative and international contexts and challenges for education.**

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title					
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other		
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other		
Term(s) in which course will be offered			Course is to be offered				
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Bennially	Alternate Years	Other
Prerequisite(s) or restriction(s)					If there are prerequisites, who can waive them:		
					Department	Instructor	
Catalogue Description (not more than 50 words)							
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?		
					Yes No		
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:							

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

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

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date



EADM 864.3 (section) Term 2
Educational Leadership for Transformation

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructors

David Burgess

Associate Dean, Research, Graduate Support and International Initiatives, College of Education and Associate Professor, Educational Administration

Phone: 306-

E-mail: david.burgess@usask.ca

Office: XXX Education

Paul Newton

Professor and Department Head, Educational Administration

Phone: 306-966-7619

E-mail: paul.newton@usask.ca

Office: 3081 Education

Course catalogue description

Fundamental needs for and nature of change in educational communities and organizations are addressed as problems of practice using lenses of change leadership, adaptive leadership, change theory, systems theory, and institutional theory.

Pre-requisite EADM 863.3

Course learning objectives

Students will:

- Critically assess the literature that examine organizational change and educational reform approaches so as to be able to activate change
- Critically assess emerging developments in organizational design, effectiveness, renewal and transformation so as to be able activate change

- Examine processes and structures of systems, organizations, and institutions that may constrain or enable transformation efforts
- Propose a transformation strategy for an educational system or organization
- Articulate a personal theory for capacity building, plural leadership, human well-being and educational leadership for transformation
- Self-assess development needs with respect to educational leadership competence and the capacity to lead change in organizations (contributes to portfolio and elective choice following year 1).

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Grading

Numeric

Format for instruction

This course is offered on-line, with two synchronous meetings per term to be set by the instructor(s).

Course Schedule

Timing	Learning Activities/Topics	Learning Resources
Week 1 - 2	History and Context of Educational Reform	<ul style="list-style-type: none"> • Miller, V.D., Johnson, J.R., & Grau, J. (1994). Antecedents to willingness to participate in a planned organizational change. <i>Journal of Applied Communication Research</i>, 22(1), 59-80. DOI: 10.1080/00909889409365387 • Self, D.R. & Schraeder, M. (2009). Enhancing the success of organizational change: Matching readiness strategies with sources of resistance. <i>Leadership & Organization Development Journal</i>, 30(2), 167-182. DOI: 10.1108/01437730910935765 • Sheldon, A. (1980). Organizational paradigms: A theory of organizational change. <i>Organizational Dynamics</i>, 8(3), 61-80. DOI: 10.1016/0090-2616(80)90045-5

		<ul style="list-style-type: none"> • Greenwood, R. & Hinings, C.R. (1996). Understanding radical organizational change: Bringing together the old and the new institutionalism. <i>Academy of Management Review</i>, 21(4), 1022-1054. DOI: 10.5465/amr.1996.9704071862 • Amis, J., Slack, T., Hinings, C.R. (2017). The pace, sequence, and linearity of radical change. <i>Academy of Management Review</i>, 47(1), 15-39. DOI: 10.5465/20159558 • Plowman, D.A., Baker, L.T., Beck, T.E., Kulkarni, M., Solansky, S.T., & Travis, D.V. (2007). Radical change accidentally: The emergence and amplification of small change. <i>Academy of Management Journal</i>, 50(3), 515-543. DOI: 10.5465/amj.2007.25525647 • Kezar, A. J. (2005). Consequences of radical change in governance: A grounded theory approach. <i>The Journal of Higher Education</i>, 76(6), 634-668. DOI: 10.1353/jhe.2005.0043
<p>Week 3 - 4</p>	<p>Radical Reforms in Education</p>	<ul style="list-style-type: none"> • Ebel, R. (1982). Three radical proposals for strengthening education. <i>The Phi Delta Kappan</i>, 63(6), 375-378. Retrieved from http://www.jstor.org/stable/20386353 • Farrell, T. (1996). Figuring out fighting organisations: The new organisational analysis in strategic studies. <i>Journal of Strategic Studies</i>, 19(1), 122-135. DOI: 10.1080/01402399608437629 • Jaffe, L.L. (1971). Two days to save the world. <i>Oklahoma Law Review</i>, 24(1), 17-24. • Wastell, D.G., McMaster, T., & Kawalek, P. (2007). The rise of the phoenix: Methodological innovation as a discourse of renewal. <i>Journal of Information Technology</i>, 22, 59-68. doi:10.1057/palgrave.jit.2000086 • Piano, D., Debacher, S., Del Russo, C., Lewis, E., & Poche, R. (2011). Making it up as we go: Students writing and teachers reflecting on post-k New Orleans. <i>Reflections</i>, 7(1-2), 78-104.

<p>Week 5-6</p>	<p>Institutional Theory Neo-Institutional Theory</p>	<ul style="list-style-type: none"> • Thornton, P.H. & Ocasio, W. (2008). Institutional logics. In R. Greenwood, C. Oliver, R. Suddaby & K. Sahlin (Eds.), <i>The SAGE handbook of organizational institutionalism</i> (pp. 99-128). London: SAGE. DOI: 10.4135/9781849200387.n4 • Pedersen, O.K. (1991). Nine questions to a neo-institutional theory in political science. <i>Scandinavian Political Studies</i>, 14, 125-148. DOI: 10.1111/j.1467-9477.1991.tb00408.x • Burch, P. (2007). Educational policy and practice from the perspective of institutional theory: Crafting a wider lens. <i>Educational Researcher</i>, 36 (2), 84-95. DOI: 10.3102/0013189X07299792 • Meyer, J. (2008). Reflections on institutional theories of organizations. In R. Greenwood, C. Oliver, & R. Suddaby (Eds.), <i>The SAGE handbook of organizational institutionalism</i> (pp. 790-812). London: SAGE. DOI: 10.4135/9781849200387.n35 • Meyer, H-D. & Rowan, B. (Eds). (2006). <i>The new institutionalism in Education</i>. New York: SUNY.
<p>Week 7-8</p>	<p>Change Leadership Adaptive Leadership</p>	<ul style="list-style-type: none"> • Daly, A. J., & Chrispeels, J. (2008). A question of trust: Predictive conditions for adaptive and technical leadership in educational contexts. <i>Leadership and Policy in Schools</i>, 7(1), 30-63. • Gilley, A., Dixon, P., & Gilley, J. W. (2008). Characteristics of leadership effectiveness: Implementing change and driving innovation in organizations. <i>Human Resource Development Quarterly</i>, 19(2), 153-169. • Heifetz, R. A., Kania, J. V., & Kramer, M. R. (2004). Leading boldly. <i>Stanford Social Innovation Review</i>, 2(3), 20-32. • Higgs, M., & Rowland, D. (2005). All changes great and small: Exploring approaches to change and its leadership. <i>Journal of Change Management</i>, 5(2), 121-151. • Higgs, M., & Rowland, D. (2011). What does it take to implement change successfully? A study of the behaviors of successful change leaders. <i>The Journal of Applied Behavioral Science</i>,

		<p>47(3), 309-335.</p> <ul style="list-style-type: none"> • Jayan, M., Bing, K. W., & Musa, K. (2016). Investigating the relationship of adaptive leadership and leadership capabilities on leadership effectiveness in Sarawak schools. <i>Procedia-Social and Behavioral Sciences</i>, 224, 540-545. • Latta, G. F. (2009). A process model of organizational change in cultural context (OC3 Model): The impact of organizational culture on leading change. <i>Journal of Leadership & Organizational Studies</i>, 16(1), 19-37. • Randall, L. M., & Coakley, L. A. (2007). Applying adaptive leadership to successful change initiatives in academia. <i>Leadership & Organization Development Journal</i>, 28(4), 325-335.
Week 9-10	Critical Perspectives on Educational Change	<ul style="list-style-type: none"> • Bogotch, I, Miron, L., & Biesta, G. (2007). Effective for what; effective for whom? Two questions SESI should not ignore. In T. Townsend (Ed.), <i>International handbook of school effectiveness and improvement</i> (pp. 93-110). Dordrecht, Netherlands: Springer. Retrieved from http://dx.doi.org/10.1007/978-1-4020-5747-2_6 • Lupton, R. (2005). Social justice and school improvement: Improving the quality of schooling in the poorest neighbourhoods. <i>British Educational Research Journal</i>, 31(5), 589-604. doi:10.1080/01411920500240759 • Rassool, N., & Morley, L. (2000). School effectiveness and the displacement of equity discourses in education. <i>Race, Ethnicity & Education</i>, 3(3), 237-258. • Wrigley, T. (2008). School improvement in a neo-liberal world. <i>Journal of Educational Administration & History</i>, 40(2), 129-148. doi:10.1080/00220620802210905
Week 11 - 12	Provocative Proposals Presentations	Student presentations of provocative proposals for educational transformation/change.

Assessment:

The Ed.D. program has adopted a consistent approach to elements of assessment. Students are assessed based on three assignments, two weighted at 25% and one weighted at 50% and due two weeks following the last class meeting. To pass the course, all three assignments must be completed. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. Information on the grading system and literal descriptors for numerical grade ranges appear [here](#) under Graduate Studies and Grading System. In case of grading or assessment disputes, see the [Procedures for Resolution of Complaints and Appeals](#).

In the case of this course, the EADM 864 students will write a provocative plan for significant transformation, staged in 3 parts, each being incorporated into the next.

Assignment	Weighting	Due date
Analysis of enabling and constraining conditions	25%	Week 6-7
A presentation of refined enabling and constraining conditions and preliminary plan for peer feedback	25%	Week 8-9
A written provocative plan for significant transformation	50%	2 weeks following end of class instruction

Supports and Policies

Student Services

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Academic Accommodation Procedures

Ed.D. Students can expect the course instructor(s) to work to ensure appropriate accommodations are made for students requiring them as verified by [Access and Equity Services](#) and in compliance with the [Academic Accommodation and Access](#) policy.

Academic Misconduct Policy and Procedures

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In this course, plagiarism is the type of academic misconduct question or concern most likely to arise. Students with questions should approach the instructor, a librarian or other resources such as those found at this [U of S library web page](#).

Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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Ed.D. Program Statement of Curricular Objectives

As stated by College of Graduate and Postdoctoral Studies, doctoral programs cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills. Consistent with this statement by CGPS, and in a relationship of co-creation with students, the Ed.D. curricular objectives are presented as the development, advancement, and refinement of the following capabilities and competencies:

Ed.D. graduates will be able to:

- provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions
- recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context, and in terms of a deconstruction of leader as formal positional role
- engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations
- use practice-based research and theory to examine and activate change. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice
- contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyze situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes
- develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership
- adhere to high ethical standards in their practice attending to matters of social justice and equity, ethical leadership, Indigenous ways of knowing and contexts, and comparative and international contexts and challenges for education.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
			Alternate Years	Other	
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode			Will there be a final exam for this course	
Pass/Fail (P/F)	Percentage/Numeric	Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes	No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.				

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

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

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature

College Approval Date



EADM 865.3 (section) Q3 (July)
Framing Educational Problems of Practice

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructor

Paul Newton
Professor and Department Head, Educational Administration
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Keith Walker
Professor, Educational Administration
Phone: 306-220-0614
E-mail: keith.walker@usask.ca
Office 3063 Education

Course catalogue description

Educational leadership problems of practice are generated in a research-informed context and theoretically framed and distinguished from problems of theory. Emphasis is on generation and framing of questions that characterize wise educational leadership that identifies and addresses problems of practice.

Pre-requisite EADM 864, GSR 960 and 961, and graduate level research course, taken in a previous program or as an approved elective in the Ed.D. program

Course learning objectives

Students will:

- generate and frame questions as problems of practice
- justify the currency and relevance of those problems of practice
- explore diverse perspectives, insights, literatures related to problems of practice so as to identify roles, organizations and communities with a stake in solution-finding

- self-situate as a researcher of problems of practice, articulating a personal position as a scholarly practitioner
- advocate for the role(s) of research in professional and public life
- situate problems of practice in educational leadership in larger community and political educational environment
- self-assess development needs with respect to educational research competencies (contributes to program portfolio and elective choice following year 2)

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Grading

Numeric

Format for instruction

This course is offered as an in-person course over a two-week period.

Course Schedule

Timing	Learning Activities/Topics	Key Resources
Week 1	Paradoxes, paradigms and premises Inquiry mindset for data informed leadership	Argyris, C. (1987). Double loop learning in organizations. <i>Harvard Business Review</i> (Sept-Oct), 115-125.
	What matters and what gets measured Lying with statistics	Burns, M., Wiley, H., & Viglietta, E. (2008). Best practices in implementing effective problem solving teams In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (pp. 1633-1644). Bethesda, MD: National Association of School Psychologists.
	Frames of knowing, seeing and doing Data gathering systems	Bolman, L., & Deal, T. (1991). <i>Reframing organizations: Artistry, choice, and Leadership</i> . San Francisco, CA: Jossey-Bass Publishers.
	Rigor, relevance and ethics in research Cultivating deep smarts	Christ, T. (2008). Best practices in problem Analysis. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (pp. 159-176). Bethesda, MD: National Association of School Psychologists.

		<p>Crotty, M. (1998). <i>The foundations of social research: Meaning and perspective in the research process</i>. London, UK: Sage.</p> <p>Creswell, J. W. (2012). <i>Educational research</i>. Boston, MA: Pearson Education.</p> <p>Creswell, J. W., & Plano Clark, V. L. (2011). <i>Designing and conducting mixed methods research</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Daft, R., J. Sormunen, J., & Parks, D. (1988). Chief executive scanning, environmental characteristics, and company performance: An empirical study. <i>Strategic Management Journal</i>, 9,123-139.</p> <p>Dellinger, A. B., & Leech, N. L. (2007). Toward a unified validation framework in mixed methods research. <i>Journal of Mixed Methods Research</i>, 1(4), 309-332.</p> <p>Fairhurst, G., & Sarr, R. (2007) <i>The art of framing: Managing the language of leadership</i>. San Francisco: Jossey-Bass.</p> <p>Green, J. C., Caracelli, V. J., & Graham W. F. (1989). Toward a conceptual framework for mixed-methods evaluation designs. <i>Educational Evaluation and Policy Analysis</i>, 11, 255-274.</p> <p>Harvey, J. (1988) <i>The Abilene paradox and other meditations on management</i>. Lexington, MA: Lexington Books.</p> <p>Huberman, A. M., & Miles, M. B. (1983). Drawing valid meaning from qualitative data: Some techniques of data reduction and display. <i>Quality and Quantity</i>, 17, 281-339.</p> <p>Huff, D. (1993). <i>How to lie with statistics</i>. New York: WW Norton.</p> <p>Johnson, R. B., Onwuebguzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods</p>
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		<p>research. <i>Journal of Mixed Methods Research</i>, 1(2), 112-133.</p> <p>Kahneman D., & Tversky A. (1984). Choices, values, and frames. <i>Am Psychol</i>. 39(4), 341.</p> <p>Kühberger A. (1998). The influence of framing on risky decisions: A meta-analysis. <i>Organ Behav Hum Decis Process</i>. 75(1):23–55.</p> <p>Levin I, Schneider S., Gaeth G. (1998). All frames are not created equal: A typology and critical analysis of framing effects. <i>Organ Behav Hum Decis Process</i>. 76(2):149–188.</p> <p>Merriam, S. B. (2009). <i>Qualitative research</i>. San Francisco, CA: Jossey-Bass.</p> <p>Miles, M. B., & Huberman, A. M. (1994). <i>Qualitative data analysis: An expanded sourcebook</i> (2nd ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Quinn, R. (1988). <i>Beyond rational management: Mastering paradoxes and competing demands of high performance</i>. San Francisco: Jossey Bass.</p>
Week 2	<p>Discipline and practice of qualitative research Critical and indigenous methodologies</p> <hr/> <p>Research decision approaches Validity, reliability, and trustworthiness</p> <hr/> <p>Discernment and clinical judgment Uses of argument</p> <hr/> <p>Action research Inquiry for transformation</p> <hr/>	<p>Senge, P. (1990). <i>The fifth discipline: The art and practice of the learning organization</i>. New York: Doubleday.</p> <p>Schyns, B., Hall, R., & Neves, P. (Eds.). (2017). <i>Handbook of methods in leadership research</i>. New York: Edward Elgar Publishers.</p> <p>Tannen, D. (1993). <i>Framing in discourse</i>. Oxford: Oxford University Press.</p> <p>Tashakkori, A., & Teddlie, C. (1998). <i>Mixed methodology: Combining qualitative and quantitative approaches</i>. Thousand Oaks, CA: Sage.</p>

		<p>Teddlie, C., & Tashakkori, A. (2009). <i>Foundations of mixed methods research</i>. Thousand Oaks, CA: Sage</p> <p>Toulmin, S. (2003). <i>Uses of argument</i> (2nd Edition). Cambridge: Cambridge University Press.</p> <p>Tversky A., & Kahneman D. (1981). The framing of decisions and the psychology of choice. <i>Science</i>.;211(4481):453–458.</p> <p>Thomas J., Clark S., & Gioia D. (1993). Strategic sense-making and organizational performance: linkages among scanning, interpretation, action, and outcomes. <i>Acad Manage J.</i> 36(2):239–70.</p> <p>Weick, K. (1995). <i>Sensemaking in organizations. Foundations for Organizational Science</i>. Thousand Oaks, CA: Sage Publications, Inc.</p>
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Assessment:

The Ed.D. program has adopted a consistent approach to elements of assessment. Students are assessed based on three assignments, two weighted at 25% and one weighted at 50% and due two weeks following the last class meeting. To pass the course, all three assignments must be completed. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. Information on the grading system and literal descriptors for numerical grade ranges appear [here](#) under Graduate Studies and Grading System. In case of grading or assessment disputes, see the [Procedures for Resolution of Complaints and Appeals](#).

In the case of this course, the following assessment will be completed by students:

Assignment	Weighting	Due date
Annotated bibliography of texts associated with two key inquiry constructs; with self and peer assessment	25%	End of Week 1
Group Inquiry Project; with self and group assessment	25%	End of Week 2
Two Reflective Essays (a). Epistemological Stance, (b) Preliminary problem of Practice Statement; with self and peer assessment	50%	4 weeks following end of in class meetings

Supports and Policies

Student Services

Ed.D. Students are encouraged to be aware of and to utilize the many [services](#) available at the University of Saskatchewan that can address administrative, financial, academic, career, cultural, personal, and health needs. Some additional resources are particular to [graduate students](#) as presented by the College of Graduate and Postdoctoral Studies. Further supports and opportunities are offered by the [Graduate Student Association](#). For assistance in the Department of Educational Administration, contact the [Graduate Program Assistant](#).

Academic Accommodation Procedures

Ed.D. Students can expect the course instructor(s) to work to ensure appropriate accommodations are made for students requiring them as verified by [Access and Equity Services](#) and in compliance with the [Academic Accommodation and Access](#) policy.

Academic Misconduct Policy and Procedures

Ed.D. Students can expect the course instructor to follow up on all questions of academic integrity directly with the student(s) in question, seeking first to understand the source of any errors and to educate on appropriate scholarly practices. Where a serious error has been made and a grade penalty or resubmission appears warranted, the [policy and procedures](#), will be consulted and followed. See this summary [flow chart](#) that describes the processes.

In this course, plagiarism is the type of academic misconduct question or concern most likely to arise. Students with questions should approach the instructor, a librarian or other resources such as those found at this [U of S library web page](#).

Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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.

Ed.D. Program Statement of Curricular Objectives

As stated by College of Graduate and Postdoctoral Studies, doctoral programs cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills. Consistent with this statement by CGPS, and in a relationship of co-creation with students, the Ed.D. curricular objectives are presented as the development, advancement, and refinement of the following capabilities and competencies:

Ed.D. graduates will be able to:

- provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions
- recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context, and in terms of a deconstruction of leader as formal positional role
- engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations
- use practice-based research and theory to examine and activate change. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice
- contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyze situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes
- develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership
- adhere to high ethical standards in their practice attending to matters of social justice and equity, ethical leadership, Indigenous ways of knowing and contexts, and comparative and international contexts and challenges for education.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Bennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

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

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

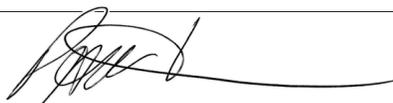
Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature



College Approval Date

**EADM 866.3 (section) Term 1
Practice-based Research**

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructors

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Janet Okoko
Assistant Professor, Educational Administration
Phone: 306-966-7611
E-mail: janet.okoko@usask.ca
Office: 3064 Education

Course catalogue description

A critical exploration of practice-based research design and methods of inquiry. Emphasis is on extant and emerging research methods that relate to problems of practice in educational leadership.

Pre-requisite EADM 865.3

Course learning objectives

Students will:

- identify the relationship between epistemology, ontology and research choices
- discern the responsiveness of various designs and methods to problems of practice in educational leadership

- determine how to select an appropriate methodology and methods for a problem of practice/research question
- critically explore various designs and methods of research inquiry, developing needed skills and resources in selected areas of relevance
- analyze literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes
- self-assess development needs with respect to skills and knowledge required to gather, organize, judge, aggregate and analyze situations consistent with a selected design and method (contributes to portfolio and elective choice following year 2)

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Grading

Numeric

Format for instruction

This course is offered on-line, with two synchronous meetings per term to be set by the instructor(s).

Course schedule

Timing	Learning Activities/Topics	Learning Resources
Week 1-2	Research and Educational leadership	Battiste, M. (2008). Research ethics for protecting indigenous knowledge and heritage. In N. K. Denzin, Y. S. Lincoln, & L. T. Smith (Eds.), <i>Handbook of critical and indigenous methodologies</i> (pp. 497-509). Los Angeles, CA: SAGE Creswell. (2007). <i>Qualitative inquiry and research design choosing among five approaches</i> . Thousand Oaks, CA: Sage Publications. Creswell. J.W. & Guetterman (2019). <i>Educational research</i> (6rd ed.).
	An overview of the educational research process;	
	Identifying and framing educational leadership related research problem; identify educational leadership related research gaps formulate research topic; identify potential variables you may want to study and formulate hypothesis and or questions	
	The role of literature review; advantages and limitations of using	

	<p>databases such as ERIC and Google scholar to locate literature related to educational leadership research topic</p> <p>Ethical considerations; benefits of the knowledge and skills gained about literature review and your educational leadership practice; identify areas/ topics of educational research that would require inclusion of human participants and the aspects that would require ethical treatment, potential issues and the ethical considerations</p>	<p>Upper Saddle River, NJ: Pearson Education Inc.</p> <p>Creswell. (2009). <i>Research design: Quantitative, qualitative and mixed methods approaches</i>. London: Sage Publications.</p>
Week 3-4	<p>Educational research designs Review of characteristics, rationale, process and approaches; extent of application to students research topics; development of research questions and connection to methods</p> <p>Qualitative approaches</p> <ul style="list-style-type: none"> • Phenomenology, • Ethnography, • Narrative, • Historical, • Grounded, • Case study • Indigenous methodologies <p>Quantitative designs</p> <ul style="list-style-type: none"> • Experimental (pre-experimental, Quasi-experimental, experimental) • Non experimental (Descriptive, correlational, Causal-comparative) <p>Mixed methods designs</p> <ul style="list-style-type: none"> • Convergent Parallel, • Exploratory sequential, • Explanatory sequential, • Embedded • Transformative • Multiphase <p>Applied Research</p> <ul style="list-style-type: none"> • Action Research, 	<p>Creswell. (2007). <i>Qualitative inquiry and research design choosing among five approaches</i>. Thousand Oaks. CA: Sage Publications.</p> <p>Creswell. J.W. & Guetterman (2019). <i>Educational research</i> (6rd ed.). Upper Saddle River, NJ: Pearson Education Inc.</p> <p>Creswell. (2009). <i>Research design: Quantitative, qualitative and mixed methods approaches</i>. London: Sage Publications.</p> <p>Fram, S. (2013). The constant comparative analysis method outside of grounded theory. <i>The Qualitative Report</i>, 18(1), 1-25. Lincoln, & L. T. Smith (Eds.), <i>Handbook of critical and indigenous methodologies</i> (pp. 497-509). Los Angeles, CA: SAGE</p> <p>Fink, A. (2015) <i>Evaluation Fundamentals: Insights into program effectiveness, quality and Value</i>. London: Sage</p>

	<ul style="list-style-type: none"> • Participatory research • Program evaluation 	
Week 5-6	Data collection Methods and Techniques	<p>Creswell. (2007). <i>Qualitative inquiry and research design choosing among five approaches</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, J.W. & Guetterman (2019). <i>Educational research</i> (6rd ed.). Upper Saddle River, NJ: Pearson Education Inc.</p> <p>Creswell. (2009). <i>Research design: Quantitative, qualitative and mixed methods approaches</i>. London: Sage Publications.</p> <p>Fram, S. (2013). The constant comparative analysis method outside of grounded theory. <i>The Qualitative Report</i>, 18(1), 1-25.</p> <p>Ravitch, S.M., & Carl, N.M. (2016). <i>Quantitative research: Bridging the conceptual, theoretical and methodological</i>. Los Angeles: SAGE</p> <p>Tashakkori, A., & Teddlie, C. (2010). <i>SAGE handbook of mixed methods in social and behavioural research. Second Edition</i>. London: SAGE.</p>
	Qualitative Sampling, Interviews, Observations and field notes, Journals, Focus groups, Documents and archival data, Photos (Photo Voice and Photo Elicitation), Oral testimonies, social network, institutional mapping, transect walks , surveys and questionnaires	
	Quantitative Sampling, Surveys, checklists, Rating scales, formative and summative classroom assessments, standardized test scores	
Week 7-8	Data Analysis and Interpretation Preparing and organizing data; Exploring and coding; Building descriptions, and themes Validating the accuracy of findings	<p>Gay, L., Mills, G., & Airasian, P. (2008). <i>Educational research: Competencies for analysis and application</i>. New Jersey: Prentice Hall.</p> <p>Onwuegbuzie, A., & Combs, J. (2010). Emergent data analysis techniques in mixed methods research: A synthesis. In A. Tashakkori & C. Teddlie (Eds.), <i>Sage handbook of mixed methods in social and behavioral research</i>. Thousand Oaks California: Sage Publications</p>
	Qualitative Transcribing, memoing, segmenting, categorizing, relating, theming Corroborating and validating, reflecting	
	Quantitative Identifying units of analysis and Scales of measurement; Hypothesis testing Validity and reliability	
	Mixed methods Mixed analysis unit	
Week 9-10	Developing a research/ project plan, Proposal writing	

<p>Week 11-12</p>	<p>Consuming and communicating Research Consuming Data driven decision making Communicating and evaluating Report reporting , Visualization , using images</p>	<p>Kovach, M (2010). <i>Indigenous Methodologies</i>. Characteristics, Conversations and Context Toronto:University of Toronto Press Tashakkori, A., & Teddlie, C. (2010). <i>SAGE handbook of mixed methods in social and behavioural research</i>. Second Edition. London: SAGE. Mertler, C.A. (2019). <i>Introduction to educational research</i>. Thousand Oaks, CA: SAGE Press</p>
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Reading list

Battiste, M. (2008). Research ethics for protecting indigenous knowledge and heritage. In N. K. Denzin, Y. S. Lincoln, & L. T. Smith (Eds.), *Handbook of critical and indigenous methodologies* (pp. 497-509). Los Angeles, CA: SAGE

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Creswell. J.W. & Guetterman (2019). *Educational research* (6rd ed.). Upper Saddle River, NJ: Pearson Education Inc.

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Ravitch, S.M., & Carl, N.M. (2016). *Quantitative research: Bridging the conceptual, theoretical and methodological*. Los Angeles: SAGE

Assessment:

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In the case of this course, the EADM 866, students will

Assignment	Weighting	Due Date
Weekly answers and quality of contribution to questions on discussion forum that build to research proposal plan/design Annotated Bibliography	25%	weekly
Review of published research study for the paradigms, design and approach used	25%	Week 5-6
Practice-based Research Design	50%	2 weeks following end of course

Supports and Policies

Student Services

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Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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Ed.D. Program Statement of Curricular Objectives

As stated by College of Graduate and Postdoctoral Studies, doctoral programs cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills. Consistent with this statement by CGPS, and in a relationship of co-creation with students, the Ed.D. curricular objectives are presented as the development, advancement, and refinement of the following capabilities and competencies:

Ed.D. graduates will be able to:

- **provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions**
- **recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context, and in terms of a deconstruction of leader as formal positional role**
- **engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations**
- **use practice-based research and theory to examine and activate change. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice**
- **contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyze situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes**
- **develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership**
- **adhere to high ethical standards in their practice attending to matters of social justice and equity, ethical leadership, Indigenous ways of knowing and contexts, and comparative and international contexts and challenges for education.**

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title					
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other		
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other		
Term(s) in which course will be offered			Course is to be offered				
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Bennially	Alternate Years	Other
Prerequisite(s) or restriction(s)					If there are prerequisites, who can waive them:		
					Department	Instructor	
Catalogue Description (not more than 50 words)							
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?		
					Yes	No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:							

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

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

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature



College Approval Date

EADM 867.3 (section) Term 2
Educational Improvement

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructors

Scott Tunison
Assistant Professor, Educational Administration
Phone: 306-966-7584
E-mail: scott.tunison@usask.ca
Office: 3069 Education

Course catalogue description

Planning for improvement based on education organizational analysis and evaluation with emphasis is on evidence informed decision making. Special attention is paid to social justice and theoretical underpinning determinations of quality in educational contexts.

Pre-requisite EADM 866.3

Course learning objectives

Students will:

- Examine theories of evaluative research inquiry and their relationship to evidence-informed educational leadership
- Develop skills and judgment necessary for leading programs through the lenses of organizational quality, effectiveness, equity, and efficiency
- Unpack and engage with critical issues of privilege, racism and equity that exist in educational institutions and use those perspectives to examine concepts of performance, visions, needs, and goals in educational organizations
- Situate educational effectiveness and improvement in larger community and political educational environment

- Self-assess development needs with respect to knowledge and skills required for educational improvement (contributes to portfolio and elective choice following year 2)

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Grading

Numeric

Format for instruction

This course is offered on-line, with two synchronous meetings per term to be set by the instructor(s).

Course Schedule

Timing	Learning Activities/Topics	Learning Resources
Week 1 - 2	Assessing Educational Effectiveness	<ul style="list-style-type: none"> • Benjamin, S. (2014). Shifting from data to evidence for decision making: Educators have been looking in all the wrong places for answers to school improvement. <i>Phi Delta Kappan</i>, 95(7), 45. • Hostetler, K. (2005). What is “good” research? <i>Educational Researcher</i>, 34(6), 16-21. doi: 10.3102/0013189X034006016 • Mandinach, E., & Gummer, E. (2013). A systemic view of implementing data literacy in educator preparation. <i>Educational Researcher</i>, 42(1), 30-37. doi: 10.3102/0013189X12459803 • Newton, P., Tunison, S., & Viczko, M. (2010). The school principal’s role in large-scale assessment. <i>Canadian Journal of Educational Administration and Policy</i>, 105. Retrieved from http://www.umanitoba.ca/publications/cjeap/pdf_files/newton-tunison-viczko.pdf
Week 3 - 4	Data and evidence in organizational analysis	<ul style="list-style-type: none"> • Coburn, C., & Talbert, J. (2006). Conceptions of evidence use in school districts: Mapping the terrain.

		<p><i>American Journal of Education</i>, 112(4), 486-495. doi: 10.1086/505056</p> <ul style="list-style-type: none"> • Englert, K., Fries, D., Goodwin, B., Martin-Glenn, M., & Michael, S. (2003). <i>Understanding how principals use data in a new environment of accountability</i>. Aurora, CO: Mid-Continent Research for Education and Learning. • Little, J. (2012). Understanding data use practice among teachers: The contribution of micro-process studies. <i>American Journal of Education</i>, 118(2), 143-166. doi: 10.1086/663283 • Skalski, A., & Romero, M. (2011). Data-based decision making. <i>Principal leadership</i>, 12-16. • Slavin, R. (2008). Evidence-based reform in education: Which evidence counts? <i>Educational Researcher</i>, 37(1), 47-50. doi: 10.3102/0013189x8315082
Week 5-6	Evaluating Educational Programs	<ul style="list-style-type: none"> • Young, V. (2006). Teachers' use of data: Loose coupling, agenda setting, and team norms. <i>American Journal of Education</i>, 112(4), 521-548. doi: 10.1086/505060 • Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). <i>Program evaluation: Alternative approaches and practical guidelines</i>. Upper Saddle River, NJ: Pearson Education. • McNeil, K., Newman, I., & Steinhauser, J. (2005). <i>How to be involved in program evaluation</i>. Lanham, MD: Scarecrow Education.
Week 7-8	Ethics, data, and educational planning	<ul style="list-style-type: none"> • Kerr, K., March, J., Ikemoto, G., Darilek, H., & Barney, H. (2006). Strategies to promote data use for instructional improvement; Actions, outcomes, and lessons from three urban districts. <i>American Journal of Education</i>, 112(4), 496-520. doi: 10.1086/505057 • Mills, L. (2006). Transforming data into knowledge. <i>Principal Leadership (Middle Level ed.)</i>, 7(2), 44-48. • Nolen, A., & Putten, J. (2007). Action research in education: Addressing gaps in ethical principles and practices. <i>Educational Researcher</i>, 36(7), 401-407. doi: 10.3102/0013189X07309629 • Noonan, B., & Renihan, P. (2008). Demystifying assessment leadership. <i>Canadian Journal of</i>

		<p><i>Educational Administration and Policy</i>. Retrieved from</p> <ul style="list-style-type: none"> • Sharkey, N., & Murnane, R. (2006). Tough choices in designing a formative assessment system. <i>American Journal of Education</i>, 112(4), 572-588. doi: 10.1086/505060 • Tunison, S. (2016). The cartography of success: Mapping the educational data terrain toward ethical practice for continuous improvement. In P. Newton & D. Burgess (Eds.). <i>The best available evidence: Wise decision making for school improvement</i>. Rotterdam, NL: Sense Publishers.
Week 9-10	Developing Improvement Plans	<ul style="list-style-type: none"> • Hambright, G., & Diamantes, T. (2004). An analysis of prevailing K-12 educational strategic planning models. <i>Education</i>, 125(1), 97-103. • Hambright, G., & Diamantes, T. (2004). Definitions, benefits, and barriers of K-12 educational strategic planning. <i>Journal of Instructional Psychology</i>, 31(3), 233-239. • Parker-Boudett, K., Murnane, R., City, E., & Moody, L. (2005). Teaching educators how to use student assessment data to improve instruction, <i>Phi Delta Kappan</i>, 86(9), 700-706.
Week 11 - 12	Action and Measurement Plans	<ul style="list-style-type: none"> • Wagner, D.A.; Day, B.; James, T.; Kozma, R.B.; Miller, J.; and Unwin, T. 2005. <i>Monitoring and evaluation of ICT in education projects: a handbook for developing countries</i>. Washington, DC: infoDev/World Bank. •

Assessment:

The Ed.D. program has adopted a consistent approach to elements of assessment. Students are assessed based on three assignments, two weighted at 25% and one weighted at 50% and due two weeks following the last class meeting. To pass the course, all three assignments must be completed. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. Information on the grading system and literal descriptors for numerical grade ranges appear [here](#) under Graduate

Studies and Grading System. In case of grading or assessment disputes, see the [Procedures for Resolution of Complaints and Appeals](#).

In the case of this course, the EADM 867, students will:

Assignment	Weighting	Due Date
<p>Participate in and moderate online collaborative discussion of:</p> <ul style="list-style-type: none"> • Course readings • Ongoing reflections of implications for practice 	25%	weekly
<p>Consolidate key learnings with a particular focus on implications for practice, share them with cohort members via appropriate electronic means through the course page, and moderate questions from fellow students</p>	25%	Week 7-8
<p>Term Paper</p> <ul style="list-style-type: none"> • Focus on a problem of practice related to evidence-informed organizational improvement in the context of students' ongoing leadership inquiry • Prepare a term paper that (i) reflects upon course readings relevant to the particular problem chosen and (ii) extends the insights gleaned from the initial readings through additional literature 	50%	2 weeks following end of course

Supports and Policies

Student Services

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Academic Accommodation Procedures

Ed.D. Students can expect the course instructor(s) to work to ensure appropriate accommodations are made for students requiring them as verified by [Access and Equity Services](#) and in compliance with the [Academic Accommodation and Access](#) policy.

Academic Misconduct Policy and Procedures

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Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered			Course is to be offered		
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Bennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

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

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

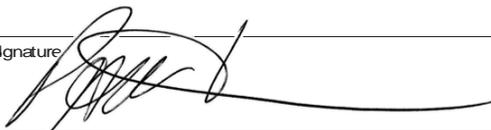
Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Signature



College Approval Date

EADM 868.3 (section) Q3
Educational Leadership Problems of Practice 1

U of S Land Acknowledgement

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We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructor

Michelle Prytula
Dean, College of Education
Phone: 306-966-7647
E-mail: michelle.prytula@usask.ca
Office: 3046 Education

Course catalogue description

A seminar course where students advance their problem of practice research, heeding ethical, cultural, social and practical considerations. Working iteratively with peers and instructors as they implement their research design.

Pre-requisite EADM 867

Course learning objectives

Students will:

- Solidify justification for the problem of practice research and overall research design for review and formative feedback by peers and instructors
- Adhere to and plan for high ethical standards in the conduct and application of research attending to matters of equity and justice.
- Receive, assess, and incorporate feedback of others
- Model responsive communication and reciprocal learning

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International
--

Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Course schedule

Timing	Learning Activities/Topics	Learning Resources
Pre- in-person meeting	<p>Each student prepares and posts a 5-minute slide/video presentation, with an accompanying research process brief (~1000 words), and identifies 3-5 areas for which feedback/guidance is sought from peers and instructors, especially as relates to course learning objectives</p> <p>Each student views and reads their peers presentations in preparation for group work during the in-person portion of the course</p>	<p>Peer presentations Peer research briefs Peer feedback/guidance requests</p>
In-person Days 1, 2, 3 (6 3-hour blocks)	<p>Responding to students' requests for feedback/guidance, the course coordinator will design five 3-hour sessions as facilitated workshops where peers work together on problem-solving, way-finding in the research process.</p> <p>The sixth 3-hour session will involve individual follow up planning with access to research advisors on individual or small group basis. Each student posts a summary of feedback/guidance impact gained from the 3-day meeting.</p>	<p>Resources will be posted in response to students' needs.</p> <p>Librarians, Faculty, Knowledge Keepers, Elders and other Guest Specialists</p>
Post in-person meeting	<p>Lessons in responsive communication and reciprocal learning, implications for educational leadership</p>	<p>Discussion boards, emergent resources posted</p>

Grade: Credit (CR) upon completion

Format for instruction:

This course is in a blended format that includes 3 days of in person meetings.

Assessment:

The Ed.D. program has adopted a consistent approach to elements of assessment. Students are assessed based on three assignments, two weighted at 25% and one weighted at 50% and due two weeks following the last class meeting. To pass the course, all three assignments must be completed. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. In case of grading or assessment disputes, see the [Procedures for Resolution of Complaints and Appeals](#).

In the case of this course, the EADM 868 assessment will be completed by students as follows:

Assignment	Weighting	Due date
Research presentation, brief, and feedback questions	n/a	As per schedule
Contribution to workshops, discussion boards and confidential feedback	n/a	In-person
Responsive communication and reciprocal learning	n/a	As per schedule

Supports and Policies

Student Services

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- **contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyze situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes**
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Course Information

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College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

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Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Bennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
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- Percentage of Total Mark for each evaluation listed
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EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

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

Yes No

If yes, please list:

Enrolment

Expected Enrolment	
From which colleges/programs:	

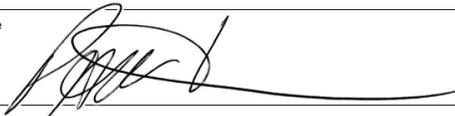
Resources

Proposed instructor(s) (Please include qualifications):
How does the department plan to handle the additional teaching or administrative workload:
Are sufficient library or other research resources available for this course:
Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head	Signature 	College Approval Date
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EADM 869.3 (section) Term 1 & 2
Educational Leadership Problems of Practice 2

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Instructors

Michael Cottrell
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Jing Xiao
Assistant Professor, Educational Administration
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Office: 3071 Education

Course catalogue description

A seminar course where students, having finalized their problem of practice research design, work iteratively with peers and instructors, prepare to present findings in oral and written formats at an end-of-program conference to include, peers, stakeholders and faculty.

Pre-requisite EADM 868

Course learning objectives

Students will:

- Adhere to high ethical standards in the conduct and application of research attending to matters of equity and justice.
- Present findings in oral and written formats for review and formative feedback by peers and instructors
- Model responsive communication and reciprocal learning
- Receive, assess, and incorporate feedback of others

Across the Ed.D. program, in all courses, instructors and students weave topic threads of Indigenous Ways of Knowing and Contexts, Comparative and International Contexts and Challenges for Education, Social Justice and Equity, and Ethical Leadership.

Course schedule

Timing	Learning Activities/Topics	Learning Resources
Week 1	Setting technical and content expectations for peer presentations Setting feedback model to be used Setting peer presentation schedule for weeks 5-12	
Weeks 2 - 12	Leadership of data gathering and/or analysis dilemma based in each student's current research Students present dilemma in format of their choice, submitted, identify key questions for which feedback is sought	Peer presentations Peer confidential feedback Discussion board contributions
December Break		
Weeks 13 - 20	Preliminary Findings Presentations Each student prepares and posts a 5-minute slide/video presentation, with an accompanying research findings brief (~1000 words), and identifies 3-5 areas for which feedback/guidance is sought from peers and instructors, especially as relates to final presentation of research Each student views and reads their peers presentations and responds to requests for feedback	Peer presentations Peer research briefs Peer confidential feedback Discussion board contributions

Weeks 21 - 22	Revisiting the epistemological and ontological stance of problems of practice Sharing 990 Portfolio v.3 with peers for feedback in triads, including updates to EADM 865 essay on epistemological stance	(re-read previous materials) Portfolios of assigned peer
Weeks 23-24	Given students' needs, the course coordinator will invite special guests to contribute sessions in synchronous and asynchronous formats	Resources will be posted in response to students' needs.

Grading

Credit (CR) upon completion

Format for instruction

This course is offered online. There will be 4 synchronous meetings, 2 per term, as set by the instructors. A course page will be used for ongoing announcements and interactions.

Assessment

The Ed.D. program has adopted a consistent approach to elements of assessment. Students are assessed based on three assignments, two weighted at 25% and one weighted at 50% and due two weeks following the last class meeting. To pass the course, all three assignments must be completed. Students are advised in each course to consider evidence of their learning that can be added to the EADM 990 portfolio. In case of grading or assessment disputes, see the [Procedures for Resolution of Complaints and Appeals](#).

In the case of this course, the assessment will be completed by students as follows:

Assignment	Weighting	Due Date
Leadership of data gathering and/or analysis dilemma discussion and associated resolutions identified (T1)	n/a	As per schedule
Presentation on preliminary research findings, research findings brief, and feedback questions (T2)	n/a	As per schedule
Revise and Resubmit of EADM 865 Reflective Essay on Epistemological Stance (T2)	n/a	As per schedule

Supports and Policies

Student Services

Ed.D. Students are encouraged to be aware of and to utilize the many [services](#) available at the University of Saskatchewan that can address administrative, financial, academic, career, cultural, personal, and health needs. Some additional resources are particular to [graduate students](#) as presented by the College of Graduate and Postdoctoral Studies. Further supports and opportunities are offered by the [Graduate Student Association](#). For assistance in the Department of Educational Administration, contact the [Graduate Program Assistant](#).

Academic Accommodation Procedures

Ed.D. Students can expect the course instructor(s) to work to ensure appropriate accommodations are made for students requiring them as verified by [Access and Equity Services](#) and in compliance with the [Academic Accommodation and Access](#) policy.

Academic Misconduct Policy and Procedures

Ed.D. Students can expect the course instructor to follow up on all questions of academic integrity directly with the student(s) in question, seeking first to understand the source of any errors and to educate on appropriate scholarly practices. Where a serious error has been made and a grade penalty or resubmission appears warranted, the [policy and procedures](#), will be consulted and followed. See this summary [flow chart](#) that describes the processes.

In this course, plagiarism is the type of academic misconduct question or concern most likely to arise. Students with questions should approach the instructor, a librarian or other resources such as those found at this [U of S library web page](#).

Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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.

Ed.D. Program Statement of Curricular Objectives

As stated by College of Graduate and Postdoctoral Studies, doctoral programs cultivate a thorough understanding of the subject matter, autonomy, creativity, sound judgment skills, ethical maturity and academic integrity, exceptional written and oral communication skills, and analytic thinking skills. Consistent with this statement by CGPS, and in a relationship of co-creation with students, the Ed.D. curricular objectives are presented as the development, advancement, and refinement of the following capabilities and competencies:

Ed.D. graduates will be able to:

- **provide fluid leadership, followership and stewardship in their organizations to make a positive difference for individuals, for communities and for professions**
- **recognize leadership as collaboratively co-constructed, as practice with engagement with the socio-material context, and in terms of a deconstruction of leader as formal positional role**
- **engage in respectful, professional relationships. This will include the modelling of responsive communication strategies that authentically engage others in reciprocal learning and co-construct effective collaborations**
- **use practice-based research and theory to examine and activate change. This will include blending practice wisdom with professional skills and knowledge to name, frame and address the tensions found within leadership practice**
- **contribute to the development of a knowledge base focused on research-informed leadership practice. This will include the ability to gather, organize, judge, aggregate and analyze situations, literature and data with a critical lens through a variety of research and inquiry-based methodologies and processes**
- **develop and execute an inquiry applicable to practice-based and organizational contexts that seeks to address the challenges of leadership**
- **adhere to high ethical standards in their practice attending to matters of social justice and equity, ethical leadership, Indigenous ways of knowing and contexts, and comparative and international contexts and challenges for education.**

DRAFT – Graduate Programs Committee discussion from October 12, 2018

Doctor of Education in Educational Leadership

It was noted that much of the items identified by the committee had been responded to well.

There was a comment regarding the note on the qualifying exams. It was not clear when the qualifying exam would be completed, and it was noted that it was not an admission requirement.

There was discussion regarding direct-entry admission. The programmatic requirements for direct-entry Ph.D. programs was clarified for the committee. There was much discussion about the potential opportunity for direct-entry admission. It was clarified that the proponents had been informed of the increased programmatic requirements associated with direct-entry Ph.D. programs; however, that had not been indicated in the proposal.

It was noted that it would be reasonable to have the same level of expectations for the proposed Ed.D. as a Ph.D.

Committee members discussed sending the proposal back to the proponents to have them specify the expectations associated with direct-entry admission. Members also discussed the implications of supporting the proposal with the direct-entry language included, which would require completion of an additional 21 credit units. It was noted that the secretary had communicated the potential concern prior to the meeting, and the department head had indicated the language could be removed to facilitate the approval process. It was noted that reference to CGPS policy numbers would need to be replaced with specific language as the policy manual was undergoing revisions that could result in policy numbers changing during the review process.

Motion: To recommend approval of the Ed.D. program with the direct-entry admission language removed, and the admission requirements specified. The proponents can propose the specifics for direct-entry admission at a later date should they choose. Loewen/Martinez-Soberanes CARRIED

APPROVED – Graduate Programs Committee discussion from September 6, 2018

Doctor of Education (EdD) in Educational Leadership

The Department of Educational Administration would like to offer a professional doctoral degree in addition to the Doctor of Philosophy (PhD) program. It was noted that they intended to maintain the existing PhD program; however, they anticipated lower enrolment in the PhD with the introduction of an EdD. The goal of the EdD program was to create leaders in practice in education, not to train

academics. They suggested that the existing PhD program had not been satisfying the needs of educational leaders seeking doctoral-level training.

In considering the table highlighting the differences between a Master of Education (MEd) and an EdD, it did not seem distinctly different in terms of requirements.

It was unclear if EdD students would be eligible for funding.

As EdD programming existed in other provinces, it would make sense for the UofS to provide that opportunity.

It was noted that the proposed program seemed less ambitious than other programs; however, the proponents had indicated that educational leaders were not satisfied with PhD program opportunities. Members questioned how many Saskatchewan residents might have completed an EdD elsewhere since the opportunity had not been available locally.

Committee members questioned the minimum admission requirements. It was not clear why undergraduate doctoral degrees were identified as “relevant” for admission to the program.

Members questioned if the CGPS should develop some criteria for these types of programs, such as standards for admission.

Members questioned if the program would have any qualifying exam requirement, noting that it was not indicated in the proposal. It was noted that for PhD programs, a qualifying exam was a requirement that could be waived only when the student had orally defended a thesis-based master’s degree. As such, a qualifying exam was mandatory for programs with direct-entry admission requirements.

The proposal did not seem to include a requirement to demonstrate mastery of a field of study, and members wondered if that should be required.

Members questioned the use of the term “dissertation” wondering if “project” would be more appropriate. It was noted that other institutions seemed to use the term “thesis” or “dissertation”; however, there was concern with the use of the term “dissertation” as members did not believe it would have the same rigour as a PhD dissertation.

Some members questioned why the program would have two comprehensive exams, indicating that may not be necessary. On the contrary, other members did not believe rigour should to be removed from the program proposal.

It was noted that “Indigenous Ways of Knowing” was mentioned early in the proposal, without further reference, which seemed unusual.

There was indication in the proposal of a “forthcoming version”, and it was not clear if that was an oversight, or what that meant.

Ultimately, members wanted clarification on:

- A qualifying exam – would that be a requirement in any context?
- A multi-chapter practice dissertation – what does that mean?
- Two comprehensive exams – would that be necessary?
- Admission requirements – what do comparator institutions require? Noted that for direct-entry PhD programs, the programmatic requirements were increased compared to the requirements for regular PhD admission. (That information was not articulated properly in the CGPS policy.)
- Additional information on the admission requirement for “leadership experience” – what defines “leadership”?

APPROVED – Graduate Programs Committee discussion from June 5, 2018

Draft proposal for Doctor of Education in Educational Leadership

It was noted that the proposal was for a doctorate of practice, rather than philosophy.

It was not clear how the proposed program differentiated from a master’s program. Members would like to see how the proposed program compared to a master’s program.

Considering the Ed.D. proposal, the new M.Ed. proposal did not seem to make sense. The two proposals seemed to compete with each other.

Discussion was limited because of time constraints and the proposal being incomplete.

Action: Secretary to provide feedback to proponents.

Memorandum

To: Dr. Paul Newton, Head, Department of Educational Administration

From: Graduate Programs Committee, CGPS

Date: September 13, 2018

Re: Proposal for Doctor of Education (Ed.D.)

On September 6, 2018, the Graduate Programs Committee (GPC) reviewed the proposal for the EdD. Overall, members supported the proposal to introduce an EdD opportunity to the UofS. To strengthen the proposal and facilitate the approval process, GPC members commented/requested clarification as follows:

- **Considering the admission requirements:**
 - A table demonstrating admission requirements from comparator institutions should be provided to help the committee understand if the proposed admission requirements were appropriate. Particularly, if direct-entry admission opportunities were desired.
 - It was noted that for direct-entry PhD programs, the default programmatic requirements included all of the requirements for the master's degree and the PhD degree. As such, default requirements for a direct-entry EdD reasonably might include a requirement to complete 51 credit units in total, rather than 30 (21 cu requirement for thesis-based MEd + 30 cu requirement for EdD). It was noted that policy information was missing from the CGPS online policy manual, and that would be addressed.
 - It was not clear why a doctoral undergraduate degree would be a relevant undergraduate degree for admission to the proposed EdD.
 - Provide some clarity/context on what might define "leadership experience".
- The proposal did not identify a qualifying exam requirement. It was noted that PhD programs required a qualifying exam that could only be waived if the student had successfully orally defended a master's thesis in the area. As such, a qualifying exam was always a mandatory requirement with direct-entry PhD admission.
- While some committee members appreciated the rigour of the requirement for two comprehensive exams, others questioned the necessity. Clarity on the requirement for two comprehensive exams could be beneficial.
- Members would like information on the meaning of "multiple chapter problem of practice dissertation".

Please respond at your earliest convenience to facilitate the approval process.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc



MEMORANDUM

TO: Paul Newton, head, Department of Educational Administration
Susan Bens, professional affiliate, Department of Educational Administration
David Burgess, associate dean, research, graduate support, and international initiatives

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

DATE: January 16, 2018

RE: **Planning and priorities committee response to the Notice of Intent for a Doctor of Education (Ed.D.) in Educational Leadership**

Thank you once again for attending the planning and priorities committee meeting on January 3, 2018, to present the notice of intent to offer a Doctor of Education (Ed.D.) in Educational Leadership in the Department of Educational Administration.

The notice was viewed positively by members. Members noted the strong reputation of faculty in the College of Education and recognized that the initiative meets the needs expressed for a professional doctorate, especially among elementary and secondary school leaders in the K-12 sector, where the principal and superintendent leadership quality standards set by the province now require greater accountability of leaders in education.

Proponents are encouraged to follow-through on consultation with other colleges and schools across campus, including within the Health Sciences, to bring out the synergies to be gained from other colleges and schools at the university in offering the new degree program.

I wish you the very best as you proceed to develop the full program proposal to submit to the relevant committee in the College of Graduate and Postdoctoral Studies, and thereafter to the academic programs committee of Council. Please do not hesitate to contact me if you have any questions.

Kind regards,

A handwritten signature in blue ink, appearing to read "Dirk de Boer".

Dirk de Boer

c Tony Vannelli, provost and vice-president academic
Trevor Crowe, interim dean, College of Graduate and Postdoctoral Studies
Terry Wotherspoon, chair, academic programs committee of Council
Russell Isinger, registrar

December 22, 2017

Sandra Calver, Secretary
Planning and Priorities Committee of Council
c/o Office of the University Secretary
University of Saskatchewan
E70 MacKinnon Building, 105 Administration Place
SASKATOON SK S7N 5A2

RE: Doctor of Education in Educational Leadership (EdD) Program

Dear Planning and Priorities Committee of Council:

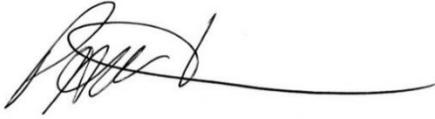
The Department of Educational Administration in the College of Education is proposing the development of a Doctor of Education commonly designated using nomenclature of “EdD.” This doctoral degree program will provide students, currently serving in professional roles and holding masters’ level preparation, an opportunity to focus directly, through course work and research, on the problems of practice. Prospective students will be on a career trajectory of making important contributions as leaders of strategic change, organizational development, and program advancement in leadership and management portfolios. Distinctive themes and an integrated set of “threads” may be included in the EdD program, such as Indigenous Education, International Comparative Education, Equity and Justice, and Ethical Leadership.

The EdD Committee, formed in March 2017, has undertaken regular working meetings, consulted with faculty in two extended departmental meetings; and gathered early questions and comments from key stakeholder groups. Internal discussions have been productive, pragmatic, and forward-looking. Early consultations with stakeholder organizations and prospective students have been highly encouraging, as well. We have a positive vision, robust design plans with some work already completed, and we are expecting and welcoming of thoughtful direction that will improve our eventual proposal and program.

The attached Notice of Intent (NOI) includes information about the demand for the program, resource implications and alignment with strategic directions. Included are letters of support from the Dean of the College of Education, Dr. Michelle Prytula, and the Interim Dean of the College of Graduate and Postdoctoral Studies, Dr. Trever Crowe.

We look forward to the upcoming PPC meeting when this NOI will be discussed. Please contact Dr. Paul Newton with any questions. Thank you for your consideration.

Sincerely,



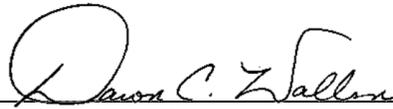
Dr. Paul Newton
Department Head, Educational Administration
College of Education
University of Saskatchewan



Dr. Keith Walker
Professor
EdD Committee Chair
College of Education



Dr. David Burgess
Associate Dean, Research, Graduate Support and
International Initiatives
College of Education



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

NOTICE OF INTENT

EdD Educational Leadership

1. Motivation and Support for an EdD.

Background. The EdD credential has a long history in higher education. Notably, it has been offered at the University of Toronto since the 1890s, at Harvard since the 1920s, and in Australia and the UK since the 1980s. Six English-speaking Canadian universities currently offer an EdD, five of those being U15 peers of the University of Saskatchewan (See Appendix A and Appendix B). In 1997, the Department of Educational Administration responded to requests from senior administrators and representatives from professional associations for an advanced degree for educators and educational leaders. Proposed was an innovative joint program with the University of Regina. Significant consultation occurred at that time with substantial support from stakeholders. Despite progressing through most approval processes, the proposal was deferred and displaced by University of Saskatchewan systematic review processes and other initiatives. Interested professionals have instead earned EdDs from other institutions or have simply not engaged in doctoral study. Twenty years later, all indications are that the needs for an EdD in Saskatchewan persist and have both increased and diversified.

Current Employment Trends. The Statistics Canada 2011 National Household Survey reported that 18.6% of Canada's PhD holders were employed as full-time university professors, making non-academic careers the norm for the majority (Edge & Munro, 2015). In Education, PhDs employment rate as full-time university professors was slightly higher at 23.3%. While these PhD holders gained rewarding employment, many did not recognize their abilities as applying across sectors. In response to employment trends, new types of doctoral programs are being developed in Canada (e.g., Royal Roads University Doctor of Social Science, Kachulis, 2017), internationally (e.g., Denmark's Industrial PhD, Edge & Munro, 2015), and there is a resurgence of professional doctoral programs in Education (Wallin, 2014). Further, the Bologna Process 2005 "Salzburg Principles" (See Appendix C), within the first principle makes the statement that "doctoral training must increasingly meet the needs of an employment market that is wider than academia."

Demands of Educational Leadership. The longstanding PhD program in Educational Administration was designed to prepare graduates for academic careers in universities, with a focus on research, philosophical, theoretical and scholarly contributions to the academic study of educational administration, leadership and management. An EdD will focus more directly on problems of practice in educational organizations, and organizations with educational mandates. It is foreseen that graduates of an EdD program may make important contributions as leaders of strategic change, organizational development, and program advancement in leadership and management portfolios.

Stakeholder Support. Discussions with several organizations that the Department has ongoing relationships with were held in the Fall 2017. Subsequently letters of support for the development of an EdD program were sought (See Appendix D). These organizations form a sample of those that could potentially support their staff as EdD students, that could serve as sites for EdD student projects and research, and that could hire and promote EdD holders.

2. Enrolment demand and projections.

The Department projects an enrolment of 25 students per year in the EdD program. As the Dean of Education outlines in her letter of support, the demand from the field for an EdD in Educational Leadership is significant and “remains consistent and persistent.” The distinctive features of the program, like the ability for students to focus on problems of practice and contexts of Indigenous education and leadership, will attract students from within Saskatchewan, across Canada and around the world.

Enrolment Context: Five of the nine U15 English-speaking universities in Canada with graduate programs in Education offer an EdD. These programs include exclusively face-to-face (U of A), exclusively online (Western), and blended models (UBC, UofC, and UofT). Simon Fraser University, an institution outside of the U15, offers an EdD in a blended model. Some programs offer distinct streams of specialization and most offer a structured cohort experience.

Prospective Student Interest: In a convenience sample of Fall 2017 graduate courses, students were invited to complete a short, paper-based survey seeking an indication of possible interest in two doctoral pathways--the PhD and the EdD. Graduate students were asked for the reasons for their interest in one compared to the other, preferences for program structures, and any additional thoughts to bring to the attention of the EdD committee. Findings indicated an overwhelming preference among those surveyed for the EdD (41/47 or 87%) with the reasons given centring around career goals and trajectories outside of the academy, often combined with a scholarly interest in application and responsiveness to organizational needs for leadership and change management. Ideas from prospective students about preferred structures for an EdD program were consistent with the early program plans—being able to work and study at the same time, intensive study periods and modules, and program completion in 3 years.

3. Alignment to Priorities

Dean Michelle Prytula’s letter of support speaks directly to the alignment of the EdD with the College of Education priority to “respond to the field in ways that are deliberate and impactful.” In alignment with College of Graduate and Postdoctoral Studies priorities, Dean Trevor Crowe’s memorandum indicates support in principle for the EdD adding that professional doctorate

degrees “feature prominently within the current, draft CGPS plan” and allow doctoral students to pursue varied career aspirations.

Following on decades of requests for the EdD from our stakeholders and prospective students, the Department will demonstrate responsiveness to this significant professional programming gap in Saskatchewan. Focus on educational leadership in Indigenous contexts and organizations will take up calls to action in the final report of the Truth and Reconciliation Commission Canada (2015) and offer an additional path to doctoral education for Indigenous educators and leaders. Applied research activity will increase as 25 or more EdD students defend and disseminate their work each year. Further, the Department of Educational Administration will be able to refresh the PhD program, as the EdD, running in parallel, offers new opportunities for faculty, graduate students, alumni, and professional peers. With careful attention to sustainability and needs in the field, the EdD contributes to the directions set by President Stoicheff and the University Plan 2025 where “we will engage our communities to discover and share knowledge and solutions that impact lives and create opportunities.”

4. Relationship of EdD to Other Programs.

Relationship to PhD in Educational Administration. The EdD will be designed in such a way to strengthen and focus the existing PhD program. Over time, the PhD program has accommodated shifting trends in its student cohorts, risking a loss of coherence in the program. Currently, PhD students with practice-based scholarly interests must modify their research programs to varying degrees to meet the traditional PhD expectations associated with academic career trajectories. Also, to meet the needs of working students, residency requirements have been relaxed thus interrupting the cohort model and raising questions about formally offering a part-time PhD program. The EdD would respond to some (not all) of that residency compromise. It is likely that some applicants who would have applied to the PhD program in the past will apply to the EdD program. This does not create concern for overall PhD enrolment rates (in 2017-2018, 14 new PhD students enrolled, a number beyond the current capacity of the Department). Rather than weakening the PhD by adding an EdD, the PhD program will become more cohesive and distinctive as cohorts become better able to unite around common career and theoretical interests.

Relationship to U of S doctoral programs. Conversations introducing the EdD possibility with key campus colleagues have been and continue to be undertaken to explore appetite for a professional doctorate and ideas for the benefits and connections a suite of EdD courses could bring to other graduate programs. As the program is designed, further consultation will occur with the graduate schools, Edwards School of Business, and the Colleges of Medicine and Nursing in particular.

Relationship to Canadian EdD Programs. In the Canadian Degree Qualifications Framework, developed in 2007 by the Council of Ministers of Education Canada, practice-oriented doctoral programs are described as being of a more applied nature, typically involving more course work than PhD programs, and using a designation that reflects the field or discipline. Comparing Canadian EdD programs on multiple features, it is noteworthy that some assemble specialized cohorts based on demand. The Department of Educational Administration has proven capability for such approaches, offering an M.Ed. cohort for Indigenous leaders (20 current students), offering a new stream of study for those interested in leadership in post secondary education (35-40 current students), and having offered nine M.Ed. cohorts in locations outside of Saskatoon in the past decade.

5. Resources

The Provost has been advised of a number of program initiatives in the College of Education, including the intended EdD.

Additional faculty and administrative support. The Department of Educational Administration is home to one of the largest graduate programs on campus, with 279 students in September 2017 (10 PGD, 185 M.Ed. course-based, 26 M. Ed. thesis-based, 48 PhD). The Department and its faculty are regarded as highly committed and at times over subscribed (a fact recognized by external reviewers in 2012 and by current faculty and College Administration in 2017). Analysis of future tuition for the program indicates that the tuition from the program itself, if approved, will fund two additional faculty members for the department and .25 FTE in administrative support. In anticipation of the EdD program, the College is exploring bridge funding to allow additional faculty to do the work necessary to prepare for the first year of students.

Tuition model intentions. Current thinking is for non-standard tuition assessed as a single flat rate for the EdD program, similar to practice for the Master of Professional Accounting or the Master of Business Administration. Tuition rates for comparable programs in Canada are being considered (See Appendix B). There is a desire to set the tuition at a level to indicate the value of the program in relation to chief competitors, especially in an international marketplace, and at the same time to keep costs within reach for local students.

Academic infrastructure. Existing Library, IT, and classroom space is fully expected to meet the needs of this program.

6. Risks, Assumptions, and Constraints

Considerable assessment of risks, assumptions and constraints has been undertaken, including a reflection on the missed opportunities since the department first put forward the EdD in 1997. Risks to proceeding with the EdD appear to be few given enrolment projections and the

tuition revenue model. The College of Graduate and Postdoctoral Studies has indicated a will to work with the Department to establish or modify policies and procedures as needed.

In contrast to the risks and assumptions involved in proceeding, an analysis contemplates more reputational and enrolment risks associated with *not offering* an EdD at the University of Saskatchewan.

Reputational risk. Many of the top graduate programs in education in Canada offer the EdD. Failing to offer the intended EdD risks the Department, Colleges and University of Saskatchewan being perceived as lacking responsiveness to communities and career trends, as lacking interest in employing learning technologies to enhance accessibility of doctoral education, and overall, as lacking in innovative, forward-looking spirit.

Enrolment risk. The current gap in EdD availability is likely to continue to be addressed by enterprising on-line degree programs, with or without residency requirements (e.g., Western). The U of C could increase Saskatchewan-based enrolment given their blended delivery model and varied streams of doctoral study. There is some suggestion that the U of M is developing an EdD and they could be, like this Department of Educational Administration, well-placed to respond to educators and leaders working in Indigenous contexts. If the U of R were to expand its doctoral program, as it intended in 1997, it could capture much of the K to 12 interest in Saskatchewan.

7. Anticipated Start Date.

With successful shepherding through the NOI process, the intention is to submit a program proposal for the EdD by Spring 2018. As necessary approvals proceed, it is anticipated the first intake to the EdD can occur in the 2019-2020 academic year.

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Appendix A: Comparison Table of Canadian EdD Programs

(Note: Variability exists in types and extents of information available on EdD program web sites)

	UBC	U of A	U of C	U of T	Western	SFU
Statements of program focus	“advanced preparation for education practitioners with leadership and policy responsibilities in both formal and non-formal settings”	“emphasizes breadth in educational theory, practice and research rather than intensive specialization in a particular area”	“developing scholars of the profession...people who lead research-informed and research-active change and innovation in education” ...“practicing professionals in education-related situations”	“designed to prepare practitioners for leadership careers. They concentrate on elements of theory and research that are of direct assistance in understanding & resolving problems & issues confronting practicing administrators”	“teaches seasoned educators and professionals specific, research-informed leadership practices, and prepares them to appropriately apply their learning to their own workplace and leadership roles”	“leadership development based on a vision of ethical leadership, a commitment to social justice and the enhancement of strategic and principled capabilities in present and future leaders of public education.”
Program structure	Face to face, 24 cu	Face to face, 24 cu; 6cu are courses common with PhD	Blended delivery, 24 cu plus doctoral seminar; summer residencies	Blended delivery, 27 cu, includes 3 cu practicum	10 online courses , offered in sequence, + research project; continuous enrolment required	Face to face (weekends)
Expected completion time	3-4 years	3 years	3 years	3-4 years	3 years	4+ years
Cohort approach	Yes, cohorts of 10-12, cohorts offered most years	No cohort; 2 residency patterns: A = 12 months continuous, B= 9 cu in each of 3 years	Steady registration required, work in a group of peers that “wants to make change in education”	Optional to be part of a cohort, specialized cohorts may be offered	Yes, cohort required, usually of about 20, cycle of 4 cohort themes, each offered once every 4 years	Programs may be offered on a yearly basis, biennially, or even based on demand.
Comprehensive exam	Written and oral, constructed from problem of practice, development of proposed research	“Candidacy” oral exam upon course completion, normally at end of Year 2	“Candidacy” upon course completion, within 28 months of start date; 4 stage process	Some variation by program, Ed Leadership program requires presentation of comprehensive paper and portfolio	None	Comprehensive exam (details not apparent)
Dissertation	Defense of “report of a research project in which the student has intensively studied a problem or set of circumstances in his or her practice.” Judged on “academic and professional norms”	Dissertation with oral exam	Dissertation with oral exam, addresses contemporary issue in education	Some variation by program, Thesis on applied topic, one component may include practice document (e.g., policy document, white paper, restructuring plan)	Organizational improvement plan	Dissertation with oral exam

Appendix B: Tuition for Canadian EdD (rounded to nearest \$100)

University	Tuition	3 year estimate
SFU	Domestic: 3,800 per term for 8 terms + continuing enrolment	\$30,400
	International students pay the same fees as domestic	\$30,400
UBC	Domestic: \$33,000 (Minimum fee, paid in instalments)	\$33,000
	International: \$42,000 (Minimum fee, paid in instalments)	\$42,000
U of A	Domestic: \$5,700/year	\$17,100
	International: \$10,000/year	\$30,000
U of C	Domestic: \$11,200 (Annual fee, Year 5+ \$4,041/yr)	\$33,600
	International: \$14,500 (annual fee, Year 5+ \$5,200/yr)	\$43,500
U of T	Domestic: \$8,400 (annual full-time); \$2500 (annual part-time)	\$25,400
	International: \$31,500 (annual full-time)	\$94,500
Western	Domestic \$3,600/term (10 on line courses)	\$36,000
	International: \$10,100/term (10 on line courses)	\$101,100

Appendix C: “Salzburg Principles”

In 2005, with over 300 participants from 25 countries and 48 universities, and from partner organizations involved in the Bologna Process, a “Seminar on Doctoral Programmes for the European Knowledge Society” was convened in Salzburg, Austria. The results of the seminar included a consensus on a set of ten basic principles, commonly known as the “[Salzburg Principles](#)”, meant to serve as a foundation for quality doctoral programs.

1. The core component of doctoral training is the advancement of knowledge through original research. At the same time it is recognized that doctoral training must increasingly meet the needs of an employment market that is wider than academia.
2. Embedding in institutional strategies and policies. Universities as institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and include appropriate professional career development opportunities.
3. The importance of diversity. The rich diversity of doctoral programmes in Europe—including joint doctorate—is a strength, which has to be underpinned by quality and sound practice.
4. Doctoral candidates as early stage researchers. They should be recognized as professionals—with commensurate rights—who make a key contribution to the creation of new knowledge.
5. The crucial role of supervision and assessment. In respect of individual doctoral candidates, arrangement for supervision and assessment should be based on transparent contractual framework of shared responsibilities between doctoral candidates, supervisors, and the institution (and, where appropriate, including other partners).
6. Achieving critical mass. Doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts.
7. Duration: Doctoral programmes should operate within an appropriate time duration (three to four years full-time as a rule).
8. The promotion of innovative structures: To meet the challenge of interdisciplinary training and the development of transferable skills.
9. Increasing mobility. Doctoral programmes should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration within an integrated framework of cooperation between universities and other partners.
10. Ensuring appropriate funding. The development of quality doctoral programmes and the successful completion by doctoral candidates require appropriate and sustainable funding.

See also: Taylor, J. (2008). Quality and standards: The challenge of the professional doctorate. *Higher Education in Europe*, 33 (1), 65-87

Appendix D: Messages of Support from Stakeholder Organizations



400 - 2222 13th Avenue, Regina, Saskatchewan S4P 3M7
Tel: 306-569-0750 • Fax: 306-352-9633
admin@saskschoolboards.ca • www.saskschoolboards.ca

December 20, 2017

Paul Newton, PhD
Department Head, Educational Admin.
College of Education, U of S
28 Campus Drive, Room 3079
Saskatoon, SK S7N 0X1

Attention: Paul Newton

Re: new Doctor of Education (EdD) degree, University of Saskatchewan

I write this letter in support of developing a Doctor of Education program in the province. Any pursuit that supports higher learning, combined with technical and professional skills, will only strengthen the talent and knowledge of individuals in, and seeking, academic leadership roles in Saskatchewan and beyond.

From a school boards perspective, we need opportunities that further develop highly qualified senior staff and this type of program provides that. It supports our knowledge-based economy and we know that investment in education has a positive impact.

This pursuit also provides a great opportunity to develop the first EdD program in the province in the spirit of reconciliation – by further developing educational thought leaders who will have social and cultural impact for generations to come.

Yours truly,

A handwritten signature in black ink that reads "Darren McKee".

Darren McKee
Executive Director

"Provide leadership, coordination and services to member boards of education to support student achievement."



LEADS

Saskatchewan League of Educational Administrators, Directors and Superintendents

December 14, 2017

Dr. Paul Newton,
Department Head, Educational Administration,
College of Education,
University of Saskatchewan,
Saskatoon SK

Dear Paul,

Re: Letter of support for new EdD degree, University of Saskatchewan

In correspondence to me of November 30, 2017, you had indicated it would be helpful to obtain letters of support for the EdD program from your partners, LEADS being one of many. The LEADS Executive has had an opportunity to review your letter, and unanimously supports the program going forward. Among other aspects of the program, the part-time feature would be of particular interest to LEADS members, for many reasons.

The availability of such a degree would further enhance the credentialing of our members. LEADS is ready to assist further when and if called upon.

Sincerely,

Bill

Dr. Bill Cooke
Executive Director LEADS

420-22nd Street East, Saskatoon SK S7K 1X3
Office: 306-659-7100 Email: executivedirector@saskleads.ca
Website: www.saskleads.ca



Human Resources

MEMORANDUM

Personal and Confidential

TO: Planning and Priorities Committee of Council

FROM: Kelly McInnes
Chief Leadership Development Officer

DATE: December 22, 2017

SUBJECT: **Support for Doctor of Education in Educational Leadership (EdD)**

I am pleased to offer a letter of support for the proposed Doctor of Education in Educational Leadership (EdD).

Over the last five years, I have observed growing interest across the institution in learning more and doing better as administrators in an educational sector. Evidence for this comes, in part, by observing the increased number of mid-career administrative professionals' who have expressed interest or are enrolled in existing graduate programs in the Department of Educational Administration such as the Leadership in Post- Secondary Certificate, Masters of Education, and Doctor of Philosophy.

While I appreciate this program will be of interest to individuals beyond the University of Saskatchewan, U of S employees are well-positioned to access the EdD program via institutional supports for professional development which may include access to tuition waivers and individual professional development funds.

The EdD in Educational Leadership also appears to have the potential to link to an emerging institutional framework on leadership. *Greystone Leadership* aspires to bring together practitioners and scholars with the goal of creating knowledge together that will contribute to the success of U of S leaders and position the University of Saskatchewan as a "pocket of excellence" for leadership in higher education.

The time is right for a EdD at the U of S.

KM/km



Saskatchewan Association of School Business Officials
#400 2222 13th Ave Regina, SK S4P 3M7
T 306.569-0750 • C 306.551-8820 • F 306.352-9633
pbenson@sasbo.com

December 20th 2017

Dr. Paul Newton,
Department Head, Educational Administration,
28 Campus Drive, Room 3079
University of Saskatchewan,
Saskatoon, Saskatchewan
S7N 0X1

Dear Dr. Newton:

In response to your request, you might be asked, why is The Saskatchewan Association of School Business Officials (SASBO) being asked to support the need for an advanced degree program for educators. Simply put, SASBO members are in "The Business of Education", they have investment in the success of all students and whatever enhancements that can be made to assist in student achievement is a benefit to all.

Many of our members possess university degrees in commerce/business administration or MBA's and provide expertise in various phases of school divisions operations. With that in mind, there may be an opportunity (provided prerequisites or entry guidelines are such) to allow our members the prospect of enrolling in such a doctoral program.

That said, SASBO offers the support of their membership for the EdD program moving forward.

We wish you all the success in your *quest* and are ready to provide further commentary or assistance if needed.

Sincerely;

Philip J Benson
Executive Director, SASBO



UNIVERSITY OF
SASKATCHEWAN

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

December 19, 2017

To whom it may concern,

Please accept this letter in support of the development of the Doctor of Education, also known as the EdD, in the Department of Educational Administration, College of Education.

I fully support the development of this EdD. The offering of an EdD is in line with the College of Education's priority to respond to the field in ways that are deliberate and impactful. Throughout the past few years, the College has committed to listening to and understanding the needs of partner and stakeholder groups, and to responding accordingly. The call for a program like the EdD is another such example. The need for an alternate route to the doctoral degree has been frequently and clearly articulated by partners and potential students alike in order to support the development of further knowledge, dispositions, and understanding necessary to complement practitioner work advancing policy, practice, and initiatives for education in Saskatchewan. As a result of these frequent requests, it is timely and appropriate for the Department to respond with an innovative degree that is uniquely designed to deliver high level learning designed to not solely serve academia but to serve the field.

Offerings of the EdD are frequently discussed in Education, but are not readily available in this area. Programming in Alberta fails to meet the needs of our potential students, while programming beyond our neighboring provinces is too distant in order to draw students. As a result, demand for this degree remains consistent and persistent, and begs a response.

The Department of Educational Administration is well-positioned to offer an EdD. With the Department's experience working with the largest graduate program on campus, its consistent review of its own programs and courses, department members' experience working with students in other university EdD programs, as well as its strong connections to the field, the Department is in a strong position to offer this degree. Professionals and practitioners often look to the department for coursework to complement the advancement of a variety of careers. The department has the capacity to lead in the development of this work, while the financial structures within the RCM model will support its ongoing delivery.

It is for these reasons, among others, that the proposal for the EdD has my full support. Please contact me if you have further questions.

Respectfully,

Dean Michelle Prytula
College of Education



Memorandum

To: Dr. Dirk de Boer, Chair of Planning and Priorities Committee of University Council

Copies: Sandra Calver, Associate Secretary, Academic Governance
Dr. Susan Bens, Educational Development Specialist, Gwenna Moss Centre for Teaching and Learning
Dr. Ryan Walker, Associate Dean, College of Graduate and Postdoctoral Studies

From: Dr. Trever Crowe, Dean CGPS 

Date: December 20, 2017

Re: Notice of Intent by the Department of Educational Administration, College of Education, to offer a new Doctor of Education (EdD) degree

When a Notice of Intent for a new graduate program is submitted to the Planning and Priorities Committee of University Council, *"...the covering letter should indicate that the dean or associate dean of the College of Graduate Studies and Research is aware of, and supports in principle, the development of the program."*

<https://www.usask.ca/.../PPC%20notice%20of%20intent%20template.docx>

Please accept this memo as confirmation that I have reviewed the above-noted notice of intent. I have also participated in a fruitful conversation with Associate Dean Ryan Walker and leaders from within the Department of Educational Administration and the Dean's Office within the College of Education. The concept of a professional doctorate degree, separate and different from the PhD, is featured prominently within the current, draft CGPS plan. Data are widely available from a variety of sources, showing that a large majority of PhD graduates enjoys careers in areas unrelated to academia. A professional doctorate degree, such as the EdD, represents an opportunity to allow doctoral students to complete a degree that can be directly applicable to career aspirations. On behalf of the College of Graduate and Postdoctoral Studies, I strongly support in principle, the development of the new Doctor of Education (EdD) degree.

Catalogue Description

EDUCATIONAL LEADERSHIP - Doctor of Education (Ed.D)

Admission Requirements

- A master's degree from a recognized college or university
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- A minimum of 5 years direct educational leadership experience in organizational and educational contexts
- Portfolio of work, including:
 - Statement of educational leadership development goals
 - Statement of problem of practice interests
 - Samples of professional and scholarly work
 - CV/Resume that includes detailed evidence of leadership experience
 - Letters of recommendation
- Interview

Program Requirements

Students must maintain continuous enrolment in EADM 998.

A minimum of 30 credit units including:

- GPS 960.0
- GPS 961.0
- EADM 862.3: Advances in Educational Leadership Systems
- EADM 863.3: Educational Leadership and Governance
- EADM 864.3: Educational Leadership for Transformation
- EADM 865.3: Framing Educational Problems of Practice
- EADM 866.3: Practice-based Educational Research
- EADM 867.3: Educational Improvement
- EADM 868.3: Educational Leadership Problems of Practice 1
- EADM 869.3: Educational Leadership Problems of Practice 2
- A minimum of 6 credit units of approved electives at the 800-level
- EADM 998.0: Problem of Practice Professional Research
- EADM 990.0: Seminar

Consultation with the Registrar Form

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

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

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

2 What is the name of the new degree, diploma, or certificate?
 Doctor of Education [EDD - Doctor of Education - suggested code/description for student system]
 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 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:

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

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.
 EDLD [Educational/Leadership] - currently exists in student system

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

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

1 Is this a new program?

Is an existing program being revised?
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

Doctor of Education [EDD - Doctor of Education - suggested code/description for student system]

3 What is the name of this new/revised program?

Doctor of Education [EDD-GP - Doctor of Education - suggested code/description for student system]

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 Graduate and Postdoctoral Studies [GP] / Department of Educational Administration [EADM]

6 Is this a replacement for a current program?

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

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?

Thesis-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
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 Program
- 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 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 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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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?

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

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

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

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

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

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? If NO, please describe.

Yes No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms? If YES, please describe.

Yes No

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

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up for PhD in Educational Administration

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

Yes

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

YYYY05 [May]

3 Does this impact enrollment?

Anticipate initial cohort of 12-15 students with a maximum cohort of 25 students expected by 2020-2021; minimum enrolment for the cohort-based educational model will be 15 students per year; maximum enrolment for the cohort-based educational model will be 36 students per year

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

Refer to the Department of Educational Administration

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

No

6 What is the application deadline?

As per current set-up

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

Minimum of 5 years direct educational leadership experience in organizational and educational contexts; a master's degree from a recognized college or university; a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last 2 years of study; proof of English proficiency may be required for international applicants and for applicants who first language is not English

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.)

As per proposal

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

As per current setup

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 information

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

College of Graduate and Postdoctoral Studies

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

No

13 Will the standard application fee apply?

Yes

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

All applicants will be charged

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

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

3 When is the first class expected to graduate?

Spring Convocation 2022 (3 years 4 months after implementation term of 201905)

4

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

25 students/year

Section 11: Schedule of Implementation Information

1 What is the start term?

201905 [May 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)? If YES, what and by what date?

Yes No

Section 12: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification.)

NA

2 Will students register themselves? Yes No

If YES, what priority group should they be in?

NA

Section 13: Academic History Information

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

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

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s? Yes No

Section 15: Awards Information

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

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? If yes, what is the name of the program? Yes No

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? If yes, what courses? Yes No

4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program? Yes No

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

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

7 Is there mobility associated with this program termination? If yes, please select one of the following mobility activity types. Yes No

- 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: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

- Standard Undergraduate per credit
- 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

PROPOSED TUITION = \$35,000 for a domestic student and \$55,300 for an international student (based on the current differential multiplier of 1.58)

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

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

Per term assessment with program rate divided by the number of terms the program is offered (10 terms total - Spring and Summer are considered 1 term). The full term rate is assessed for both Fall and Winter terms and a half term rate is assessed for each of Spring and Summer terms. Current domestic student rates would be \$3,500. for Fall and Winter terms and \$1,750 for Spring and Summer terms.

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 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

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

<input type="checkbox"/>

SIGNED

Date: October 26, 2018

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Martha Smith

IPA Representative(s): [Signature]

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, chair, Academic Programs Committee

DATE OF MEETING: January 17, 2019

SUBJECT:

- 1) **Master of Education (M.Ed) in Health Professions Education**
- 2) **Graduate degree-level certificate in Quality Teaching in Health Professions Education**
- 3) **Graduate degree-level certificate in Improving Teaching and Learning in Health Professions Education**

DECISION REQUESTED: *It is recommended:*

- 1) *That Council approve the Master of Education (M.Ed) in Health Professions Educations in the College of Graduate and Postdoctoral Studies, effective May 2019.*
- 2) *That Council approve the Graduate degree-level certificate in Quality Teaching in Health Professions Education, effective May 2019*
- 3) *That Council approve the Graduate degree-level certificate in Improving Teaching and Learning in Health Professions Education, effective May 2019.*

PURPOSE:

University Council has authority for approving new degrees and new degree-level programming, including degree-level certificates

DISCUSSION SUMMARY:

The College of Graduate and Postdoctoral Studies (CGPS) is recommending a new Master of Education (M.Ed.) program in Health Professions Education, along with two graduate degree-level certificates in Health Professions Education that can be used to ladder into the M.Ed. program.

The graduate degree-level certificate in Quality Teaching in Health Professions Education is a 12 credit unit program which will reinforce concepts and guiding principles of inclusivity, Indigenization, and reflective practice. The certificate will focus on instructional teaching methods, effective student assessment, and applying best and promising practices in effective inter- and intraprofessional teams and collaborations in their local contexts.

The graduate degree-level certificate in Improving Teaching and Learning in Health Professions Education is a 12 credit unit program which will focus on leading

curriculum and program design, change, and implementation and applying tools to effectively assess program effectiveness and lead improvement initiatives.

The M.Ed in Health Professions Education will require completion of the two graduate degree-level certificates in Health Professions Education, plus the completion of 6 credit units related to research, which includes a Scholarship of Teaching capstone course. By completing the M.Ed. program, students will apply educational research methods for educational improvement initiatives and engage in the Scholarship of Teaching and Learning.

Students enrolled in this program will continue working in their professions. It is anticipated that most students will be university faculty and instructors, though given the unique programming (embedded or stand-alone certificates and solely online delivery) will attract international students, residents, and interns planning to become health professions educators.

The Graduate Programs Committee of CGPS reviewed the proposals on October 12, 2018 and the CGPS Executive committee reviewed and approved the proposals at its October 19, 2018 meeting. APC reviewed the proposal for the M.Ed in Health Professions Education and the graduate degree-level certificates at its December 12, 2018 meeting and recommended that Council approve them. APC was impressed with the online delivery of the programs, which will allow for a wider target demographic. APC also appreciated that the certificates can be taken independently or can be used to ladder into the degree program.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval as per the Tuition and Fees Authorization Policy.

ATTACHMENT:

- 1. Proposals for the Master of Education in Health Professions Education, including two new graduate degree-level certificates in 1) Quality Teaching in Health Professions Education, and 2) Improving Teaching and Learning in Health Professions Education**

**Memorandum**

To: Angela Kalinowski, Acting Chair, Academic Programs Committee of University Council

CC: Paul Newton, Department Head, Department of Educational Administration

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: December 5, 2018

Re: Proposals for Master of Education in Health Professions Education including proposals for two new Graduate-level Certificates: 1) Quality Teaching in Health Professions Education, and 2) Improving Teaching and Learning in Health Professions Education

The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of a new Master of Education program in Health Professions Education along with two new Graduate-Level Certificates. The Graduate Programs Committee approved the proposals on October 12, 2018. The CGPS Executive Committee subsequently approved the proposals on October 19, 2018.

The College of Education has a long history of accommodating health professionals learning through existing graduate programming. Providing these new programming options will allow health professionals to obtain additional training tailored to desired learning outcomes.

Each of the proposed certificates requires 12 credit units of coursework. Each certificate can be completed independently, and students will have the opportunity to apply one or both certificates toward degree completion. The proposed degree has a 30 credit unit requirement.

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 complete program proposals with appendices including new course proposals
- The response to the Notice of Intent
- The Notice of Intent
- The consultation with the registrar forms

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Dr. Kenneth Fox, Chair, APC (of University Council)
From: Dr. Trever Crowe, Chair, Executive Committee, CGPS
Date: October 23, 2018
Re: Proposal for a Master of Education in Health Professions Education

On October 19, 2018, the Executive Committee of CGPS (EC) reviewed the information package for a new Ed.D. program and found as follows:

Background: this program was designed for people who are already working in a health-related field to get a better background in education. Implementation is fairly innovative in that the masters degree will be split into 3 components: 2 certificates plus some additional classes – delivery will be online. GPC impression was very positive and no immediate concerns. Certificates be done individually or paired with additional classes to get the Masters. This proposal speaks to the integration of fields and is very encouraging.

Andy Pollak moved that the Executive Committee recommend approval of the Master of Education in Health Professions Education, the graduate-level Certificate in Quality Teaching in Health Professions Education, and the graduate-level Certificate in Improving Teaching Learning in Health Professions Education.” /**Paul Jones - 1 recusal abstention ALL IN FAVOUR: CARRIED**

- There is a lot of discussion regarding certificates and the number of them coming through. Are they improving the value of education or is it because it is easier to do a certificate program?
- A certificate ladders into the masters, so useful; but also very useful for people who are not interested in a masters as a standalone credential.
- Going forward this is the model that is being more and more utilized across the country. Making opportunities available for working professionals is (stackable credentials) is definitely a new model that is becoming more popular across the country.

If you have any questions or concerns regarding the EC’s motion/recommendations please contact lori.lisitza@usask.ca on behalf of the Executive committee.

Memorandum

To: Executive Committee, CGPS

Copy: Paul Newton, Head, Department of Educational Administration

From: Graduate Programs Committee, CGPS

Date: October 12, 2018

Re: Proposal for a Master of Education in Health Professions Education

On June 5, 2018, the Graduate Programs Committee considered a draft proposal for the Master of Education in Health Professions Education program. The committee secretary provided informal committee feedback and a review of the document using “track changes”. The proponents worked on finalizing the document with consideration of the feedback provided over the summer months.

On October 12, 2018, the committee reviewed the completed proposal noting that the proposal had improved dramatically. There was discussion regarding the target audience, and the need to develop a new master’s program. Ultimately, members were satisfied that there was a sufficient target audience for a new program to be implemented to provide graduate-level education to health professionals. The proposal includes proposals for two graduate-level certificates. Individuals could pursue one or both certificates individually and there would be opportunity to ladder the certificates toward completion of the master’s degree.

The following motion passed unanimously:

“To recommend approval of the Master of Education in Health Professions Education, the graduate-level Certificate in Quality Teaching in Health Professions Education, and the graduate-level Certificate in Improving Teaching and Learning in Health Professions Education.” Heavin/Wu CARRIED

The proposed program would be a course-based master’s degree requiring 30 credit units of coursework delivered online.

Attached please find:

- the full proposal with appendices including new course proposal forms and syllabuses
- excerpts of minutes from the Graduate Programs Committee
- the formal response from the Planning & Priorities Committee of University Council
- the Notice of Intent

Please note that Consultation with the Registrar (student information system set-up requirements) is in process and would be complete prior to submission to the Academic Programs Committee of Council should the proposal receive support from the Executive Committee.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

:kc

October 4, 2018

Dear Graduate Programs Committee:

On March 28, 2018, the Planning and Priorities Committee of Council reviewed a Notice of Intent to offer a Master of Education (M.Ed.) in Health Professions Education. After incorporating the feedback from the Planning and Priorities Committee of Council, the Graduate Programs Committee received a revised Master of Education: Health Professions Education proposal on May 28, 2018.

The Steering Committee of the Master of Education (M.Ed.) in Health Professions Education carefully reviewed the feedback that it received from the Graduate Programs Committee. Since that time, efforts have been made to incorporate the feedback into the development of the attached program proposals. This submission includes a Master of Education (M.Ed.) Health Professions Education proposal and two certificate program proposals with shared appendices.

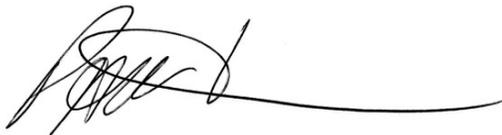
On behalf of the Departments of Educational Administration and Curriculum Studies at the College of Education and the collaborating Health Science Colleges of Medicine, Nursing, Dentistry, Veterinary Medicine, Pharmacy and Nutrition, Kinesiology, and the School of Public Health, please accept the attached program proposals for consideration by the Graduate Programs Committee.

We welcome any questions, comments, or recommendations from the Committee.

Regards,



Kalyani Premkumar MBBS MD MSc(Med Ed)PhD MBA
Professor, Department of Community Health & Epidemiology
College of Medicine



Paul Newton, PhD
Professor and Department Head, Educational Administration
Co-Editor, Canadian Journal of Educational Administration and Policy (CJEAP)
College of Education



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Master of Education: Health Professions Education

Degree(s): Master of Education

Field(s) of Specialization: Health Professions Education

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Dr Martha Smith, Acting Associate Dean, CGPS
Dr Paul Newton, Department Head, Educational
Administration, College of Education
Dr Kalyani Premkumar, Professor, Community Health and
Epidemiology, College of Medicine

Proposed date of implementation: September 2019

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.*

The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new Master of Education: Health Profession Education degree. **In addition, we are proposing 2 embedded certificates that are intended to be offered as stand alone 4-course certificates or as laddered into the Master of Education: Health Professions Education degree. The proposals for the 2 certificates accompany this proposal.**

From an academic programming perspective, the proposed program is a useful addition to the University of Saskatchewan community in three main ways:

1. We are collaborating to offer a program for which there is great appetite and need among University of Saskatchewan faculty and instructors who are currently either “learning as they go” in the areas of leadership, curriculum design and program development turning to others on campus for support or studying elsewhere.
2. Faculty in the health sciences who wish to develop their skills in health professions education may take advanced training in education in the same province where they work.
3. Although program in this area are offered nationally and internationally, no other program currently exists that specifically develops competencies in the field of health professions education on our campus.

- 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.*

As Colleges develop their plans in alignment with the University's 2025 plan (<https://www.usask.ca/plan/plan-details.php> accessed February 20, 2018), the program in Health Professions Education capitalizes on synergies across campus, with several colleges, schools and departments collaborating—the Departments of Educational Administration and Curriculum Studies are in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health to

develop and offer this program. This proposed Master of Education in Health Professions Education degree aligns with the following institutional priorities:

“Courageous Curiosity”

- Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.
- Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“Boundless Collaboration”

- Invigorate the impact of collaboration and partnership in everything we do.
- Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.
- Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this program also supports the University of Saskatchewan’s 2010 Learning Charter. It contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge of learning and teaching and creates connections across campus serves to pull us together, developing a common institutional language, a shared commitment, and collaborative ways of working. This program has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. This, in turn, will have a long-term effect on the quality of patient care and health of our society.

At the department level, this program supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.

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)

This program is being developed to prepare health professionals to be competent, skilled educators who create learning environments that are learner-centered and evidence-based.

Additionally, graduates will be prepared to be leaders and confident, informed participants in curricular revision, revitalization and development, and to contribute to the Scholarship of Teaching and Learning on our campus and throughout the global academic community.

Students enrolling in this program will study as they continue working in their professions. Although we envision University faculty and instructors as the primary demographic, we expect that the unique programming (i.e. embedded or stand alone certificates and online delivery) will attract international students, residents, and interns planning to become health professions educators. (Appendix A)

***d. What are the most similar competing programs in Saskatchewan, and in Canada?
How is this program different?***

Other Canadian institutions offer similar programs (Appendix B), but at the time of this submission, no program exists in Saskatchewan. Furthermore, of the available national programs, none have the flexibility identified in this proposal with regards to its modular nature and mode of delivery (e.g. completely online).

2. Admissions

a. What are the admissions requirements of this program?

Prospective students will have:

- successfully completed a 4-year bachelor's degree or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- teaching responsibilities or/and be able to demonstrate that they have had some teaching experience.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the Program

a. What are the curricular objectives, and how are these accomplished?

Our new Master's program will:

- Deliver a curriculum tailored to health professional educators' needs
- Incorporate evidence-based health professions-specific pedagogies
- Be developed and taught by inter-professional faculty teams
- Provide tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
- Create an environment in which students will learn using relevant education-related activities, in and with a community of educators
- Be uniquely implemented in an online flexible format
- Incorporate inter-professional education
- Build community within the health professions

Curricular Objectives

Graduates of the Master of Education in Health Professions Education will:

1. Demonstrate mastery of the theories, concepts, and practices of health professions education, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student's own context
2. Understand the nature of theory, research, and evidence in health professions education
3. Demonstrate intellectual, personal, and professional abilities for:
 - a. Independent thinking
 - b. Synthesising information
 - c. Creative problem solving
 - d. Communicating clearly
 - e. Demonstrating appreciation of the social, environmental, and global implications of their studies and activities
4. Demonstrate applied knowledge and skills to take on a variety of leadership, management or organizational roles in educational development in their institution or department
5. Demonstrate applied knowledge and skills to conduct health professions education research and program evaluation

6. Demonstrate commitment to a professional and ethical approach to educational development, research, and evaluation

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.

As envisioned by our interdisciplinary Steering Committee, informed by our needs assessment survey (Appendix C) and confirmed by our follow-up focus group, our new program will be:

1. A collection of two certificates and the Master's degree (explained further in 3 c)
2. Offered in a totally online modularized format
3. Developed and taught by inter-professional faculty teams
4. Tailored to health professional educators' needs
5. Rich with tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
6. An environment where students will learn using relevant education-related activities, in and with a community of educators while experiencing teaching and learning with technology
7. Unique as it will be implemented in a flexible format incorporating inter-professional education and learning
8. Building community within the health professions.

Philosophically, we envision learning experiences that model and teach effective health professions educational practices, theories as they intersect with practice, and educational concepts exemplified through examples drawn specifically from health professions fields. As with other Master of Education programs, students will be encouraged to make connections to their professional and personal lives and to draw on their experiences and practices.

We heard from those surveyed that a practical, flexible program is critical to them. You will also see this clearly articulated in Dean Preston Smith's Letter of Support (Appendix D). We were also reminded by focus group participants that "education speak" is not perhaps their first disciplinary language. Students, although experts in their own disciplines, may well be learning a new disciplinary language, often learning the names and theory for practices they may be already using in their instructional practices and curriculum contributions intuitively.

The message from our health educators' community is strongly skewed to a course-based masters with certificates that feel "do-able" to our busy faculty who will also be students. This message received broad support from survey respondents, Steering Committee members, and focus group participants. This will mean that projects, papers, and experiential learning opportunities will be course-based in scope and size. Program transfer opportunities are available, should a student want a more traditional Master's in either the Departments of Educational Administration or Curriculum Studies.

The Department of Curriculum Studies has been a leader in distributed learning with its highly successful and well-subscribed online program in learning technologies. The use of e-portfolios will allow students to manage their learning experiences as they gather courses towards their certificates, and ultimately, for those who wish to earn the Master of Education in Health Professions Education, engaging in the capstone experience in addition to completing both certificates.

c. Provide an overview of the curriculum mapping.

Please note that all courses are core and this course-based Master's offers no electives. The certificates will, without duplication, reinforce the concepts and guiding principles of inclusivity, Indigenization, change management, leadership, an improvement mindset, reflective practice, and an understanding of educational research and the scholarship of teaching and learning.

Certificate in Quality Teaching in Health Professions Education

- ECUR 836 Teaching Methodologies: Facilitating Learning Through Teaching
- ECUR 837 Technology and Simulation in Teaching and Learning
- ECUR 838 Learner Assessment
- EADM 894: Laboratory in Educational Administration

Domains of Competency include:

1. Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
2. Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)

3. Applying best and promising practices in effective inter and intra professional teams and collaborations in their local contexts

Certificate in Improving Teaching and Learning in Health Professions Education

- ECUR 809: Introduction to Program Evaluation in Health Education
- EADM 816: Leadership for the Enhancement of Teaching and Learning
- ECUR 839: Program, Curriculum and Course Design Development
- EADM 829: Organizational Renewal in Educational Systems and Settings

Domains of Competency include:

1. Leading curriculum and program design, change, and implementation
2. Applying tools to effectively assess program effectiveness and lead improvement initiatives

The final component of the master's degree are the courses related to research:

- EADM 842: Educational Research in Health Professions Education
- ECUR 991: The Scholarship of Teaching (Capstone)
- GPS 960, 961, EADM 990

Domains of Competency include:

1. Interpreting educational research
2. Discerning the differences among reflective practice, research, action research, quality improvement, and assessment and the epistemological underpinnings of each
3. Applying educational research methods for educational improvement initiatives
4. Engaging in the Scholarship of Teaching and Learning

The award of Master's Degree in Education in Health Professions Education requires the successful completion of two certificates (8 mandatory courses in total) as well as two courses on research (research methods and Capstone).

Students will have the option of taking one or both certificates as stand-alone or the option of taking both certificates that will "ladder" into the master's degree. Possible student pathways are:

1. Students are admitted to the Master's degree and both certificates from the outset of their program;
2. Students are admitted into Certificate in Quality Teaching in Health Professions Education or the Certificate in Improving Teaching and Learning in Health Professions Education and transfer to the Master's degree after the completion of either certificate;
3. Student can transfer into the Master's degree after the completion of both certificates;
4. Students can transfer into the Master's after any number of courses in either certificate; and
5. Students can take either or both certificates as stand-alone without completing the Master's degree.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to current contexts. As many students in this program will be teaching or/and participating in curriculum work, students will have multiple opportunities to apply what they are learning in class to the classes or situations in which they are teaching, coaching, mentoring, leading or facilitating. This type of application accompanied by reflective—and perhaps even adjusting— practice involve the entire range of higher-level thinking (and doing) skills.

There will be numerous opportunities for students to take part in discussions where course concepts are applied to their unique contexts, and where current issues are analyzed. For those completing the degree, the Capstone will further draw upon all higher level thinking skills, including synthesis, critical thinking, and problem solving as they present on topics that emerged during their coursework, drawing on their e-portfolios.

Additionally, students will receive evaluation rubrics in each of the courses, as well as information regarding graduate level grading criteria as part of the syllabus for each course. The learning objectives and the evaluation rubrics will articulate the types of skills that students will be expected to demonstrate upon completion of the courses.

e. Explain the comprehensive breadth of the program.

This program will be as broad and far-ranging as its teaching faculty and the students enrolled. As we have heard from the Steering Committee, the survey respondents, and focus group participants, the greatest value will be when the courses draw on the experiences of the students to inform decisions regarding readings, assignments, discussions, and applications, making them relevant and practical. The overall objective of the program is to improve the learning environment and opportunities for University of Saskatchewan students in the health sciences by having instructors who are “consciously competent” in making—and leading—instructional and curricular advancements, faculty who will be positioned to encourage evidence-based educational practices among their colleagues thereby ultimately influencing the health care systems in which many of their students will work.

f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course will be designed to include exploration, application, and synthesis of key concepts relevant to health professions education.

As a graduate-level program, the evaluative components denote the higher expectations for the students’ demonstration of the skills embedded within the five learning goals. The program addresses these learning goals in the following ways:

Discovery Goals (The Pursuit of Knowledges): Students will apply critical and creative thinking in their exploration of the current context of health professions education. They will participate in online discussions and analyze current trends and issues. This process will require the synthesis of information from each student’s own work context, as well as previous coursework. They will have the opportunity to reflect on others’ perspectives, on new information, and on their emerging knowledge of the areas as they critically evaluate the issues and concepts.

Knowledge Goals (The Pursuit of Truth and Understanding): The course content is being collaboratively developed by faculty in the Departments of Educational Administration and

Curriculum Studies and health professions who have expertise in some or many of the topics and subtopics. Each course will include an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows for an exploration of how these concepts are related in the overall environment of health professions education. Students will develop a comprehensive knowledge of the field. Through their online assignments, papers, and in-course online projects, they will have opportunity to link their learnings with their lived experiences.

Integrity Goals (The Pursuit of Integrity and Respect): Intellectual integrity and ethical behaviour will be addressed throughout all coursework, as well as explained through the academic integrity sections of each course syllabus. These explorations will include our moral and ethical commitment to equity and fairness in all our interactions with our students, as we honour, respect, include, and validate their diverse experiences and backgrounds.

Skills Goals (The Pursuit of Skills and Practices): Throughout all courses, students will be expected to communicate clearly and persuasively in a wide variety of formats. Students will have the opportunity to demonstrate their ability to locate relevant scholarly information and use the information in ways that adhere to academic integrity standards. They will demonstrate technological literacy and the ability to apply technological skills to support their research and inquiry activities.

Citizenship Goals (Individual and Community Pursuits): Throughout the courses, students will examine the increasing diversity of students, staff, and faculty involved in health professions education, and recognize the positive contributions that increasing diversity brings—not only to our campus but to our broader communities. Graduates of this Master’s program will demonstrate the citizenship goals of “sharing their knowledge and exercising leadership” (Learning Charter, 2010, p. 2) by becoming formal and informal educational leaders in their colleges, schools, and institutions. Graduates of this program are expected to be future curriculum and instructional leaders, contributing to their campus communities and beyond.

g. Describe how students can enter this program from other programs (program transferability).

Because the certificates and the master’s program have no elective courses, program transferability is limited. Students could potentially use the courses in these programs as

electives in other programs. Of course, the certificates are designed for full transferability into the Master's program proposed here.

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.

Program evaluation and renewal will be planned using the principles of program evaluation taught in the courses. It is anticipated that program evaluation will be on-going with an annual meeting of the Steering Committee and participating teaching faculty to reflect on and adjust based on student feedback. Indicators of success may include:

- Enrolment rates for each certificate
- Completion rates for each certificate
- Number of students starting with one certificate and then progressing on to others
- Completion rates for the Degree
- Timeframe in which students complete each certificate and the degree
- Annual application rates

Follow-up surveys of graduates at six months, a year, and two years post-graduation will be useful to see benefits and applications of the Master's of Education in Health Professions Education.

The program will be deemed successful if it is well-subscribed, enrolments increase, the courses can be offered in a financially sustainable manner, and it is recognized by health professions as being beneficial.

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.

Accreditation or certification is not relevant with this Master's program as it is currently envisioned. Although not specific to accreditation, the learning outcomes for this program are inclusive of those outlined in Standards for Master's Degrees in Medical and Health Professions Education: WFME Global Standards for Quality Improvement (World Federation for Medical Education, 2016).

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?***

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources or on other programs.

Being in response to a pressing need of the College of Medicine and its health science partners at the University of Saskatchewan, this program is well-positioned to directly meet a commitment to better support health educators.

- 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.***

The NOI and the program proposals have been developed with a commitment from Colleges of Medicine, Dentistry, Nursing, Pharmacy and Nutrition, Veterinary Medicine, Kinesiology, and the School of Public Health working with the Departments of Curriculum Studies and Educational Administration. Any concerns that have been raised have been addressed together (Appendix E).

Information and Communications Technology (ICT) was consulted to determine IT requirements for the online program (Appendix F).

- 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.***

N/A

d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

Few additional resources are anticipated. Resources on health professions education topics currently exist in the library and we will consult with the library to develop resource lists for the courses aligned with this Master's as well as determine additional needs for library resources (if any).

The online components of the program may require additional library materials. Resources, examples, and approaches will draw on the most current literature and research in the more general field of teaching and learning as well as the more specific field of teaching and learning in health professions. The Department of Educational Administration has been working with the library to offer more resources online; this is especially important given our number of part-time graduate students, many of whom live outside Saskatoon. (Appendix G)

e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

As this is an online program, the Distance Education Unit (DEU) will be involved. The Working Committee has alerted the Unit as to the upcoming needs.

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).

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b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

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c. How are the teaching assignments of each unit and instructor affected by this proposal?

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opting to transfer to a thesis-based master's program in the department of educational administration may be eligible for devolved scholarship funding.

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(Appendix H)

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?

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for each cohort is estimated at \$104,000 based on 20 students x \$1300 tuition x 4 courses per year.

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See Appendix H Budget Requirements for New Programs and Major Revisions Form

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UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: **Certificate in Improving Teaching and Learning in Health Professions Education**

Degree(s): Graduate Certificate

Field(s) of Specialization: Health Professions Education

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Dr Martha Smith, Acting Associate Dean, CGPS
Dr Paul Newton, Department Head, Educational Administration, College of Education
Dr Kalyani Premkumar, Community Health and Epidemiology, College of Medicine

Proposed date of implementation: September 2019

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.***

The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new Certificate in Improving Teaching and Learning in Health Professions Education. **In addition, we are proposing a related certificate and a Master of Education: Health Professions Education. The proposals for the other certificate and Master's degree accompany this proposal.**

From an academic programming perspective, the proposed program is a useful addition to the University of Saskatchewan community in three main ways:

1. We are collaborating to offer a program for which there is great appetite and need among University of Saskatchewan faculty and instructors who are currently either "learning as they go" in the areas of curriculum design and program development turning to others on campus for support or studying elsewhere.
 2. Faculty in the health sciences who wish to develop their skills in health professions education may take advanced training in education in the same province where they work.
 3. Although program in this area are offered nationally and internationally, no other program currently exists that specifically develops competencies in the field of health professions education on our campus.
-
- 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.***

As Colleges develop their plans in alignment with the University's 2025 plan (<https://www.usask.ca/plan/plan-details.php> accessed February 20, 2018), the **Certificate in Improving Teaching and Learning in Health Professions Education** capitalizes on synergies across campus, with several colleges, schools and departments collaborating—the Departments of Educational Administration and Curriculum Studies are in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health to develop and offer this program. This proposed **Certificate in Improving Teaching and Learning in Health Professions Education** aligns with the following institutional priorities:

“Courageous Curiosity”

- Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.
- Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“Boundless Collaboration”

- Invigorate the impact of collaboration and partnership in everything we do.
- Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.
- Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this program also supports the University of Saskatchewan’s 2010 Learning Charter. It contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge of learning and teaching and creates connections across campus serves to pull us together, developing a common institutional language, a shared commitment, and collaborative ways of working. This program has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. This, in turn, will have a long-term effect on the quality of patient care and health of our society.

At the department level, this program supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.

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)

This program is being developed to prepare health professionals to be competent, skilled educators who create learning environments that are learner-centered and evidence-based. Additionally, graduates will be prepared to be leaders and confident, informed participants in curricular revision, revitalization and development, and to contribute to the Scholarship of Teaching and Learning on our campus and throughout the global academic community.

Students enrolling in this program will study as they continue working in their professions. Although we envision University faculty and instructors as the primary demographic, we expect that the unique programming (i.e. embedded or stand alone certificates and online delivery) will attract international students, residents, and interns planning to become health professions educators. (Appendix A)

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

Other Canadian institutions offer similar programs (Appendix B), but at the time of this submission, no program exists in Saskatchewan. Furthermore, of the available national programs, none have the flexibility identified in this proposal with regards to its modular nature and mode of delivery (e.g. completely online).

2. Admissions

a. What are the admissions requirements of this program?

Prospective students will have:

- successfully completed a 4-year bachelor's degree or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- teaching responsibilities or/and be able to demonstrate that they have had some teaching experience

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the Program

a. What are the curricular objectives, and how are these accomplished?

Certificate in Improving Teaching and Learning in Health Professions Education will:

- Deliver a curriculum tailored to health professional educators' needs
- Incorporate evidence-based health professions-specific pedagogies
- Be developed and taught by inter-professional faculty teams
- Provide tools and experiences to advance careers through the development of skills in educational scholarship and teaching and learning in varied environments
- Create an environment in which students will learn using relevant education-related activities, in and with a community of educators
- Be uniquely implemented in an online flexible format
- Incorporate inter-professional education
- Build community within the health professions

Curricular Objectives

Graduates of the **Certificate in Improving Teaching and Learning in Health Professions Education** will:

1. Demonstrate mastery of the theories, concepts, and practices of health professions education, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student's own context
2. Understand the nature of theory, research, and evidence in health professions education
3. Demonstrate intellectual, personal, and professional abilities for:
 - a. Independent thinking
 - b. Synthesising information
 - c. Creative problem solving
 - d. Communicating clearly
 - e. Demonstrating appreciation of the social, environmental, and global implications of their studies and activities

4. Demonstrate applied knowledge and skills to take on a variety of leadership, management or organizational roles in educational development in their institution or department
5. Demonstrate applied knowledge and skills to conduct health professions education research and program evaluation
6. Demonstrate commitment to a professional and ethical approach to educational development, research, and evaluation

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.

As envisioned by our interdisciplinary Steering Committee, informed by our needs assessment survey (Appendix C) and confirmed by our follow-up focus group, our new program will be:

1. Offered in a totally online modularized format
2. Developed and taught by inter-professional faculty teams
3. Tailored to health professional educators' needs
4. Rich with tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
5. An environment where students will learn using relevant education-related activities, in and with a community of educators while experiencing teaching and learning with technology
6. Unique as it will be implemented in a flexible format incorporating inter-professional education and learning
7. Building community within the health professions

Philosophically, we envision learning experiences that model and teach effective health professions educational practices, theories as they intersect with practice, and educational concepts exemplified through examples drawn specifically from health professions fields. The students will be encouraged to make connections to their professional and personal lives and to draw on their experiences and practices.

We heard from those surveyed that a practical, flexible program is critical to them. You will also see this clearly articulated in Dean Preston Smith's Letter of Support (Appendix D). We were also reminded by focus group participants that "education speak" is not perhaps their first

disciplinary language. Students, although experts in their own disciplines, may well be learning a new disciplinary language, often learning the names and theory for practices they may be already using in their instructional practices and curriculum contributions intuitively.

The message from our health educators' community is strongly skewed certificates that feel "do-able" to our busy faculty who will also be students. This message received broad support from survey respondents, Steering Committee members, and focus group participants. This will mean that projects, papers, and experiential learning opportunities will be course-based in scope and size. Program transfer opportunities are available, should a student want a traditional Master's in either the Departments of Educational Administration or Curriculum Studies.

The Department of Curriculum Studies has been a leader in distributed learning with its highly successful and well-subscribed online program in learning technologies. The use of e-portfolios will allow students to manage their learning experiences as they gather courses towards their certificates, and ultimately, for those who wish to earn the Master of Education in Health Professions Education, engaging in the capstone experience in addition to completing both certificates.

c. Provide an overview of the curriculum mapping.

Please note that all courses are core and this **Certificate in Improving Teaching and Learning in Health Professions Education** offers no electives. This certificate will reinforce the concepts and guiding principles of inclusivity, Indigenization, change management, leadership, an improvement mindset, reflective practice, and an understanding of the scholarship of teaching and learning.

Certificate in Improving Teaching and Learning in Health Professions Education

- ECUR 809: Introduction to Program Evaluation in Health Education
- EADM 816: Leadership for the Enhancement of Teaching and Learning
- ECUR 839: Program, Curriculum and Course Design Development
- EADM 829: Organizational Renewal in Educational Systems and Settings

Domains of Competency include:

1. Leading curriculum and program design, change, and implementation
2. Applying tools to effectively assess program effectiveness and lead improvement initiatives

Pathways and Relationship to Other Programs:

The certificate is intended to be used to “ladder” into the Master’s Degree in Health Professions Education. The award of Master’s Degree in Education in Health Professions Education requires the successful completion of two certificates (8 mandatory courses in total) as well as two courses on research (research methods and Capstone).

Students will have the option of taking one or both certificates as stand-alone or the option of taking both certificates that will “ladder” into the master’s degree. Possible student pathways are:

1. Students are admitted to the Master’s degree and both certificates from the outset of their program;
2. Students are admitted into Certificate in Quality Teaching in Health Professions Education or the Certificate in Improving Teaching and Learning in Health Professions Education and transfer to the Master’s degree after the completion of either certificate;
3. Student can transfer into the Master’s degree after the completion of both certificates;
4. Students can transfer into the Master’s after any number of courses in either certificate; and
5. Students can take either or both certificates as stand alone without completing the Master’s degree.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to current contexts. As many students in this program will be teaching or/and participating in curriculum work, students will have multiple opportunities to apply what they are learning in class to the classes or situations in which they are teaching, coaching, mentoring, leading or facilitating. This type of application accompanied by reflective—and perhaps even adjusting— practice involve the entire range of higher-level thinking (and doing) skills.

There will be numerous opportunities for students to take part in discussions where course concepts are applied to their unique contexts, and where current issues are analyzed. Additionally, students will receive evaluation rubrics in each of the courses, as well as information regarding graduate level grading criteria as part of the syllabus for each course. The

learning objectives and the evaluation rubrics will articulate the types of skills that students will be expected to demonstrate upon completion of the courses.

e. Explain the comprehensive breadth of the program.

This program will be as broad and far-ranging as its teaching faculty and the students enrolled. As we have heard from the Steering Committee, the survey respondents, and focus group participants, the greatest value will be when the courses draw on the experiences of the students to inform decisions regarding readings, assignments, discussions, and applications, making them relevant and practical. The overall objective of the program is to improve the learning environment and opportunities for University of Saskatchewan students in the health sciences by having instructors who are “consciously competent” in making—and leading—instructional and curricular advancements, faculty who will be positioned to encourage evidence-based educational practices among their colleagues thereby ultimately influencing the health care systems in which many of their students will work.

f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course will be designed to include exploration, application, and synthesis of key concepts relevant to health professions education.

As a graduate-level program, the evaluative components denote the higher expectations for the students’ demonstration of the skills embedded within the five learning goals. The program addresses these learning goals in the following ways:

Discovery Goals (The Pursuit of Knowledges): Students will apply critical and creative thinking in their exploration of the current context of health professions education. They will participate in online discussions and analyze current trends and issues. This process will require the synthesis of information from each student’s own work context, as well as previous coursework. They will have the opportunity to reflect on others’ perspectives, on new information, and on their emerging knowledge of the areas as they critically evaluate the issues and concepts.

Knowledge Goals (The Pursuit of Truth and Understanding): The course content is being collaboratively developed by faculty in the Departments of Educational Administration and Curriculum Studies and health professions who have expertise in some or many of the topics and subtopics. Each course will include an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows for an exploration of how these concepts are related in the overall environment of health professions education. Students will develop a comprehensive knowledge of the field. Through their online assignments, papers, and in-course online projects, they will have opportunity to link their learnings with their lived experiences.

Integrity Goals (The Pursuit of Integrity and Respect): Intellectual integrity and ethical behaviour will be addressed throughout all coursework, as well as explained through the academic integrity sections of each course syllabus. These explorations will include our moral and ethical commitment to equity and fairness in all our interactions with our students, as we honour, respect, include, and validate their diverse experiences and backgrounds.

Skills Goals (The Pursuit of Skills and Practices): Throughout all courses, students will be expected to communicate clearly and persuasively in a wide variety of formats. Students will have the opportunity to demonstrate their ability to locate relevant scholarly information and use the information in ways that adhere to academic integrity standards. They will demonstrate technological literacy and the ability to apply technological skills to support their research and inquiry activities.

Citizenship Goals (Individual and Community Pursuits): Throughout the courses, students will examine the increasing diversity of students, staff, and faculty involved in health professions education, and recognize the positive contributions that increasing diversity brings—not only to our campus but to our broader communities. Graduates of this Master’s program will demonstrate the citizenship goals of “sharing their knowledge and exercising leadership” (Learning Charter, 2010, p. 2) by becoming formal and informal educational leaders in their colleges, schools, and institutions. Graduates of this program are expected to be future curriculum and instructional leaders, contributing to their campus communities and beyond.

g. Describe how students can enter this program from other programs (program transferability).

Because the certificates and the master's program have no elective courses, program transferability is limited. Students could potentially use the courses in these programs as electives in other programs. Of course, the certificates are designed for full transferability into the Master's program proposed.

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.

Program evaluation and renewal will be planned using the principles of program evaluation taught in the courses. It is anticipated that program evaluation will be on-going with an annual meeting of the Steering Committee and participating teaching faculty to reflect on and adjust based on student feedback. Indicators of success may include:

- Enrolment rates for each certificate
- Completion rates for each certificate
- Number of students starting with one certificate and then progressing on to others
- Completion rates for the Degree
- Timeframe in which students complete each certificate and the degree
- Annual application rates

Follow-up surveys of graduates at six months, a year, and two years post-graduation will be useful to see benefits and applications of the **Certificate in Improving Teaching and Learning in Health Professions Education**.

The program will be deemed successful if it is well-subscribed, enrolments increase, the courses can be offered in a financially sustainable manner, and it is recognized by health professions as being beneficial.

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.

Although not specific to accreditation, the learning outcomes for this program are inclusive of those outlined in Standards for Master's Degrees in Medical and Health Professions Education:

WFME Global Standards for Quality Improvement (World Federation for Medical Education, 2016).

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?**

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources or on other programs.

Being in response to a pressing need of the College of Medicine and its health science partners at the University of Saskatchewan, this program is well-positioned to directly meet a commitment to better support health educators.

- 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.**

The NOI and the program proposals have been developed with a commitment from Colleges of Medicine, Dentistry, Nursing, Pharmacy and Nutrition, Veterinary Medicine, Kinesiology, and the School of Public Health working with the Departments of Curriculum Studies and Educational Administration. Any concerns that have been raised have been addressed together. (Appendix E)

Information and Communications Technology (ICT) was consulted to determine IT requirements for the online program (Appendix F).

- 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.**

N/A

d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

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Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Quality Teaching in Health Professions Education

Degree(s): Graduate Certificate

Field(s) of Specialization: Health Professions Education

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Dr Martha Smith, Acting Associate Dean, CGPS
Dr Paul Newton, Department Head, Educational Administration, College of Education
Dr Kalyani Premkumar, Professor, Community Health and Epidemiology, College of Medicine

Proposed date of implementation: September 2019

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.*

The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new Certificate in Quality Teaching in Health Professions Education. **In addition, we are proposing a related certificate and a Master of Education: Health Professions Education. The proposals for the other certificate and Master's degree accompany this proposal.**

From an academic programming perspective, the proposed program is a useful addition to the University of Saskatchewan community in three main ways:

1. We are collaborating to offer a program for which there is great appetite and need among University of Saskatchewan faculty and instructors who are currently either “learning as they go” in the areas of curriculum design and program development turning to others on campus for support or studying elsewhere.
2. Faculty in the health sciences who wish to develop their skills in health professions education may take advanced training in education in the same province where they work.
3. Although program in this area are offered nationally and internationally, no other program currently exists that specifically develops competencies in the field of health professions education on our campus.

- 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.*

As Colleges develop their plans in alignment with the University's 2025 plan (<https://www.usask.ca/plan/plan-details.php> accessed February 20, 2018), the **Certificate in Quality Teaching in Health Professions Education** capitalizes on synergies across campus, with several colleges, schools and departments collaborating—the Departments of Educational Administration and Curriculum Studies are in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health to develop and offer this program. This proposed **Certificate in Quality Teaching in Health Professions Education** aligns with the following institutional priorities:

“Courageous Curiosity”

- Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.
- Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“Boundless Collaboration”

- Invigorate the impact of collaboration and partnership in everything we do.
- Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.
- Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this program also supports the University of Saskatchewan’s 2010 Learning Charter. It contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge of learning and teaching and creates connections across campus serves to pull us together, developing a common institutional language, a shared commitment, and collaborative ways of working. This program has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. This, in turn, will have a long-term effect on the quality of patient care and health of our society.

At the department level, this program supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.

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)

This program is being developed to prepare health professionals to be competent, skilled educators who create learning environments that are learner-centered and evidence-based. Additionally, graduates will be prepared to be leaders and confident, informed participants in curricular revision, revitalization and development, and to contribute to the Scholarship of Teaching and Learning on our campus and throughout the global academic community.

Students enrolling in this program will study as they continue working in their professions. Although we envision University faculty and instructors as the primary demographic, we expect that the unique programming (i.e. embedded or stand alone certificates and online delivery) will attract international students, residents, and interns planning to become health professions educators. (Appendix A)

***d. What are the most similar competing programs in Saskatchewan, and in Canada?
How is this program different?***

Other Canadian institutions offer similar programs (Appendix B), but at the time of this submission, no program exists in Saskatchewan. Furthermore, of the available national programs, none have the flexibility identified in this proposal with regards to its modular nature and mode of delivery (e.g. completely online).

2. Admissions

a. What are the admissions requirements of this program?

Prospective students will have:

- successfully completed a 4-year bachelor's degree or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- teaching responsibilities or/and be able to demonstrate that they have had some teaching experience.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the Program

a. What are the curricular objectives, and how are these accomplished?

The **Certificate in Quality Teaching in Health Professions Education** will:

- Deliver a curriculum tailored to health professional educators' needs
- Incorporate evidence-based health professions-specific pedagogies

- Be developed and taught by inter-professional faculty teams
- Provide tools and experiences to advance careers through the development of skills in educational scholarship and teaching and learning in varied environments
- Create an environment in which students will learn using relevant education-related activities, in and with a community of educators
- Be uniquely implemented in an online flexible format
- Incorporate inter-professional education
- Build community within the health professions

Curricular Objectives

Graduates of the **Certificate in Quality Teaching in Health Professions Education** will:

1. Demonstrate mastery of the theories, concepts, and practices of health professions education, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student's own context
2. Understand the nature of theory, research, and evidence in health professions education
3. Demonstrate intellectual, personal, and professional abilities for:
 - a. Independent thinking
 - b. Synthesising information
 - c. Creative problem solving
 - d. Communicating clearly
 - e. Demonstrating appreciation of the social, environmental, and global implications of their studies and activities
4. Demonstrate applied knowledge and skills to take on a variety of leadership, management or organizational roles in educational development in their institution or department
5. Demonstrate applied knowledge and skills to conduct health professions education research and program evaluation
6. Demonstrate commitment to a professional and ethical approach to educational development, research, and evaluation

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.

As envisioned by our interdisciplinary Steering Committee, informed by our needs assessment survey (Appendix C) and confirmed by our follow-up focus group, our new program will be:

1. Offered in a totally online modularized format
2. Developed and taught by inter-professional faculty teams
3. Tailored to health professional educators' needs
4. Rich with tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
5. An environment where students will learn using relevant education-related activities, in and with a community of educators while experiencing teaching and learning with technology
6. Unique as it will be implemented in a flexible format incorporating inter-professional education and learning
7. Building community within the health professions.

Philosophically, we envision learning experiences that model and teach effective health professions educational practices, theories as they intersect with practice, and educational concepts exemplified through examples drawn specifically from health professions fields. The students will be encouraged to make connections to their professional and personal lives and to draw on their experiences and practices.

We heard from those surveyed that a practical, flexible program is critical to them. You will also see this clearly articulated in Dean Preston Smith's Letter of Support (Appendix D). We were also reminded by focus group participants that "education speak" is not perhaps their first disciplinary language. Students, although experts in their own disciplines, may well be learning a new disciplinary language, often learning the names and theory for practices they may be already using in their instructional practices and curriculum contributions intuitively.

The message from our health educators' community is strongly skewed certificates that feel "do-able" to our busy faculty who will also be students. This message received broad support from

survey respondents, Steering Committee members, and focus group participants. This will mean that projects, papers, and experiential learning opportunities will be course-based in scope and size. Program transfer opportunities are available, should a student want a traditional Master's in either the Departments of Educational Administration or Curriculum Studies.

The Department of Curriculum Studies has been a leader in distributed learning with its highly successful and well-subscribed online program in learning technologies. The use of e-portfolios will allow students to manage their learning experiences as they gather courses towards their certificates, and ultimately, for those who wish to earn the Master of Education in Health Professions Education, engaging in the capstone experience in addition to completing certificates.

c. Provide an overview of the curriculum mapping.

Please note that all courses are core and this **Certificate in Quality Teaching in Health Professions Education** offers no electives. This certificate will reinforce the concepts and guiding principles of inclusivity, Indigenization, an improvement mindset, reflective practice, and an understanding of the scholarship of teaching and learning.

Core Courses: Certificate in Quality Teaching in Health Professions Education

- ECUR 836: Teaching Methodologies: Facilitating Learning Through Teaching
- ECUR 837: Technology and Simulation in Teaching and Learning
- ECUR 838: Learner Assessment
- EADM 894: Laboratory in Educational Administration

Domains of Competency include:

1. Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
2. Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
3. Applying best and promising practices in effective inter and intra professional teams and collaborations in their local contexts

Pathways and Relationship to Other Programs:

The certificate is intended to be used to “ladder” into the Master’s Degree in Health Professions Education. The award of Master’s Degree in Education in Health Professions Education requires the successful completion of two certificates (8 mandatory courses in total) as well as two courses on research (EADM research methods and ECUR Capstone).

Students will have the option of taking one or both certificates as stand-alone or the option of taking both certificates that will “ladder” into the master’s degree. Possible student pathways are:

1. Students are admitted to the Master’s degree and both certificates from the outset of their program;
2. Students are admitted into Certificate in Quality Teaching in Health Professions Education or the Certificate in Improving Teaching and Learning in Health Professions Education and transfer to the Master’s degree after the completion of either certificate;
3. Student can transfer into the Master’s degree after the completion of both certificates;
4. Students can transfer into the Master’s after any number of courses in either certificate; and
5. Students can take either or both certificates as stand alone without completing the Master’s degree.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to current contexts. As many students in this program will be teaching or/and participating in curriculum work, students will have multiple opportunities to apply what they are learning in class to the classes or situations in which they are teaching, coaching, mentoring, leading or facilitating. This type of application accompanied by reflective—and perhaps even adjusting— practice involve the entire range of higher-level thinking (and doing) skills.

There will be numerous opportunities for students to take part in discussions where course concepts are applied to their unique contexts, and where current issues are analyzed. Additionally, students will receive evaluation rubrics in each of the courses, as well as information regarding graduate level grading criteria as part of the syllabus for each course. The

learning objectives and the evaluation rubrics will articulate the types of skills that students will be expected to demonstrate upon completion of the courses.

e. Explain the comprehensive breadth of the program.

This program will be as broad and far-ranging as its teaching faculty and the students enrolled. As we have heard from the Steering Committee, the survey respondents, and focus group participants, the greatest value will be when the courses draw on the experiences of the students to inform decisions regarding readings, assignments, discussions, and applications, making them relevant and practical. The overall objective of the program is to improve the learning environment and opportunities for University of Saskatchewan students in the health sciences by having instructors who are “consciously competent” in making—and leading—instructional and curricular advancements, faculty who will be positioned to encourage evidence-based educational practices among their colleagues thereby ultimately influencing the health care systems in which many of their students will work.

f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course will be designed to include exploration, application, and synthesis of key concepts relevant to health professions education.

As a graduate-level program, the evaluative components denote the higher expectations for the students’ demonstration of the skills embedded within the five learning goals. The program addresses these learning goals in the following ways:

Discovery Goals (The Pursuit of Knowledges): Students will apply critical and creative thinking in their exploration of the current context of health professions education. They will participate in online discussions and analyze current trends and issues. This process will require the synthesis of information from each student’s own work context, as well as previous coursework. They will have the opportunity to reflect on others’ perspectives, on new information, and on their emerging knowledge of the areas as they critically evaluate the issues and concepts.

Knowledge Goals (The Pursuit of Truth and Understanding): The course content is being collaboratively developed by faculty in the Departments of Educational Administration and Curriculum Studies and health professions who have expertise in some or many of the topics and subtopics. Each course will include an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows for an exploration of how these concepts are related in the overall environment of health professions education. Students will develop a comprehensive knowledge of the field. Through their online assignments, papers, and in-course online projects, they will have opportunity to link their learnings with their lived experiences.

Integrity Goals (The Pursuit of Integrity and Respect): Intellectual integrity and ethical behaviour will be addressed throughout all coursework, as well as explained through the academic integrity sections of each course syllabus. These explorations will include our moral and ethical commitment to equity and fairness in all our interactions with our students, as we honour, respect, include, and validate their diverse experiences and backgrounds.

Skills Goals (The Pursuit of Skills and Practices): Throughout all courses, students will be expected to communicate clearly and persuasively in a wide variety of formats. Students will have the opportunity to demonstrate their ability to locate relevant scholarly information and use the information in ways that adhere to academic integrity standards. They will demonstrate technological literacy and the ability to apply technological skills to support their research and inquiry activities.

Citizenship Goals (Individual and Community Pursuits): Throughout the courses, students will examine the increasing diversity of students, staff, and faculty involved in health professions education, and recognize the positive contributions that increasing diversity brings—not only to our campus but to our broader communities. Graduates of this Master’s program will demonstrate the citizenship goals of “sharing their knowledge and exercising leadership” (Learning Charter, 2010, p. 2) by becoming formal and informal educational leaders in their colleges, schools, and institutions. Graduates of this program are expected to be future curriculum and instructional leaders, contributing to their campus communities and beyond.

g. Describe how students can enter this program from other programs (program transferability).

Because the certificates and the master's program have no elective courses, program transferability is limited. Students could potentially use the courses in these programs as electives in other programs. Of course, the certificates are designed for full transferability into the Master's program proposed.

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.

Program evaluation and renewal will be planned using the principles of program evaluation taught in the courses. It is anticipated that program evaluation will be on-going with an annual meeting of the Steering Committee and participating teaching faculty to reflect on and adjust based on student feedback. Indicators of success may include:

- Enrolment rates for each certificate
- Completion rates for each certificate
- Number of students starting with one certificate and then progressing on to others
- Completion rates for the Degree
- Timeframe in which students complete each certificate and the degree
- Annual application rates

Follow-up surveys of graduates at six months, a year, and two years post-graduation will be useful to see benefits and applications of the **Certificate in Quality Teaching in Health Professions Education**.

The program will be deemed successful if it is well-subscribed, enrolments increase, the courses can be offered in a financially sustainable manner, and it is recognized by health professions as being beneficial.

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.

Although not specific to accreditation, the learning outcomes for this program are inclusive of those outlined in Standards for Master's Degrees in Medical and Health Professions Education:

WFME Global Standards for Quality Improvement (World Federation for Medical Education, 2016).

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?**

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources or on other programs.

Being in response to a pressing need of the College of Medicine and its health science partners at the University of Saskatchewan, this program is well-positioned to directly meet a commitment to better support health educators.

- 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.**

The NOI and the program proposals have been developed with a commitment from Colleges of Medicine, Dentistry, Nursing, Pharmacy and Nutrition, Veterinary Medicine, Kinesiology, and the School of Public Health working with the Departments of Curriculum Studies and Educational Administration. Any concerns that have been raised have been addressed together. (Appendix E)

Information and Communications Technology (ICT) was consulted to determine IT requirements for this online program (Appendix F).

- 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.**

N/A

d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

Few additional resources are anticipated. Resources on health professions education topics currently exist in the library and we will consult with the library to develop resource lists for the courses aligned with this certificate as well as determine additional needs for library resources (if any).

The online components of the program may require additional library materials. Resources, examples, and approaches will draw on the most current literature and research in the more general field of teaching and learning as well as the more specific field of teaching and learning in health professions. The Department of Educational Administration has been working with the library to offer more resources online; this is especially important given our number of part-time graduate students, many of whom live outside Saskatoon. (Appendix G)

e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

As this is an online program, the Distance Education Unit (DEU) will be involved. The Working Committee has alerted the Unit as to the upcoming needs.

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).

It is anticipated that there will be a need to allocate resources of 12 cu course equivalent for faculty or instructor time per cohort year in instruction.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

No courses or programs are being eliminated in order to provide time for teaching additional courses. Additional resources from the tuition model will be allocated to sessional resources.

c. How are the teaching assignments of each unit and instructor affected by this proposal?

When considering the impact on teaching assignments and instructors we expect that some faculty members may choose to teach in this program. This will be minimally disruptive to existing programs due to the relatively low number of courses offered in the proposed program and the considerable number of participating colleges that can provide faculty instructors.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

Since the program offers only online courses, no additional space, classroom availability, studio/practice rooms, laboratory/clinical or other instructional space is required.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.

Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified. At this rate, we envision costs associated with development at \$32,800 (average rate for sessional pay to release faculty for course development is \$8200 per 3 cu). Delivery costs will be covered under assignment of duty within existing cognate programs.

f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.

N/A

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?

We expect that many of the students in this program will have access to professional support funds. Students opting to transfer to a thesis-based master's program in the department of educational administration may be eligible for devolved scholarship funding.

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).

\$1,300 per course = \$5,200 for the program

The envisioned enrolment minimum is 15. Courses become unfeasible at 10 students. The maximum enrollment will be 25 students per year (approximately) for pedagogical reasons.

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)

Total cost of resources needed to deliver the program:

- 4 courses (at per course average sessional stipend equivalent of \$8200) for one cohort = \$32,800 (per annum in sessional/faculty offload costs)

(Appendix H)

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?

The enrolment target is 20. We are looking to reach this target in the first year.

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?

The revenue generated from this program will largely be new revenue. There will be a few students who will migrate from other programs, but those numbers will be minimal. The revenue for each cohort is estimated at \$104,000 based on 20 students x \$1300 tuition x 4 courses per year.

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?

We believe the program will be independently sustainable at 15 students per course.

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).

See Appendix H Budget Requirements for New Programs and Major Revisions Form

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program

See Appendix H Budget Requirements for New Programs and Major Revisions Form

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

As Dean Prytula has articulated it, the offering of a MEd (HPE) and accompanying certificates, in the Departments of Educational Administration and Curriculum Studies is in alignment with the College of Education's priority to respond to the educational needs of partner human services fields in ways that are deliberate and impactful. The need for a formalized graduate certificate and degree program has been frequently and clearly articulated and is further supported through

the College of Education's partnership with the Colleges of Medicine, Nursing, Pharmacy & Nutrition, Dentistry, Kinesiology, Veterinary Medicine and the School of Public Health. The Departments of Educational Administration and Curriculum Studies are well-positioned to offer the MEd (HPE) and related certificates. For more than a decade, the Department of Educational Administration has informally offered to physicians, nurses, and other health professionals graduate programming individually tailored to meet student needs. It is time to formalize programming and secure sustainable resources to address the call from students and partners to meet the unique learning needs of health professionals in Saskatchewan and beyond.

List of Appendices

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- Appendix B: Canadian Universities Offering Programs in the Field
- Appendix C: Needs Assessment Survey and Results
- Appendix D: Letters of Support
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- Appendix I: Accreditation Standards and Elements
- Appendix J: Key References

Appendix A
Letter from Dean T. Gunasagaran, Saveetha Medical College



SAVEETHA MEDICAL COLLEGE

Saveetha Nagar, Thandalam, Chennai-602 105. Ph : 044-66726611 / 66726623 / 66726638
Fax : 044-66726623 / Website : www.saveethamedicalcollege.com

Ref.No: SMC/DEAN/2018/4920

28.09.2018

From,

Dr. T. Gunasagaran,
Dean,
Chairman – Medical Education Unit,
Saveetha Medical College,
Thandalam,
Chennai, Tamil Nadu, India

To,

Dr. Kalyani Premkumar,
Professor,
Department of Community Health & Epidemiology
College of Medicine,
University of Saskatchewan,
Canada

Dear Prof. Kalyani Premkumar,

Ref: Your e mail dated: 27th September 2018
Sub: Masters of Education: Health Professions Education degree.

Greetings from Saveetha Medical College.

We wish to place on record our sincere appreciation for your visits as a Visiting Professor to our Medical College and specifically the Medical Education Unit and conducting short courses for training our faculty.

We have learnt that the University of Saskatchewan will be offering the Masters of Education: Health Professions Education degree shortly.

A few of our faculty members have evinced interest in the proposed course as this will improve the quality of our faculty development program in the field of Medical Education.

We hope this degree will be another avenue for further collaboration and educational scholarship between our institutions.

With regards,

Dr. T. GUNASAGARAN
MS MCh (Onc) FRCS (Edin) MNAMS FICS FAIS
DEAN
SAVEETHA MEDICAL COLLEGE & HOSPITAL
Saveetha Nagar, Thandalam,
Chennai-602 105 Kanchipuram Dist

DEAN



SAVEETHA
INSTITUTE OF MEDICAL AND TECHNICAL SCIENCES
(Declared as Deemed to be University under Section 3 of UGC Act 1956 vide
Notification No.F.9 - 3/2002 - U.3 dated 18.03.2005 of Government of India)

NAAC
A
Grade

Appendix B

List of Canadian Universities offering programs in this field

(For the complete international list, please see <https://www.faimer.org/resources/mastersmeded.html>)

The following table shows the main Canadian programs that offer similar post-graduate training categorized by delivery method. Please note that there are currently no programs in Canada that are completely online/distance delivery only.

Face-to-face only	Estimated Tuition & Fees (2017-2018)	Blended (combination of face-to-face/online)	Estimated Tuition & Fees (2017-2018)
Master of Science in Medical Education, University of Calgary	\$7351 (Dom.) \$14,453 (Int.) first year 18 credit units total Continuing fees: \$1627 (Dom.)	Master of Education in Curriculum Studies for Health Interprofessionals, Dalhousie University Division of Medical Education / Acadia University School of Education	30 CU \$10,860 (Dom.) \$21360 (Int.)
		Master of Arts in Educational Psychology (Health Professions Stream), McGill University Centre for Medical Education	\$22,492 (Dom.) \$32,614 (Int.)
		Master of Science in Health Science Education, McMaster University	
Masters in Education, University of Manitoba, Faculty of Medicine	\$5403 (Dom.) \$10,987 (Int.)	Masters in Education with concentration in Health Professions Education, University of Ottawa, Faculty of Education	36 CU \$11,340
Master of Science in Health Professions Education, Western	\$29,448 (Dom. & Int.)	Master of Science in Community Health: Health Practitioner Teacher Education, University of	\$28,320 (2016)

University, Faculty of Health Sciences		Toronto, Dalla Lana School of Public Health	
		Master of Education in Health Professional Education, University of Toronto, Ontario Institute for Studies in Education	\$18,420 (Dom. Minimum) \$52,083 (Int. Minimum)
		Master of Education in Health Sciences Education, University of Alberta, Faculty of Education, Department of Educational Psychology (one course in the program is completely face-to-face)	24 CU \$13,938 (Dom.)
		Master of Clinical Science, Western University, Schulich School of Medicine and Dentistry (appears to be for clinicians in family medicine, also offers a PhD)	\$29,448 (Dom. & Int.)

Internationally, three popular programs are:

(1) The MMEd Medical Education, Dundee University UK. It is part-time and completely online;

(2) In Maastricht, the MHPE is a two-year, half-time programme taught in English. It is largely based on distance learning, with a maximum of three short periods on-site. Students receive a Master of Science degree in Health Professions Education; and

(3) At the University of Illinois, the Faculty of Medicine offers the Master of Health Professions Education (MHPE) program using a blended approach.

Appendix C
Needs Assessment Survey and Results

Needs Assessment:

March 06, 2018

Introductory Page

Advanced Formal Training in Education

Graduate Certificates/Master of Education in Health Professions Education

Background. For several decades faculty members from the health sciences at the University of Saskatchewan have expanded their areas of expertise by earning the Master of Education designation. In order to better meet the needs of future learners interested in health science education, the College of Education (Departments of Educational Administration and Curriculum Studies) are collaborating with the health science colleges and schools of Medicine, Nursing, Dentistry, Veterinary Medicine, Pharmacy and Nutrition, Kinesiology, Rehabilitation Sciences, and Public Health to create a “*Master of Education in Health Professions Education*”—MEd (HPE).

You have received this survey because a representative of your college or school is on the Steering Committee for this new program. S/he thought you could help inform the development of the certificates, courses, structures, and experiences that could make up a Master in Education in Health Professions Education.

We need your help. To create the best possible program and to help us make decisions, we are asking that you take **5-7 minutes to complete** this 10-question survey. Your responses will be anonymous and aggregated for use in developing both the *Notice of Intent* and the *Program Proposal* for this exciting new program.

NOTE: Even if you already have this (or a similar designation) or are not interested at this time, please still enter into the survey and complete the first two questions. Your insights are very valuable to us!

Thank you in advance for your help.

Gratefully,

[List Steering Committee Members]

Survey

Page 1

Have you already taken advanced formal training in education? (i.e. Master of Education, Master in Health Profession Education, etc)

[Yes/No]

If YES:

- a. What is that designation? [text box]
- b. What is your current role? [text box]
- c. Do you feel this education helps you in this role? [YES/NO]

Page 2

Are you interested in such a graduate program? [Yes/No]

If NO then insert this question:

Please help us by letting us know a little about why such a program does not interest you.

- This designation is not important to me
- I already have a similar designation
- I don't teach
- I don't have the time to invest
- My schedule doesn't allow further study
- I'm not sure that I have the support in my current role to take this on
- Too costly
- I am not based in Saskatoon
- I am already enrolled in a similar program [BRANCH] In what program are you currently enrolled [text box]
- Other (with a text box)

GO TO THANK YOU MESSAGE/focus group invite

If YES then proceed on...

Page 3

I am interested in this program... To advance my career

- To be an even better instructor
- To be better able to contribute to curricular change
- For personal and professional development
- Other [text box]

Please indicate which structures/features would make this program most accessible or/and appealing to you. Choose all that apply.

- Full-time Study
- Part-time Study
- On-line only
- Some face-to-face
- Self-paced
- Certificates that “ladder” (i.e. your degree could be a series of two graduate certificates followed by a capstone research experience)
- Blended (face-to-face and online components)
- Opportunities for community (i.e. a module or course offered only face-to-face on campus)
- Thesis-based
- Project-based
- Course-based

In developing this program, we are interested in the content areas or/and experiences that are most relevant to you. Please choose all that apply.

- Classroom-based instructional practices and strategies including the use of simulations
- Small-group teaching strategies (i.e. clinical teaching, rounds, at the bedside, etc.)
- Coaching and mentoring as instructional practices
- Developing/revitalizing programs and curricula to include learning that goes beyond knowledge objectives to include such things as developing professional competencies and learner resilience, and inter-professional education
- Course development
- Curriculum implementation
- Student assessment and evaluation including competency-based assessment
- Establishing clear outcomes, objectives, competencies, or graduate attributes
- Program evaluation (preparing for accreditation, etc.)
- Interprofessional collaboration/education
- Change management and practices
- Leading change initiatives
- Leadership for the enhancement of teaching and learning
- Organizational behaviour and group processes in post-secondary educational settings
- Organizational change
- Educational research methods

- Quality improvement and action research
- The Scholarship of Teaching and Learning (SoTL)
- Carrying out a research project in my workplace
- Practices of effective leaders

Page 6

Please indicate the role you most identify with at this time:

- Clinician
- Sessional Instructor
- Faculty
- Instructor
- Staff
- Intern
- Graduate student
- Resident
- Undergraduate student
- Department head
- Senior administrator

Stage in career

- Student (Graduate or undergraduate)
- 1-5 years
- 6-10 years
- More than 10 years

Please indicate your current college/school affiliation:

- Veterinary Medicine
- School of Public Health
- School of Rehabilitation Science
- Pharmacy and Nutrition
- Nursing
- Medicine
- Kinesiology
- Education
- Dentistry
- Other [with text box]

Would you be willing to participate in a focus group to further inform the development of this program in the next two months?

[YES/NO]

Page 7

If NO:

Thank you for taking the time to help us with our planning. Please watch for this exciting new offering!

If YES please direct to separate page for contact information.

Focus Group Sign-up page

Thank you for your willingness to participate in a focus group to further inform the development of the MEd (HPE). This page of the survey is distinct from the previous pages and in no way can your responses be linked to this page.

Please supply your email and you may be contacted within the next two months to participate in a focus group.

Name:

Email:

MEd SURVEY RESPONSES

Have you already taken advanced formal training in education? (i.e. Master of Education, Master in Health Profession Education, etc)

Response	Frequency	Percent
Yes	16	9.0%
No	161	91.0%

What is that designation?

- Masters
- M Ed in Counselling Psychology
- Master's of Science in Health Professions Education
- Masters in Public Health
- Masters Ed Admin
- PhD
- Masters in Community Health-Addictions and Mental Health, University of Toronto
- Masters in Medical Education and PhD as well
- certificate in continuing adult education
- Masters of science
- B.Ed.
- Diploma PG Medical education
- graduate courses at gwenna moss
- M.Ed. (in progress)
- Master of Ed Admin
- Masters of Medical Education

What is your current role?

- Unpaid - professional services to the college
- Clinical Health Psychologist, Ph.D.
- Physician, Education Researcher; previously Program Director and Director of Simulation
- PhD student in epidemiology
- Director of Clinical Ultrasonography
- Faculty
- Family Physician
- Registered Midwife and Adjunct Professor CH EPI
- sessional
- General surgeon
- Dean, Dentistry
- PD
- clinical instructor
- Lecturer
- Experiential Learning Coordinator
- Residency Program Director Emergency

Do you feel that this advanced formal training in education helps you in this role?

Response	Frequency	Percent
Yes	15	93.8%
No	1	6.3%

Are you interested in advanced formal training in education?

Response	Frequency	Percent
Yes	133	75.1%
No	44	24.9%

Please help us by letting us know a little about why such a program does not interest you. (Choose all that apply)

Response	Frequency	Percent
This designation is not important to me	21	41.2%
I already have a similar designation	6	11.8%
I don't teach	2	3.9%
I don't have the time to invest	21	41.2%
My schedule doesn't allow further study	12	23.5%
Too costly	6	11.8%
I am not based in Saskatoon	6	11.8%
I am not sure that I have the support in my current role to take this on	12	23.5%
I am already enrolled in a similar program	0	0.0%
Other	15	29.4%

Other Responses:

- Not sure how this program is unique compared to what's covered in other Master's disciplines
- I teach health care management which is a cognate discipline
- I am nearing the end of my career in medicine
- I plan to pursue quality improvement
- interested in another master's designation other than education
- I am close to retirement (within six months); however, if this had been available to me earlier in my career, I would have taken it. I did take (and teach) TIPS for teachers and recognize the value of formal education in teaching.
- I'm too old close to retirement h
- I now have a Ph.D. in Clinical Psychology and will not be going back to school
- I strongly value the perspective and connections fostered by doing such a program elsewhere so if I didn't already have a similar credential it would be unlikely that I would have chosen to do my degree in Saskatchewan.
- Retiring soon
- The College of Education at the University of Saskatchewan has a poor reputation both among similar Canadian faculties as well as within the U. of S.
- Retiring
- while I don't have the designation, I feel I have the knowledge necessary
- will be retiring in the next few years
- I don't think that as a regular faculty member this is the best use of my time. While I do work very hard at teaching, I do not feel that pursuing a graduate degree in teaching would be the best use of my time for advancing goals of the college/university

In what program are you currently enrolled?

I am interested in this program ... (Choose all that apply)

Response	Frequency	Percent
To advance my career	72	52.2%
To be an even better instructor	103	74.6%
To be better able to contribute to curricular change	68	49.3%
For personal and professional development	115	83.3%
Other	8	5.8%

Other Responses:

- Retiring but interested in success for future program
- I am wondering if you could add a Masters Degree in Midwifery to this great selection of programs identified
- All of the above, plus I love learning!
- Support for program Accreditation
- interested in SoTL research
- Have been teaching veterinary students for 37 years and would be interested, upon retirement, to be involved in the program.
- I would like to clarify that I am somewhat interested...and in all likelihood, do not have the time to complete something like this.
- As a means of ultimately providing better patient care through better and more complete education of health professions students

Please indicate which structures/features would make this program most accessible or/and appealing to you. (Choose all that apply)

Response	Frequency	Percent
Full-time Study	6	4.5%
Part-time Study	87	65.4%
On-line only	66	49.6%
Some face-to-face	51	38.3%
Self-paced	82	61.7%
Certificates that "ladder" (i.e. your degree could be a series of two graduate	49	36.8%
Blended (face-to-face and on-line components)	78	58.6%
Opportunities for community (i.e. a module or course offered only	25	18.8%
Thesis-based	14	10.5%
Project-based	43	32.3%
Course-based	87	65.4%

In developing this program we are interested in the content areas or/and experiences that are most relevant to you. (Choose all that apply)

Response	Frequency	Percent
Classroom-based instructional practices and strategies including the use of	68	51.1%
Small-group teaching strategies (i.e. clinical teaching, rounds, at the	95	71.4%
Coaching and mentoring as instructional practices	80	60.2%
Developing/revitalizing programs and curricula to include learning that goes	80	60.2%
Course development	58	43.6%
Curriculum implementation	45	33.8%
Student assessment and evaluation including competency-based	88	66.2%
Establishing clear outcomes, objectives, competencies, or graduate	71	53.4%
Program evaluation (preparing for accreditation, etc.)	46	34.6%
Interprofessional collaboration/education	60	45.1%
Change management and practices	42	31.6%
Leading change initiatives	46	34.6%
Leadership for the enhancement of teaching and learning	63	47.4%
Organizational behaviour and group processes in post-secondary	34	25.6%
Organizational change	39	29.3%
Educational research methods	44	33.1%
Quality improvement and action research	56	42.1%
The Scholarship of Teaching and Learning (SoTL)	32	24.1%
Carrying out a research project in my workplace	33	24.8%
Practices of effective leaders	65	48.9%

Please indicate the role you most identify with at this time:

Response	Frequency	Percent
Clinician	64	48.1%
Sessional Instructor	4	3.0%
Faculty	34	25.6%
Instructor	4	3.0%
Staff	12	9.0%
Intern	0	0.0%
Graduate student	5	3.8%
Resident	3	2.3%
Undergraduate student	0	0.0%
Department head	2	1.5%
Senior administrator	5	3.8%

Stage in career

Response	Frequency	Percent
Student (Graduate or undergraduate)	6	4.5%
1-5 years	34	25.6%
6-10 years	23	17.3%
More than 10 years	70	52.6%

Please indicate your current college/school affiliation:

Response	Frequency	Percent
Veterinary Medicine	49	36.8%
School of Public Health	1	0.8%
School of Rehabilitation Science	1	0.8%
Pharmacy and Nutrition	2	1.5%
Nursing	1	0.8%
Medicine	74	55.6%
Kinesiology	0	0.0%
Education	0	0.0%
Dentistry	1	0.8%
Other	4	3.0%

Other Responses:

- SOCIAL WORK
- COMMUNITY HEALTH AND EPI AS WELL AS CLINICAL MIDWIFERY
- PREFER NOT TO ANSWER
- VET TECH

Would you be willing to participate in a focus group to further inform the development of this program in the next two months?

Response	Frequency	Percent
Yes	81	47.9%
No	88	52.1%

Appendix D Letters of Support



Office of the Dean
332 - 105 Wiggins Road
Saskatoon SK S7N 5E4 Canada
Telephone: 306-966-5122
Facsimile: 306-966-5132

May 22, 2018

Dr. Paul Newton
Dr. Kalyani Premkumar
Co-Chairs, MEd (HPE) Steering Committee

Dear Drs. Newton and Premkumar,

It gives me great pleasure to provide this letter on behalf of the College of Dentistry, to strongly support the proposed Master of Education in Health Professions Education [MEd (HPE)] in the College of Education, University of Saskatchewan. The MEd (HPE) program aligns very closely to the current College of Dentistry needs, and I anticipate that there will be considerable interest from College faculty. As Dean, I look forward to the advantages that all the Health Science Colleges will garner from the program, including:

1. Improved faculty teaching performance
2. Improved student learning performance
3. Increased opportunity for educational research
4. Improved opportunity for high quality inter-professional education

I can think of no better way to achieve the above listed advantages and further the University Plan 2025 than to implement the proposed MEd (HPE). I give my strong support to continued development of the MEd (HPE) program with implementation at the soonest possible date.

Sincerely,



Dr. Doug Brothwell
Dean, College of Dentistry

Appendix D Letters of Support



UNIVERSITY OF SASKATCHEWAN
**School of
Public Health**
USASK.CA/SPH

104 Clinic Place
Saskatoon SK S7N 2Z4 Canada
Telephone: 306-966-8544
Facsimile: 306-966-2264

May 24, 2018

Dr. Paul Newton
Department Head, Educational Administration
College of Education
Room 3079, 28 Campus Drive
Saskatoon SK

Dear Dr. Newton,

I am pleased to write in support of the proposed Masters in Education Programs (Health Professions Education, MEd (HPE)), to be offered by the College of Education, in collaboration with the health profession colleges.

The interconnections between health professions, impact of technology of service delivery, challenges of training using distributed learning strategies, and the blurring of traditional roles and responsibilities makes it increasingly important that our health graduates are prepared for work in a professional environment undergoing profound disruption. They can only be prepared to face these challenges if the health educators teaching them are themselves fully prepared with strength in teaching practice, well versed in educational theory and engaged in quality improvement in health care and education.

The majority of people engaged in teaching health professionals have little or no background in the mechanics of good teaching and the proposed course clearly addresses this weakness. I fully support the development and delivery of this new MEd.

Yours truly,

Steven Jones
Executive Director
School of Public Health

/as



Appendix D Letters of Support



UNIVERSITY OF SASKATCHEWAN
College of Kinesiology
KINESIOLOGY.USASK.CA

87 Campus Drive
Saskatoon SK S7N 5B2 Canada
Telephone: 306-966-1000
Facsimile: 306-966-6464

May 18, 2018

Dr. Paul Newton
Department Head, Educational Administration
College of Education
Room 3079 28 Campus Drive
Saskatoon, SK

Via email: pmn380@mail.usask.ca

Dear Dr. Newton,

I would like to join my colleagues in expressing my full support for the proposed Masters in Education Program [Health Professions Education, MEd (HPE)] to be offered by the College of Education, in collaboration with other health sciences colleges and schools.

The College of Kinesiology has recently finalized a strategic plan to shape our decision-making into 2025. The MEd (HPE) proposal aligns with several strategic goals that were outlined in our plan, including the following commitments:

- Supporting interprofessional education
- Promoting graduate education opportunities for BSc (Kin) graduates
- Collaborating with other colleges on education initiatives in the health sciences and beyond
- Enhancing education competencies of those employed in kinesiology-related professions

The research interests of faculty within the College of Kinesiology would contribute to the collaboration and provide support for developing educational leaders in the health professions. As we look for ways to enhance opportunities for our students across campus, I believe this proposal has the potential to retain and attract the caliber of students that will lead the innovative ideas needed to address evolving healthcare challenges.

Kinesiology and Education have successfully offered a combined degree program for many years. We value our existing partnership with the college and would welcome further collaboration through the MEd (HPE) program. This would augment foundations already in place within our programs and provide a graduate education opportunity that I believe is essential within the health sciences to meet growing demand.

I appreciate the consideration of this expression of support and the reasons as stated. I look forward to working with the College of Education and the health sciences colleges and schools on this exciting program.

Sincerely,

A handwritten signature in blue ink, appearing to read 'CL'.

Chad London, PhD
Dean, College of Kinesiology

Appendix D Letters of Support



UNIVERSITY OF SASKATCHEWAN
College of Nursing
NURSING.USASK.CA

College of Nursing
104 Clinic Place, Saskatoon, Saskatchewan S7N 2Z4
Telephone: (306) 966-6221 Facsimile: (306) 966-6621

May 24, 2018

Dr. Paul Newton
Department Head, Educational Administration
College of Education
University of Saskatchewan

Dear Dr. Newton,

On behalf of the College of Nursing, we are very pleased to provide this letter of support for your proposal to launch a Master of Education Program (Health Professions Education), MEd (HPE) to be offered by the College of Education in collaboration with other health sciences colleges and schools at the University of Saskatchewan.

We strongly support this proposal which has the potential to improve teaching and learning within our own discipline and addresses one of our signature areas of research at the College of Nursing. Our students would appreciate the opportunity for elective courses, certificates, and MEd (HPE) would be an excellent stepping stone to a PhD in Nursing with a focus on education. We agree that this program is needed to enhance our theory and knowledge base, as very few potential educators have formal training in education. We feel this program offers an opportunity to gain expertise in teaching and learning in an interdisciplinary setting.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jill Bally".

Dr. Jill Bally, Acting Graduate Chair

A handwritten signature in blue ink, appearing to read "Lorraine Holtslander".

Dr. Lorraine Holtslander, Research Lead

A handwritten signature in blue ink, appearing to read "H. M. Tzeng".

Dr. H. M. Tzeng, Dean

A handwritten signature in blue ink, appearing to read "Phil Woods".

Dr. Phil Woods, Acting Vice Dean

Appendix D Letters of Support

Kovar, Jennifer

From: Kovar, Jennifer
Sent: Monday, May 28, 2018 8:58 AM
To: Kovar, Jennifer
Subject: FW: MEd (HPE) Draft Program Proposal and Meeting Agenda

From: Clark, Chris
Sent: Wednesday, May 23, 2018 5:06 PM
To: Kovar, Jennifer <jennifer.kovar@usask.ca>
Subject: RE: MEd (HPE) Draft Program Proposal and Meeting Agenda

To whom it may concern,

In my role as Associate Dean Academic for the Western College of Veterinary Medicine at the University of Saskatchewan I wholeheartedly support the development of the MEd(HPE) program.

As a professional college involved in veterinary education we lack faculty members formally trained in advanced education and curriculum development. I am only aware of one program worldwide that offers a MEd in Veterinary Education and it is in the UK.

The situation at the University of Saskatchewan where all the main Health Science colleges are collocated on one campus is a tremendous opportunity to develop a one of a kind program which will allow faculty in all disciplines to advance their training in education and to enhance what are already well respected college reputations.

From a purely selfish standpoint; I know we have a number of young faculty that are excellent teachers and want to improve their own skills and enhance the curricula in which they teach. If these faculty can receive this training here at the U of S they would form a core group which would allow us to adapt our curriculum to 3 main challenges:

1. The increasing importance of simulation in veterinary education.
2. Adapting the veterinary undergraduate program to the changing paradigm of veterinary employment in the developed world with major changes in the provision of companion animal care and the increasing complexity of food animal production systems.
3. The increased importance that veterinarians play in the concept of "One Health" at the intersection of human health, animal health and environmental health.

If you require anything further from us please let me know.

Yours faithfully,

Chris

➤ Chris Clark VetMB, PhD, Dip. ACVIM
Associate Dean Academic
Room 4115, Western College of Veterinary Medicine
University of Saskatchewan
52 Campus Dr
Saskatoon SK S7N 5B4
Tel: (306) 966-7409
Fax: (306) 966-8747
E-mail: chris.clark@usask.ca

Appendix D Letters of Support



College of Medicine
Faculty Development
318-1121 College Drive Saskatoon SK S7N0W3
Phone : (306)966-5171 Fax: (306)966-5224
medicine.facultydevelopment@usask.ca

Sandra Calver, Secretary
Planning & Priorities Committee of Council
c/o Office of the University Secretary,
E290 Administration Building
105 Administration Place
Saskatoon SK S7N 5A2

February 26, 2018

Dear Ms. Calver,

I am very pleased to write this letter of support for the proposed Masters in Education (Health Professions Education) in collaboration with the College of Education. As the Director of Faculty Development for the College of Medicine, I see a huge need for this program for several reasons. There is ample evidence today that one off faculty development events are not effective in improving performance or outcomes. We are striving to provide an integrated and organized approach to faculty development programming that can meet a variety of faculty needs – clinical teaching, educational leadership and teaching outside clinical settings. We need to ensure we have programs that meet the needs of our more advanced learners and those who wish to pursue graduate studies in medical education.

There is an increased demand for training health professionals in education, not only to help their academic career track but also for institutions to meet the accreditation and professional standards of the various health professions. Our programs are often highly distributed relying on faculty across the province. We need to have an effective means of creating the educational leaders and administrators for our various programs who strive for excellence in education and have the solid grounding to achieve this. Although there are options outside the province including distance learning formats, we believe that many want a Saskatchewan option that is specifically tailored for our context. It is therefore important for the University of Saskatchewan to make such training accessible to the health professionals of our province.

This new Masters in Education, a collaborative program between the College of Education and the College of Medicine with input from other Health Professional Colleges, is an exciting opportunity for inter-professional, inter-disciplinary collaboration, leading to better education and healthcare of our society. This University is uniquely poised to optimize inter-professional education given the close proximity and organization of the health professions colleges and schools on our campus. Given the direction of health care, this is a wonderful strength on which to build this masters which could assist in the education and ultimately the application of improved team based skills throughout the province to better improve patient care outcomes.

Appendix D Letters of Support

As Director of Faculty Development and a practicing family physician, I strongly support this initiative and am willing to contribute my expertise to its development and implementation. We see this masters as an integral part of the overall faculty development that is needed in the College of Medicine and appreciate the consideration of this request at this time.

Sincerely,

A handwritten signature in cursive script that reads "Cathy MacLean".

Dr. Cathy MacLean MD, FCFP, MCISc (Family Medicine), MBA
Faculty Development Director, College of Medicine

cc Dr. Kent Stobart, Vice Dean Education, College of Medicine

Appendix D Letters of Support



College of Pharmacy and Nutrition

104 Clinic Place, Saskatoon SK
S7N 2Z4 Canada

Telephone: (306) 966-6327

Facsimile: (306) 966-6173

Web Site: <http://www.usask.ca/pharmacy-nutrition/>

May 28, 2018

Dr. Paul Newton
Department Head, Educational Administration
College of Education
Room 3079, 28 Campus Drive
Saskatoon, SK

Dear Dr. Newton:

Please accept this letter in support of the Master of Education in Health Professions Education. The College of Pharmacy and Nutrition is transitioning to a direct entry PharmD program, which requires both a stronger clinical emphasis and enhanced interprofessional education. The MEd program designed to capitalize on the expertise and collaboration of our university health professional colleges and the College of Education aligns with our greater need for interdisciplinary and collaborative education. The timing of the development of the MEd program is quite appropriate as we will see clinical faculty seeking opportunities to enhance their own training and teaching to meet the new objectives of the PharmD program. The development of the MEd program would underscore the University of Saskatchewan's commitment to support quality improvement in teaching and learning amongst the health professions.

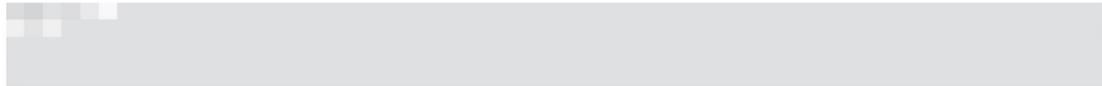
Further, with expectations by the professional bodies to move to outcome based assessment, the college will require faculty with more formal training in education pedagogy and assessment. The program will have interest for some of our current faculty and clinical faculty who wish to provide college leadership in these areas. Faculty who contribute to this program either as instructor or student also will have opportunity to establish relationships with other health professional educators, creating more interprofessional education opportunities and continued curriculum development.

The College of Pharmacy and Nutrition is in full support of the MEd in Health Professions Education and hope that the university similarly supports the establishment of the program.

Sincerely,

A handwritten signature in blue ink that reads "Jane Alcorn".

Dr. Jane Alcorn
Professor of Pharmacy and Associate Dean Research and Graduate Affairs



Appendix E
Committee Membership and Committee Meeting Dates

Steering Committee Membership

Dr. Paul Newton, Co-chair	(College of Education)
Dr. Kalyani Premkumar, Co-chair	(College of Medicine)
Dr. Jane Alcorn	(College of Pharmacy and Nutrition)
Dr. Jill Bally	(College of Nursing)
Dr. Lorraine Holtlander	(College of Nursing)
Dr. Doug Brothwell	(College of Dentistry)
Dr. Chris Clark	(Western College of Veterinary Medicine)
Dr. Steven Jones	(School of Public Health)
Dr. Chad London	(College of Kinesiology)
Dr. Cathy MacLean	(College of Medicine)
Dr. Kent Stobart	(College of Medicine)
Dr. Jay Wilson	(College of Education)

Working Group Membership

Dr. Paul Newton, Co-chair	(College of Education)
Dr. Kalyani Premkumar, Co-chair	(College of Medicine)
Dr. Jay Wilson	(College of Education)
Patricia Prowse	(Associate Director, SELU)
Jennifer Kovar	(Administrative Support, Department of Educational Administration)
Dr. Sheryl Mills	(Contracted Consultant, SELU)

Steering Committee and Working Group Meeting Dates

January 5, 2018 College of Education and College of Medicine

February 16, 2018 Steering Committee

March 6, 2018 Steering Committee

March 16, 2018 Working Committee

April 10, 2018 Steering Committee

April 23, 2018 Consultation with Dean Crowe, CGPS

May 4, 2018 Met with Kelly Clement, CGPS

May 10, 2018 Working Committee

May 17, 2018 Steering Committee

Appendix F ICT Requirements

 UNIVERSITY OF SASKATCHEWAN	Information Technology Requirements for New Programs and Major Revisions
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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:

Specialization in Master of Education: Health Professions Education

2. Distance Education
Does the new/revised program include courses that are delivered by 'distance education'?

No Yes

Face-to-face off-campus

Televised

Multi-mode

Independent Study

Web-based

The course will delivered via current web-based technologies used by the University of Saskatchewan.

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:

Students enrolled in the program can utilize existing tools via PAWS or Blackboard.

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.

E-Portfolio, e-mail, file storage, Blackboard, SPSS, NVivo and PAWS.

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.

This program is delivered online. This will offer simulations in at least one course. The scope of simulations is yet to be determined. Options may include integration with existing medical/dental simulation packages at the University of Saskatchewan.

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

5

Access for classes/tutorials is required
hours/week/student

Estimated number of students in program:

25

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).

Standard student IT support for online courses is required.

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).

Existing support for faculty is sufficient.

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 additional changes are anticipated.

Date:

MAY 15, 2018

Information and Communications Technology

 CHAD COLVER, DIRECTOR - ACADEMIC & RESEARCH TECHNOLOGIES
Faculty Member (sponsoring college/dept)

 Paul Newton, Department Head - Educational Administration, College of Education

Appendix G: Library Requirements

 <p>UNIVERSITY OF SASKATCHEWAN</p>	<p>Library Requirements for New Programs and Major Revisions</p>
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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: Master of Education in Health Professions Education

Short form (degree abbreviation): MEd (HPE)

Sponsoring Department/College: Education

Degree Level: Graduate

2. Library Resources

2.1 Resources are/will be located mainly in the Education and Music Library, and the Leslie and Irene Dubé Health Sciences Library. General materials on postsecondary education are held at the Education Library, while most materials specific to health sciences education are held at the Health Sciences Library.

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

The Library has been successfully supporting the Masters of Education program for many years. Although a new specialization, the materials that are drawn upon for the existing Masters program will be used for this. Materials on postsecondary education in general are currently purchased through the Education monograph fund. Materials on health professions education are purchased through individual health discipline-specific monograph funds.

2.3 Specify serial titles that are core to this program.

The Medical Education Scholarship, Research and Evaluation Section of the Association of American Medical Colleges has created an Annotated Bibliography of Journals for Educational Scholarship, last updated July 2017, and available from <https://www.aamc.org/download/484206/data/annotatedbibliographyofjournalsforeducationalscholarship.pdf>

Of the 62 annotated journals, 18 are currently open access (and thus are freely available). The U of S Library currently provides online access to a further 42 journals on the list. This list includes titles on medical, dental, veterinary medical, nursing, pharmacy and basic health science education.

- 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). It is possible that there will be some increase to interlibrary loan expenditures, however, given that the program is entirely course-based, rather than thesis-based, interlibrary loan requests are unlikely to be excessive.
- 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? Yes. Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc? No, given that most courses in the program are already being offered, it is unlikely that much additional user education will be needed.
3. Additional Library Resources Required
- 3.1 What new subject areas of acquisition are needed to meet program requirements? None. Librarians in the health sciences already purchase materials on use of simulation in health education and on clinical teaching.
- 3.2 What new electronic resources/databases are required? None. The Library currently subscribes to ERIC, the major education database, as well the major databases specific to the health sciences.
- 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? Since students located outside of Saskatoon will be able to participate in the program remotely, there may be a small increase to costs incurred by Distance and Distributed Library Services for mailing materials to students.
- 3.5 Provide an estimated budget required for library resources to support this program annually. No additional budget needed.
4. Statement of Assessment of Library requirements (Indicate Library capacity to support new program)

The Library currently has the capacity to support this new program.

Date: April 27, 2018

Liaison Librarian's Signature:

Marylyn Gayre *Elin Watern*

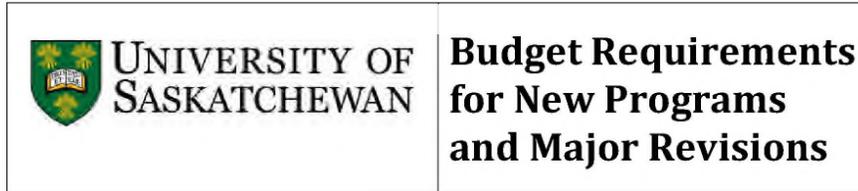
Library Dean's Signature

Melissa

Faculty member (for the sponsoring college/dept) Paul Newton/Jay Wilson

Paul *Jay Wilson*

Appendix H 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 completed 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: Masters of Health Professionals Education
Short form (degree abbreviation): MEd (HPE)
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 ten, three credit unit courses being proposed. Half of the courses will be adapted from other master's courses and the remaining half will be new.

Development costs will be equivalent to one half class of course instruction time per course to be developed and modified. At this rate, we envision costs associated with development at \$82,000. For course development, the colleges will provide one faculty lead per course through regular Assignment to Duties.

The Education library contains most of the necessary resources however we will be consulting with the library to ensure the necessary resources are available as these are currently available for all graduate 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.

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 program, 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.

Administration of this master's program including support for the admission and application processes, academic advising and field experience coordination, will be provided by the existing department of educational administration in the College of Education. No additional staff will be required.

Delivery costs will be covered under Assignment to Duty within existing cognate programs from the seven colleges involved. -- other costs related to delivery will be consistent with the ASPA on line facilitators. Per cohort, we envision three courses of the ten to be offered will be at the ASPA rate (\$200 per student per course).

For course development, the colleges 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 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 had to use a close salary estimate.

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 Technology 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 no provided with the proposal. Facilities Management has confirmed that additional physical resources are not required to support this program

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 start-up costs will be covered by in kind contributions towards the estimated \$82,000 development cost. The operational costs will be covered by the Assignment to Duties

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 \$1,300 - 3 credit unit class. Enrolment is targeted at 25 students per year in each course. Given the contact the College has already received from potential students interested in obtaining their Master in of Education in Health Professionals Education, 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.

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 administered by the College of Education but will also include instructors from the colleges of Medicine, Vet Med, Dentistry, Nursing, Kinesiology, Pharmacy and Nutrition and the School of Public Health.

5. Additional Comments

Please provide and additional comments to support the program budget.

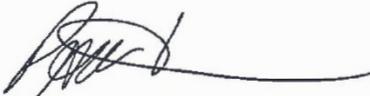
The TABBS scenario analysis tool was used to project the impact of the IETC program using a few different enrolment numbers.

*At 20 students the projected positive impact of the scenario is \$89,720 assuming they are existing students to the university
At 25 students the projected positive impact of the scenario is \$134,871 assuming they are existing students to the university*

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: May 25, 2018


Financial Analyst (assisting in form preparation on behalf of the Financial Services Division): Dean Olorenshaw, SB Finance, College of Education

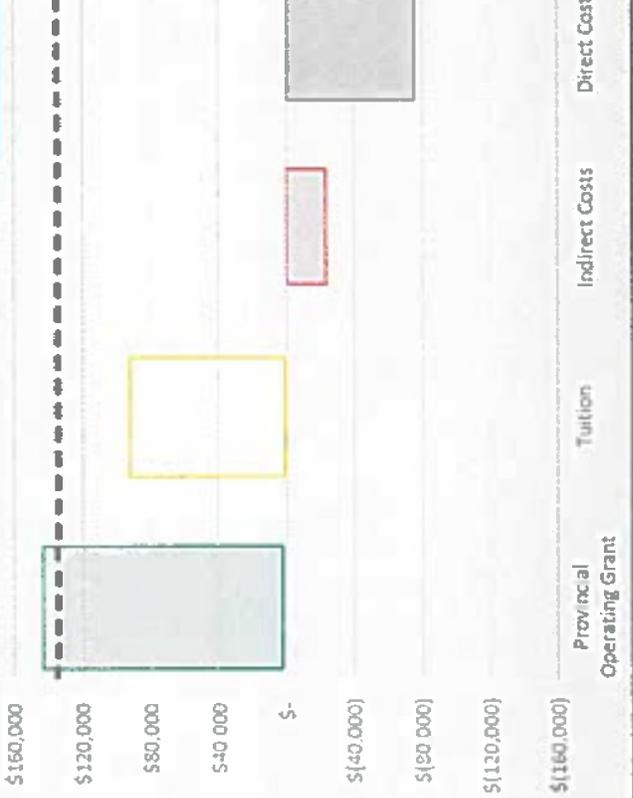

Faculty member (for the sponsoring college/dept): Paul Newton

Education

	Current	Projected	Change
Operating Grant			
Restricted Provincial Operating	\$ 13,559,528	\$ 13,700,802	\$ 141,274 ▲ (1.0%)
Unrestricted Provincial Operating	\$ -	\$ -	\$ -
Tuition			
Undergraduate - Enrolment	\$ 1,101,553	\$ 1,101,553	\$ 0
Undergraduate - Instruction	\$ 2,923,228	\$ 2,923,228	\$ 0
Graduate - Enrolment	\$ 500,509	\$ 561,537	\$ 61,027 ▲ (12.2%)
Graduate - Instruction	\$ 264,005	\$ 294,519	\$ 30,514 ▲ (11.6%)
Graduate - Supervision	\$ 510,744	\$ 510,744	\$ 0
Total Revenue	\$ 18,859,566	\$ 19,092,381	\$ 232,815 ▲ (1.2%)
Indirect Expenses			
Research Support	\$ 1,119,759	\$ 1,119,711	-\$ 48
Student Support	\$ 5,195,922	\$ 5,195,729	-\$ 193
Graduate Support	\$ 599,695	\$ 599,693	-\$ 2
Faculty/Staff Support	\$ 728,789	\$ 745,927	\$ 17,139 ▲ (2.4%)
General Support	\$ 1,341,645	\$ 1,347,889	\$ 6,245 ▲ (0.5%)
Health Sciences Support	\$ -	\$ -	\$ -
Occupancy			
General Occupancy	\$ 562,019	\$ 561,983	-\$ 36
Utilities	\$ 196,596	\$ 196,596	\$ 0
Caretaking	\$ 168,318	\$ 168,318	\$ 0
Leases	\$ -	\$ -	\$ -
Total Expenses	\$ 9,912,741	\$ 9,915,837	\$ 3,096 ▲ (0.2%)

Change in unrestricted provincial operating grant 0.00%

Impact of Scenario ▲ \$134,800



Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	25.0	0.0	0.0	0.0
Type of Students	Masters			

Faculty/Staff

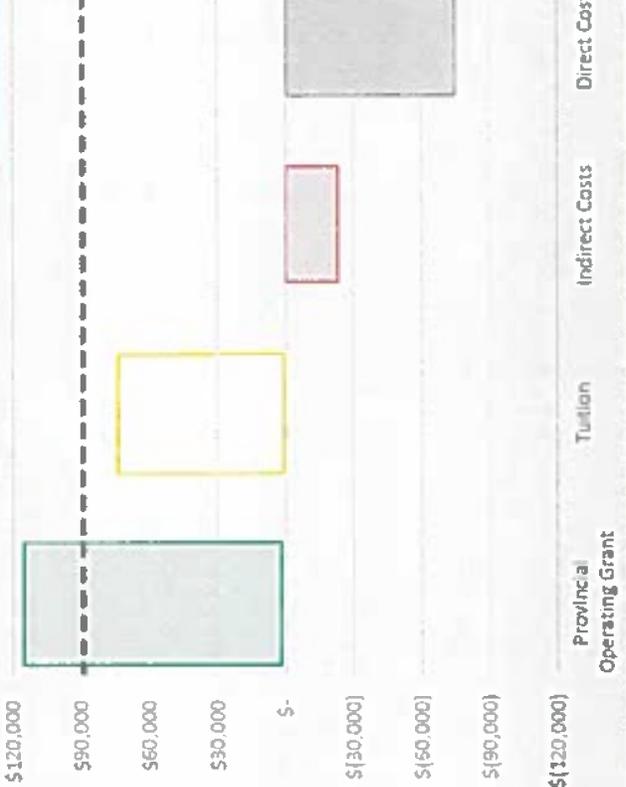
Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active

Education

	Current	Projected	Change
Operating Grant			
Restricted Provincial Operating	\$ 13,559,528	\$ 13,673,510	\$ 113,982 ▲ (0.8%)
Unrestricted Provincial Operating	\$ -	\$ -	\$ -
Tuition			
Undergraduate - Enrolment	\$ 1,101,553	\$ 1,101,553	\$ 0
Undergraduate - Instruction	\$ 2,923,228	\$ 2,923,228	\$ 0
Graduate - Enrolment	\$ 500,509	\$ 549,331	\$ 48,822 ▲ (9.8%)
Graduate - Instruction	\$ 264,005	\$ 288,416	\$ 24,411 ▲ (9.2%)
Graduate - Supervision	\$ 510,744	\$ 510,744	\$ 0
Total Revenue	\$ 18,859,566	\$ 19,046,781	\$ 187,215 ▲ (1.0%)
Indirect Expenses			
Research Support	\$ 1,119,759	\$ 1,119,711	\$ -48 ▲ (0.0%)
Student Support	\$ 5,195,922	\$ 5,195,729	\$ -193 ▲ (0.0%)
Graduate Support	\$ 599,695	\$ 599,693	\$ -2 ▲ (0.0%)
Faculty/Staff Support	\$ 728,789	\$ 745,927	\$ 17,139 ▲ (2.4%)
General Support	\$ 1,341,645	\$ 1,347,889	\$ 6,245 ▲ (0.5%)
Health Sciences Support	\$ -	\$ -	\$ -
Occupancy			
General Occupancy	\$ 562,019	\$ 561,983	\$ -36 ▲ (0.0%)
Utilities	\$ 196,596	\$ 196,596	\$ 0
Caretaking	\$ 168,318	\$ 168,318	\$ 0
Leases	\$ -	\$ -	\$ 0
Total Expenses	\$ 9,912,741	\$ 9,935,837	\$ 23,095 ▲ (0.2%)

Change in unrestricted provincial operating grant 0.00%

Impact of Scenario ▲ \$89,215



AI Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	20.0	0.0	0.0	0.0
Type of Students	Masters			

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active

Appendix I Key References

Reem Al-Subait & Margaret Elzubeir (2012) Evaluating a masters of medical education program: Attaining minimum quality standards?, *Medical Teacher*, 34:sup1, S67-S74, DOI: 10.3109/0142159X.2012.656746

Richard Cohen, Lucas Murnaghan, John Collins & Dr Dan Pratt (2005) An update on master's degrees in medical education, *Medical Teacher*, 27:8, 686-692, DOI: 10.1080/01421590500315170

STEINERT, Y., NASMITH, L., MCLEOD, P.J. & CONOCHIE, L. (2003) A teaching scholars program to develop leaders in medical education, *Academic Medicine*, 78, pp. 142–149.

Tekian A, Roberts T, Batty HP, Cook DA, Norcini J. Preparing leaders in health professions education. *Med Teach*. 2014;36:269–271.

Tekian A, Artino A. AM last page: master's degree in health professions education programs. *Acad Med*. 2013;88(9):1399.

Tekian A, Harris I. Preparing health professions education leaders worldwide: a description of masters-level programs. *Med Teach*. 2012; 34(1):52–58.

Tekian, Ara S.; Taylor, David C. M. Master's degrees: Meeting the standards for medical and health professions education. *Medical Teacher*, 2017; 39(9), p.906-913

WFME. 2003. Continuing Professional Development (CPD) of Medical Doctors. Global Standards for Quality Improvement. Copenhagen: WFME 2003; <http://www.wfme.org>.

**Appendix J
Accreditation Standards and Elements**

Committee on Accreditation of Canadian Medical Schools

[https://cacms-
cafmc.ca/sites/default/files/documents/CACMS_Standards_and_Elements_-_AY_2016-
17.pdf](https://cacms-cafmc.ca/sites/default/files/documents/CACMS_Standards_and_Elements_-_AY_2016-17.pdf)

CACMS STANDARDS AND ELEMENTS

Standards for Accreditation of
Medical Education Programs Leading to the M.D. Degree

Standards and Elements Effective July 1, 2016 Published August 2015

Standard 4: Faculty Preparation, Productivity, Participation, and Policies

The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.

4.5 Faculty Professional Development

A medical school and/or the university provides opportunities for professional development to each faculty member (e.g., in the areas of teaching and student assessment, curricular design, instructional methods, program evaluation or research) to enhance his or her skills and leadership abilities in these areas.

Standard 6: Competencies, Curricular Objectives, and Curricular Design

The faculty of a medical school define the competencies to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum that enables its medical students to achieve those competencies and objectives.

Standard 8: Curricular Management, Evaluation, and Enhancement

The faculty of a medical school engage in curricular revision and program evaluation activities to ensure that the medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences and settings.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College Education	Department/Unit Educational Administration
Authorizing Unit Head Dr Paul Newton	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number EADM 8XX		Course Title Research in Health Professions Education			
Total Course Hours 39	Lecture	Seminar	Lab	Tutorial	Other Online
Weekly Course Hours 3	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input checked="" type="radio"/> Term 1 or 2 <input type="radio"/> Term 1 and 2			Course is to be offered <input type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other		
Prerequisite(s) or restriction(s) Restricted to students of the MEd (HPE) program				If there are prerequisites, who can waive them: Department Instructor EADM - Head	
Catalogue Description (not more than 50 words) This course distinguishes the range of "research" from reflective practice and action research to quality improvement, program evaluation, the scholarship of teaching and learning, and other types of research. Learners will understand methodologies used in educational research and how to choose the appropriate methods to answer research questions.					
Tuition code and any additional class fees: [REDACTED]		Number of credit units: 3		Can this course be repeated for credit? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.	

Rationale

What is the rationale for introducing this course

This course is needed to meet the following curricular objectives:

- Interpreting educational research
- Discerning the differences among reflective practice, research, action research, quality improvement, and assessment and the epistemological underpinnings of each
- Applying educational research methods for educational improvement initiatives
- Engaging in the Scholarship of Teaching and Learning

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence **See program proposal**

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

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

Yes No

If yes, please list:

MEd Health Professions Education only

Enrolment

Expected Enrolment

20

From which colleges/programs:

Master of Education (Health Professions Education)

Resources

Proposed instructor(s) (Please include qualifications):

Marcel D'Eon

Kalyani Premkumar

How does the department plan to handle the additional teaching or administrative workload:

See program proposal

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

See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

See program proposal for resource implications of the MEd (HPE) program.

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Dr. Paul Newton

Signature



College Approval Date

September 27, 2018

COURSE OUTLINE

COURSE TITLE:	Research in Health Professions Education		
COURSE CODE:	EADM	TERM:	
COURSE CREDITS:	3	DELIVERY:	Web/Blackboard

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course distinguishes the range of “research” from reflective practice and action research from quality improvement, program evaluation, the scholarship of teaching and learning, and other types of research. Learners will understand methodologies used in educational research and how to choose the appropriate methods to answer research questions.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Discern the relationship of educational research to other types of research, and action research, program evaluation, quality improvement, and the scholarship of teaching and learning
- Critique a research proposal, methods section of a scholarly article, or methods section of a research proposal
- Create and defend an appropriate methodology and method(s) for data collection when supplied with a scenario or research question
- Explain current opportunities for programs of research given research scenarios/dilemmas/situations

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Course Overview

Module 1: Course overview, Defining “research” in education. How does it differ from program evaluation, quality improvement, other types of research, and the scholarship of teaching and learning?

Module 2: Questions, Answers, and Methods. How do educational researchers posit research questions and how do they set about finding answers to those questions? (Review journal articles)

Module 3: Research methodologies: when—and why—to use qualitative, quantitative or/and mixed methods. Overview of data collection tools.

Module 4: Data collection and analysis for exploration. Data collection and analysis for verification.

Module 5: The anatomy of a scholarly article and the alignment of background, purpose, question, methods, tools, discussion, and conclusion. Replication studies, confirmation and disconfirmation

Module 6: Developing a research program. What do you want to know more about? What can you contribute?

Module 7: Project presentations

Possible Instructors:

Marcel D'Eon
Kalyani Premkumar

Required Resources

Several (10-15) articles in the health professional literature; Swanwick’s book (2nd ed) Understanding Medical Education chapters on qualitative and quantitative research (and others)

Grading Scheme

The final grade will be based upon the successful completion of:

Five minor assignments	50 Marks
Final Project	50 Marks
Total	100 Marks

Evaluation Components

Assignment 1 (10 marks): Critique the methods section of a scholarly article from your discipline.

Assignment 2 (10 marks): Given three scenarios or research questions, create a method for data collection for one of them giving justification for your choices.

Assignment 3 (10 marks): Review an SoTL article from your discipline focusing on the alignment of background, research question, methodologies, data collection and analysis, and discussion and conclusion.

Assignment 4 (10 marks): Carry out a small research action cycle in your own instructional practice.

Assignment 5 (10 marks): Given a research scenario/dilemma/situation explain the opportunities for a program of or further research.

Final project (50 marks): With a partner, develop a research plan to present to your colleagues that includes (1) your research question, (2) your rationale for choosing this question, (3) the background section, (4) your proposed methodologies, (5) the data collection tools you will use, and (6) how you plan to analysis the data.

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 <http://library.usask.ca/studentlearning/>.

Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Student and Enrolment Services Division

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Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

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Academic Misconduct Policy and Procedures

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Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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.

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College Education	Department/Unit Curriculum Studies
Authorizing Unit Head Dr Jay Wilson	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number ECUR 8XX		Course Title Learner Assessment			
Total Course Hours 39	Lecture	Seminar	Lab	Tutorial	Other Online
Weekly Course Hours 3	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input checked="" type="radio"/> Term 1 or 2 <input type="radio"/> Term 1 and 2			Course is to be offered <input type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other		
Prerequisite(s) or restriction(s) Restricted to students of the MEd (HPE) program or students in the Certificate in Quality Teaching in Health Professions Education				If there are prerequisites, who can waive them: Department Instructor ECUR - Head	
Catalogue Description (not more than 50 words) Learners will explore the principles of learner feedback and assessment, in addition to challenges of assessment practices. Assessment tools will be developed, practiced, and critiqued. Assessment of professional competencies and strategies in a variety of settings will be addressed.					
Tuition code and any additional class fees: <div style="background-color: black; width: 100px; height: 15px;"></div>		Number of credit units: 3		Can this course be repeated for credit? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.	

Rationale

What is the rationale for introducing this course

Courses in this certificate focus on quality teaching in health professions education. This course is needed to meet the following curricular objectives:

- Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
- Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
- Applying best and promising practices in effective inter and intra professional teams

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence **See program proposal**

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

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

Yes No

If yes, please list:

MEd Health Professions Education and Certificate in Quality Teaching in Health Professions Education only

Enrolment

Expected Enrolment

20

From which colleges/programs:

Master of Education (Health Professions Education) and Certificate in Quality Teaching in Health Professions Education

Resources

Proposed instructor(s) (Please include qualifications):

Dr. Adel Mohammed

Dr. Rani Kanthan

Dr. Trustin Domes

How does the department plan to handle the additional teaching or administrative workload:

See program proposal

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

See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

See program proposal for resource implications of the MEd (HPE) program.

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Dr Jay Wilson

Signature



College Approval Date

COURSE OUTLINE

COURSE TITLE:	Learner Assessment		
COURSE CODE:	ECUR	TERM:	
COURSE CREDITS:	3	DELIVERY:	Web/Blackboard

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

Learners will explore the principles of learner feedback and assessment, in addition to challenges of assessment practices. Assessment tools will be developed, practiced, and critiqued. Assessment of professional competencies and strategies in a variety of settings will be addressed.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Describe the principles of student feedback and assessment
- Apply constructive alignment principles
- Differential between learning taxonomies
- Apply principles of competency-based assessment to knowledge and skills
- Develop assessment tools for use in a clinical setting
- Identify issues and bias in self and peer assessments
- Identify practices in standardization/calibration practices
- Develop strategies for learner remediation

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Course Overview

In this course learners will be expected to participate in actively reflecting on their prior learning experiences with learner assessment and be willing to explore and expand their perspectives and approaches.

Class Schedule

Module 1: Introduction to Assessment

- Assessment of, as, and for Learning
- Taxonomies (eg: Blooms, solo)
- Principles of assessment (feedback/assessment/evaluation/formative/summative)
- Accreditation criteria/ (learning outcomes/competencies)
- Constructive alignment

Module 2: Designing assessments

- Assessing knowledge, skills and competencies, and attitudes
- Methods of assessment (Learner presentations)

Module 3:

- Competency-based assessment
- EPAs
- Assessment and remediation

Module 4:

- Assessment outside of the classroom (experiential learning)
- Cognitive bias
- Tips for teaching eg: SNAPPS, feedback, etc.

Module 5:

- Self and peer/IP colleague assessment
- Team assessment
- Mentorship/assessor
- Standardization/calibration of assessment

Module 6: Project presentations

Possible Instructors

Dr. Joshua Lloyd
Dr. Anurag Saxena

Readings/Textbooks

Neil Jackson, Alex Jamieson, Anwar Khan. (ed.) *Assessment in Medical Education and Training: a Practical Guide*. Abingdon: Radcliffe. 2007.

Eric S. Holmboe, Steven James Durning, Richard E. Hawkins. *Practical Guide to the Evaluation of Clinical Competence*, 2nd Edition. Elsevier Press. 2018

Thomas M. Haladyna, Michael C. Rodriguez *Developing and validating test items*. Routledge. 2013

Holmboe ES, Sherbino J, Long DM, Swing SR, Frank JR. The role of assessment in competency-based medical education. *Medical Teacher*. 2010;32(8):676–682. [[PubMed](#)]

Norcini J (2003) ABC of learning and teaching in medicine. Work based assessment. *BMJ* **326**: 753–5

van der Vleuten C, Schuwirth L (2005) Assessing professional competence: from methods to programmes. *Med Educ* **39**: 309–17

Webb C, Gray M, Jasper M, Miller C, McMullan M, Scholes J (2002) Models of portfolios. *Med Educ* **36**(10): 897–8

Wilkinson TJ, Challis M, Hobma SO, Newble DI, Parboosingh JT, Sibbald JG, Wakeford R (2002) The use of portfolios for assessment of the competence and performance of doctors in practice. *Med Educ* **36**: 918–24

William D, Black P (1996) Meanings and consequences: a basis for distinguishing formative and summative functions of assessment? *Br Educ Res J* **22**: 537–48

Grading Scheme

1.Assessment critique	20
2.Assessment strategy presentation/contribution	30
3.Final project	50
Total	100%

Evaluation Components

Assignment 1: Assessment critique (20 marks)

Critique the assessment plan for this course or another course supplied by the instructor. Pay particular attention to constructive alignment.

Assignment 2: Assessment strategy presentation/contribution (30 marks)

Choose an assessment strategy that you are interested in learning about from the options provided. Be prepared to give an overview of the assessment strategy, its benefits and drawbacks, research on its effectiveness in assessing student learning, and examples of how and when it can be used. These will be shared with your colleagues. The overall goal of this assignment is to create a resource bank of assessment strategies and approaches.

Assignment 3: Final project (50 marks)**Part 1 (30 marks)**

Your group will be provided with a course/context for which you will create the “evaluation components” (formative and summative). Provide a rationale for your choices showing constructive alignment, value to student in enhancing their learning, and value to you as the instructor for adjusting your approaches and focus to enhance student learning. Provide a timeline for the assessments. The assessment strategies will be posted.

Part 2 (20 marks)

In addition, each member of the group will include an independent reflection on how the group approached the co-design, individual growth points, lessons learned, and key decision points.

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Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College Education	Department/Unit Curriculum Studies
Authorizing Unit Head Dr Jay Wilson	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number ECUR 8XX		Course Title Teaching Methodologies: Facilitating Learning Through Teaching			
Total Course Hours 39	Lecture	Seminar	Lab	Tutorial	Other Online
Weekly Course Hours 3	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input checked="" type="radio"/> Term 1 or 2 <input type="radio"/> Term 1 and 2			Course is to be offered <input type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other		
Prerequisite(s) or restriction(s) Restricted to students of the MEd (HPE) program or students in the Certificate in Quality Teaching in Health Professions Education				If there are prerequisites, who can waive them: Department Instructor ECUR - Head	
Catalogue Description (not more than 50 words) Learners will experience, explore, and practice a variety of teaching methodologies. Learners will learn to tailor instructional strategies in a variety of settings to enhance student learning.					
Tuition code and any additional class fees: <div style="background-color: black; width: 100px; height: 15px;"></div>		Number of credit units: 3		Can this course be repeated for credit? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

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Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
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Rationale

What is the rationale for introducing this course

Courses in this certificate focus on quality teaching in health professions education. This course is needed to meet the following curricular objectives:

- Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
- Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
- Applying best and promising practices in effective inter and intra professional teams

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence **See program proposal**

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

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

Yes No

If yes, please list:

MEd Health Professions Education and Certificate in Quality Teaching in Health Professions Education only

Enrolment

Expected Enrolment

20

From which colleges/programs:

Master of Education (Health Professions Education) and Certificate in Quality Teaching in Health Professions Education

Resources

Proposed instructor(s) (Please include qualifications):

Dr. Adel Mohammed

Dr. Rani Kanthan

Dr. Trustin Domes

How does the department plan to handle the additional teaching or administrative workload:

See program proposal

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

See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

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Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Dr Jay Wilson

Signature



College Approval Date

COURSE OUTLINE

COURSE TITLE:	Teaching Methodologies: Facilitating Learning Through Teaching		
COURSE CODE:	ECUR	TERM:	
COURSE CREDITS:	3	DELIVERY:	Web/Blackboard

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We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

Learners will experience, explore, and practice a variety of teaching methodologies. Learners will learn to tailor instructional strategies in a variety of settings to enhance student learning.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Make strategic decisions regarding teaching methods and strategies to assist learner development and engagement
- Demonstrate understanding of how people learn in a variety of settings
- Demonstrate the appropriate use of a variety of instructional strategies
- Design an effective learning experience
- Demonstrate the ability to use learner feedback and personal reflection to refine and improve learning experiences

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Course Overview

You will be expected to draw on your learning experiences in informal and formal settings, classrooms, clinical and seminar, and experiential settings in this active learning, participatory course.

Class Schedule

Module 1: Introduction and overview; “I learn best when...”; Learning Theory and Learning Science (“Make it Stick”); Adult learning principles

Module 2: The 3 Ts: Transmission, Transaction, and Transformation
<https://the8blog.wordpress.com/2017/08/01/teaching-transmission-transaction-or-transformation/> (Identify, compare, and contrast); Instructional Strategies Families: Direct, Indirect, Experiential, Interactive, Independent
(<https://cte.tamu.edu/getattachment/Graduate-Student-Support/5-Families-Teaching-Strategies-rev4-4-17.pdf.aspx?lang=en-US>). (Highlight Cooperative learning, flipped classroom, iPBL, online approaches, active learning, team-based learning, etc.)

Module 3: Instructional Strategies Jigsaw (Expert group preparation); Instructional Strategies Jigsaw (Jigsaw teaching groups)

Module 4: Constructive Alignment; Context and Objectives; Planning for instructional variety: Lesson Planning models

Module 5: Using Learner Feedback for Improvement: Reflective Practice and Action Research

Module 6: Lesson preparation; Microteaching Round 1

Module 7: Microteaching Round 2; Complete major project and submit

Possible Instructors

Dr. Adel Mohammed
Dr. Rani Kanthan
Dr. Trustin Domes

Required Resources

Although there are no required texts in this class, learners will be expected to contribute to and keep up with the readings posted in Blackboard.

Readings/Textbooks

Peter C. Brown et al. Make it Stick: The Science of Successful Learning (2014)
(<https://www.amazon.ca/Make-Stick-Science-Successful-Learning/dp/0674729013>)

Dornan T, Mann K, Scherpbier A, Spencer J (Eds). Medical Education: Theory and Practice. Edinburgh, UK: Elsevier: 2010.

Swanwick (Ed). Understanding medical education: evidence, theory and practice. Oxford, UK: Wiley- Blackwell: 2010. Note that there is a newer version of this book to purchase but the 2010 edition is available online through the UC library (under eBooks: eBrary).

Dent J, Harden R (Eds). A Practical Guide for Medical Teachers. Edinburgh, UK: Churchill Livingstone: 2013.

Walsh, K (Ed). The Oxford Textbook of Medical Education, Oxford, UK: Oxford University Press; 2013.

Grading Scheme

1.Learning Styles	20
2.Instructional Strategies Jigsaw	30
3.Major project	50
Total	100%

Evaluation Components

Assignment 1 (20 marks): Complete a Learning Styles Inventory of your choice (some will be suggested in class) and use as a lens on your own learning experiences.

Assignment 2 (30 marks): Instructional Strategies Jigsaw. Expert group preparation (research on a teaching strategy within an instructional family), jigsaw group teaching, personal reflection on the process.

Assignment 3 (50 marks): Lesson plan and microteach. In the plan, you will demonstrate the use of constructive alignment. You will record yourself teaching a portion of the lesson (approximately 10-15 minutes) and get feedback from at least three of your colleagues. You then revise your plan and approach and re-teach the same lesson. The package for submission online is your original plan, both micro-teaches, the feedback from your colleagues, your revised plan, and your personal reflection on the experience. To be completed and submitted on the last day of class.

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Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College Education	Department/Unit Curriculum Studies
Authorizing Unit Head Dr Jay Wilson	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number ECUR 8XX		Course Title Program, Curriculum and Course Design Development			
Total Course Hours 39	Lecture	Seminar	Lab	Tutorial	Other Online
Weekly Course Hours 3	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input checked="" type="radio"/> Term 1 or 2 <input type="radio"/> Term 1 and 2		Course is to be offered <input type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other			
Prerequisite(s) or restriction(s) Restricted to students of the MEd (HPE) program or students in the Certificate in Improving Teaching and Learning in Health Professions Education				If there are prerequisites, who can waive them: Department Instructor ECUR - Head	
Catalogue Description (not more than 50 words) This course explores (1) theories and principles that differentiate program, curriculum, and course development; (2) key technical components that support effective implementation of a program, curriculum and course; and (3) addresses practical issues that educational leaders and instructors face when engaging in program, curriculum, and course development.					
Tuition code and any additional class fees: [REDACTED]		Number of credit units: 3		Can this course be repeated for credit? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.	

Rationale

What is the rationale for introducing this course

Courses in this certificate focus improving teaching and learning in health professions education. This course is needed to meet the following curricular objectives:

- Leading curriculum and program design, change, and implementation
- Applying tools to effectively assess program effectiveness and lead improvement initiatives

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence **See program proposal**

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

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

Yes No

If yes, please list:

MEd Health Professions Education and Certificate in Quality Teaching in Health Professions Education only

Enrolment

Expected Enrolment

20

From which colleges/programs:

Master of Education (Health Professions Education) and Certificate in Quality Teaching in Health Professions Education

Resources

Proposed instructor(s) (Please include qualifications):

Dr. Adel Mohammed

Dr. Rani Kanthan

Dr. Trustin Domes

How does the department plan to handle the additional teaching or administrative workload:

See program proposal

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

See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

See program proposal for resource implications of the MEd (HPE) program.

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Dr Jay Wilson

Signature



College Approval Date

COURSE OUTLINE

COURSE TITLE:	Program, Curriculum, and Course Design and Development		
COURSE CODE:	ECUR	TERM:	
COURSE CREDITS:	3	DELIVERY:	Web/Blackboard

U of S Land Acknowledgement

As we gather here today, we acknowledge we are 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 will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course explores (1) theories and principles that differentiate program, curriculum, and course development; (2) key technical components that support effective implementation of a program, curriculum and course; and (3) addresses practical issues that educational leaders and instructors face when engaging in program, curriculum, and course development.

Learning Outcomes

By the completion of this course, learners will be expected to:

1. Differentiate between program, curriculum, and course, and their development processes
2. Describe the core principles and technical components of program, curriculum and course development
3. Integrate theoretical and practical concepts to support effective program, curriculum, and course development and implementation

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Course Overview

This course will use a flipped model building on case studies, journal articles, and books as pre-reading with facilitated discussion. Being prepared by completing the pre-readings and relating them to one's own experiences will be critical to success in this course.

Class Schedule

Module 1: The theories and principles of program, curriculum, and course development and what differentiates them.

Module 2: The theories and principles that underpin effective development, design, and implementation of individual sessions within a course.

Module 3: The theories and principles that underpin effective development, design, and implementation of a course.

Module 4: The theories and principles that underpin effective development, design, and implementation of an educational program and/or curriculum.

Module 5: Key technical components that support effective implementation of a program, curriculum, and course.

Module 6: Practical issues that educational leaders and instructors face when engaging in program, curriculum, and course development. Discussion/sharing of Assignments 3 and 4.

Possible Instructors

Dr. Greg Malin
Dr. Marcel D'Eon
Dr. Kalyani Premkumar

Readings/Textbooks

AJ Romiszowski Designing instructional systems: Decision making in course planning and curriculum design. 2016

J MCKIMM, M BARROW – Curriculum and course design. British journal of hospital medicine, 2009 - Mark Allen Publishing

PA Thomas, DE Kern, MT Hughes, BY Chen Curriculum development for medical education: a six-step approach. 2015

Davis, B. G. (1993). Designing or revising a course. In Tools for teaching (pp. 3-20). San Francisco, CA: Jossey-Bass.

O'Brien, J. G., Millis, B. J., & Cohen, M. G. (2008). The course syllabus: A learning-centered approach. San Francisco, CA: Jossey-Bass.

Prégent, R. (2000). Charting your course: How to prepare to teach more effectively. Madison, WI: Atwood Publishing.

Svinicki, M. D., & McKeachie, W. J. (2011). Countdown for course preparation. In McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (pp. 10-20). Belmont, CA: Wadsworth.

Grading Scheme

1.Course proposal/syllabus critique and analysis	20
2.Case study development and analysis	30
3.Strategy for the development of a program proposal for a 15cu graduate level certificate	20
4.Program proposal for a 15cu graduate level certificate (excluding budget and consultation sections)	30
Total	100%

Evaluation Components

Assignment 1 (20 marks):

Provide an analysis of a course (using the course syllabus or/and the course proposal) focusing on the overall program goals and the alignment of the course and experiences to those goals. The course can be one you have access to or you can ask the instructor or a colleague to provide you with one.

Assignment 2 (30 marks):

Step 1: Develop a case study of the development of a curriculum, course, or program (paying special attention to alignment, engagement, and collaborative efforts) you are familiar with or have knowledge of.

Step 2: Exchange case studies with a colleague and offer ideas for improvement for the content and the process used.

Assignment 3 (20 marks):

Develop an engagement strategy for a program proposal for a graduate-level certificate program of 15 credit units in the discipline of your choice.

Assignment 4 (30 marks):

Develop the draft of a program proposal for a 15cu graduate-level certificate program (same topic area as that used for Assignment 3). Exclude budget and consultations sections.

Student Supports

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Academic Misconduct Policy and Procedures

Students can expect the course instructor to follow up on all questions of academic integrity directly with the student(s) in question, seeking first to understand the source of any errors and to educate on appropriate scholarly practices. Where a serious error has been made and a

grade penalty or resubmission appears warranted, the policy and procedures, will be consulted and followed. See this summary flow chart that describes the processes.

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Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College Education	Department/Unit Curriculum Studies
Authorizing Unit Head Dr Jay Wilson	Authorizing Unit Head Signature 

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number ECUR 8XX		Course Title Technology and Simulation in Teaching and Learning			
Total Course Hours 39	Lecture	Seminar	Lab	Tutorial	Other Online
Weekly Course Hours 3	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input checked="" type="radio"/> Term 1 or 2 <input type="radio"/> Term 1 and 2			Course is to be offered <input type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other		
Prerequisite(s) or restriction(s) Restricted to students of the MEd (HPE) program or students in the Certificate in Quality Teaching in Health Professions Education				If there are prerequisites, who can waive them: Department Instructor ECUR - Head	
Catalogue Description (not more than 50 words) Learners will focus on the effective use of technology and simulation in a variety of settings (small group, clinical teaching, teaching in rounds and other work-based environments), and their application in e-health learning strategies, social media and virtual learning opportunities, distributed learning, individual and team-based learning, and enhancing team-based skills.					
Tuition code and any additional class fees: 		Number of credit units: 3		Can this course be repeated for credit? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
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Rationale

What is the rationale for introducing this course

Courses in this certificate focus on quality teaching in health professions education. This course is needed to meet the following curricular objectives:

- Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
- Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
- Applying best and promising practices in effective inter and intra professional teams

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes No If yes, please attach correspondence **See program proposal**

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

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

Yes No

If yes, please list:

MEd Health Professions Education and Certificate in Quality Teaching in Health Professions Education only

Enrolment

Expected Enrolment

20

From which colleges/programs:

Master of Education (Health Professions Education) and Certificate in Quality Teaching in Health Professions Education

Resources

Proposed instructor(s) (Please include qualifications):

Dr. Adel Mohammed

Dr. Rani Kanthan

Dr. Trustin Domes

How does the department plan to handle the additional teaching or administrative workload:

See program proposal

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

See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

See program proposal for resource implications of the MEd (HPE) program.

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Dr Jay Wilson

Signature



College Approval Date

COURSE OUTLINE

COURSE TITLE:	Technology and Simulation in Teaching and Learning		
COURSE CODE:	ECUR	TERM:	
COURSE CREDITS:	3	DELIVERY:	Web/Blackboard

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We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

Learners will focus on the effective use of technology and simulation in a variety of settings (small group, clinical teaching, teaching in rounds and other work-based environments), and their application in e-health learning strategies, social media and virtual learning opportunities, distributed learning, individual and team-based learning, and enhancing team-based skills.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Appropriately integrate simulation as a teaching strategy, using all three stages: orientation, the simulation, and debrief
- Choose appropriate technology in their teaching methods that will positively impact and enhance active learning
- Participate in medical education on social media of their choice
- Apply appropriate technology for learner assessment
- Present effectively using distance technology
- Critically assess the value of new technology and when to use in their teaching practice

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Course Overview

In this course you will be expected to learn about and use and critique a variety of learning technologies. You will also be expected to draw on your own experiences for examples and experiences of how learning technologies and simulation have been integrated into your own learning experiences to date.

Class Schedule

Module 1: Overview and introductions; Learning and the use of technology

Module 2: Simulation (overview, high and low fidelity, applied)

Module 3: Online course design (foundational principles, practices and pitfalls)

Module 4: Practical applications: Learner presentations on the integration of video (YouTube, lecture capture, panopto, etc), AI, VR, AR, e-Portfolios and assessment systems, audience response systems, distributed learning tools (Zoom, Skype, WebEx and VC), and social media

Module 5: Online course design revisited

Possible Instructors

Dr. Kalyani Premkumar;

Dr. Brent Thoma;

Dr. Paul Olszynski

Required Resources

Access to simulation equipment, ASSET faculty and those resources, IT platforms used at U of S including One45, CBAS/ePortfolio, Panopto, WebEx, Videoconferencing, TopHat, etc. Social Media – Twitter including specific resources such as #meded, Facebook, Instagram; FOAMed

Readings/Textbooks

Motola I¹, Devine LA, Chung HS, Sullivan JE, Issenberg SB. Simulation in healthcare education: a best evidence practical guide. AMEE Guide No. 82

Med Teach. 2013 Oct;35(10):e1511-30. doi: 10.3109/0142159X.2013.818632. Epub 2013 Aug 13.

Twelve tips for a successful interprofessional team-based high-fidelity simulation education session.

Boet S, Bould MD, Layat Burn C, Reeves S. Med Teach. 2014 Oct; 36(10):853-7. Epub 2014 Jul 15.

Writing a Simulation Scenario: A Step-By-Step Guide. Bambini D et al. AACN Adv Crit Care. (2016)

Levine, A.I., DeMaria Jr., S., Schwartz, A.D., Sim, A.J. (Eds.)The Comprehensive Textbook of Healthcare Simulation. Springer.2013

The importance of educational theories for facilitating learning when using technology in medical education. Sandars J et al. Med Teach. (2015)

Technology in medical education—Osler meets Watson. Colbert JA et al. J Gen Intern Med. (2014)

Educational technology in medical education. Han H et al. Teach Learn Med. (2013)

Stuart, G & Triola, M. Enhancing Health Professions Education through Technology: Building a Continuously Learning Health System. Proceedings of a conference sponsored by the Josiah Macy Jr. Foundation in April 2015; New York: Josiah Macy Jr. Foundation; 2015

Grading Scheme

Learners will be graded on individual and team-based projects that demonstrate/apply the use of the technologies discussed and used in this course, including one brief critique of an online course.

1. Compare and contrast two formats of an after-action review or debrief used in simulations	10
2. Brief critique of an online course	10
3. Learning technology presentation	30
4. Develop the “working” version for an online course	50
Total	100%

Evaluation Components

Assignment 1 (10 marks): Compare and contrast two formats of an after-action review or debrief used in simulations. Make a final overall recommendation for the format that you find to be most effective in contributing to learning.

Assignment 2 (10 marks): Provide a one-page critique of an online learning experience you have had. Include an outline.

Assignment 3 (30 marks): Learning Technology presentation. Choose a learning technology and develop an electronic “poster” including its history, applications, benefits, and drawbacks and specific examples of how to integrate this particular technology effectively into learning experiences. These will be shared with your colleagues online.

Assignment 4 (50 marks): In pairs or small groups, use online technologies to develop an outline for an online course. Show the relationship and instructional decisions between the learning outcomes for the course and the technologies you will be using. These will be presented to your colleagues. Also provide a reflection on the technologies you used in the development and their effectiveness. Highlight lesson learned.

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DRAFT – Minutes from Graduate Programs Committee – October 12, 2018

Master of Education in Health Professions Education

It was noted that the Department of Educational Administration had been providing graduate-level training to health professionals, and this proposal had been designed for that target audience. The proposal included two new certificates that could be completed independently, and they could be ladder into the proposed M.Ed. program. It was noted that the proposed program may be desirable to clinical faculty interested in graduate studies. It was noted that the leaders of the health science colleges had provided support. It was clarified that the proposed program was a 30-credit unit course-based master's to be delivered online. It was not clear how the 12 cu course equivalent of instructor time had been indicated in the resource allocation with 5 new courses proposed, though it was speculated that it was based on how and when courses would be delivered. It was noted that the program cost seemed reasonable compared to other institutions. The proposal noted that the program would support the goal of indigenization; however, it was not clear how that goal would be supported. Overall, members were satisfied with the proposal.

Motion: *“To recommend approval of the Master of Education in Health Professions Education, the graduate-level Certificate in Quality Teaching in Health Professions Education, and the graduate-level Certificate in Improving Teaching and Learning in Health Professions Education.” Heavin/Wu*

CARRIED

APPROVED – Minutes from Graduate Programs Committee – June 5, 2018

Master of Education in Health Professions Education

It was not clear if the proposed program was intended to provide education for health professions or for health profession education. The proposal seemed to be set up for faculty promotion, providing a mechanism to make it easy for clinical faculty to get graduate-level education. The proposed program did not seem rigorous. The proposal contained much fluff, and the proposed structure of the program was not clear.

It was noted that the proposed program could be beneficial to some, such as a registered dietician.

The proposal did not include admission requirements, learning outcomes or objectives.

It was not clear how the program would be delivered, in person or online.

It was not clear what would be different about the proposed M.Ed. and existing M.Ed. programs.

If the program was targeted to health professionals, there should be information on what outcomes health professionals would want.

Members questioned how the proposed program would work with faculty tuition waivers.

A revised and much more concise proposal would be necessary.

Action: Secretary to follow up with the proponents.



MEMORANDUM

TO: Kent Stobart, vice-dean, education, College of Medicine
Dave Burgess, associate dean research, graduate support, and international initiatives,
College of Education
Paul Newton, head, Department of Educational Administration
Jay Wilson, head, Department of Curriculum Studies

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

DATE: April 24, 2018

RE: **Planning and priorities committee response to the Notice of Intent for a Master of Education (M.Ed.) in Health Professions Education**

Thank you once again for attending the planning and priorities committee meeting on March 28, 2018, to present the notice of intent to offer a Master of Education (M.Ed.) in Health Professions Education.

Members commended the interdisciplinary and collaborative nature of the proposed program, and the close working relationship evident between the College of Education and the College of Medicine in mounting the degree program.

The committee noted that, although there is capacity in the College of Education to deliver the program with the assistance of other instructors across campus, a clearer indication in the full proposal of the resources involved to assure program sustainability, with details about course development, number of new courses, and funding support for medical residents and others will be helpful. Furthermore, even though the tuition cost would not be a barrier for fully licensed medical practitioners, the program pool will likely be variable, and therefore providing some form of scholarship or other support is appropriate. Lastly, a clear indication of support in the form of a letter from the dean of the College of Graduate and Postdoctoral Studies should accompany the full program proposal.

I wish you the very best as you proceed to develop the full program proposal to submit to the College of Graduate and Postdoctoral Studies. Please do not hesitate to contact me if you have any questions.

Kind regards,

A handwritten signature in blue ink, appearing to read "Dirk de Boer".

Dirk de Boer

c Tony Vannelli, provost and vice-president academic
Terry Wotherspoon, chair, academic programs committee of Council
Russell Isinger, registrar
Trevor Crowe, interim dean, College of Graduate and Postdoctoral Studies
Preston Smith, dean, College of Medicine
Michelle Prytula, dean, College of Education

Planning and Priorities Committee

NOTICE OF INTENT for new programs

Proposed Specialization: Master of Education in Health Professions Education

March 2018

Planning and Priorities Committee Members:

The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new area of specialization within the existing Master of Education program. We would like to offer the following degree specialization: Master of Education in Health Professions Education.

1. Rationale

Over the past fifteen years, the Department of Educational Administration has worked collaboratively with the College of Medicine and the Department of Curriculum Studies to provide the Master of Education program to interested medical faculty. Faculty from other Health Sciences have also taken up the Master in Education degree to better prepare themselves for leading educational change related to changes demanded by health care systems.

With an increased interest and pressing need from our partners in the College of Medicine, the time is ripe to formalize these collaborations and make the program more widely available and appealing to health care faculty and practising clinical faculty in our province and beyond. This field of specialization would present another option within an existing degree program already offered by the College of Education.

In an initial on-line survey, the intended demographic of health professions clinicians, educators and residents who are working full-time on and off campus indicated that a course-based specialization offered in a modularized blended-learning, part-time approach would best meet their needs.

To this end, the collaborating partners (Appendix A) are anticipating that by describing the Master degree specialization as a series of course-based modules

that accrue into the full degree, this specialization will appeal to potential students who want to continue working in their home communities while increasing their learning in the areas of instructional practices, curriculum development and revitalization, and developing the skills to be able to lead such changes in (a) their own practices and (b) more broadly with colleagues in their departments and colleges.

A ladder approach:

The intended demographic (e.g. health professions educators who are working full-time on and off campus, residents wanting to continue their studies, etc.) for this specialty has indicated that what is most appealing is a program that is offered in both (a) components or certificates that can be combined to meet the requirements for a Masters-level degree for professionals studying part-time as well as (b) a complete program for whom full-time study is preferable. We intend to propose two 4 course graduate certificates and a 10 course masters program. We hope to develop and propose the 2 certificates and the masters degree as components of the larger proposal. We envision some prospective students who might avail themselves of one or both of the certificates and others who will want to ladder both certificates into the full masters program. The Steering Committee is working on the content and sequence of the two graduate certificates, but one potential structure could include a teaching and learning in health professions education certificate and a leading learning in health professions education certificate. These certificates could be taken as standalone graduate certificates or could be laddered into a complete masters degree with the addition of two supplemental research methods courses. This structure, content and sequence will be developed for the program proposal stage.

2. Anticipated Student Enrolment

Currently, the existing Master of Education that is specific to the Department of Educational Administration attracts 10-20 students per year from University of Saskatchewan faculty, staff, and students in the health sciences. Adding this specialization to the existing degree will increase the opportunity to attract and support even more learners from both within our own university community and internationally, as evidenced by the general Master degree offered by Educational Administration and other specializations within the Master of Education degree.

Increasingly, potential students want to continue with their work while learning in their home communities with as little disruption as possible. By using leading technologies and blended learning, learners can remain in their home communities while studying towards their graduate degree.

(Note: Other Universities in Canada that offer similar programs to our envisioned program can be found in Appendix B.)

Prospective Student Interest

In early March 2018, a sample of 177 health sciences faculty, graduate students, and staff responded to the invitation from the Masters of Education in Health Professions Education Steering Committee to complete a short electronic survey regarding interest in advanced formal training in education—a Master of Education with a specialization in Health Professions Education.

Findings indicated that 91% had not already taken formal advanced training in education but 75% are interested in doing so. Of the 9% who had taken advanced training, 98% felt that this helps them in their current roles. Of the interested 75%, 83% were interested for personal and professional development and 74% felt that this training would help them be even better instructors.

From the 25% who indicated no interest in such advanced training, reasons most often cited were that this designation was not of value to them (41%) and that they did not have the time to invest (41%).

When asked about preferred structures for this specialization, responses were consistent with the Steering Committee's early ideas for designing for a part-time student using a course-based, blended approach.

3. Alignment with Institutional Priorities

More broadly, as Colleges develop their plans in alignment with the University's 2025 plan (<https://www.usask.ca/plan/plan-details.php> accessed February 20, 2018), the specialization in Health Professions Education proposed here capitalizes on synergies across campus, with several colleges and departments collaborating—the Departments of Educational Administration and Curriculum Studies in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health.

This proposed specialty within the existing Master of Education degree aligns with the following institutional priorities:

“Courageous Curiosity”

- Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.

- Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“Boundless Collaboration”

- Invigorate the impact of collaboration and partnership in everything we do.
- Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.
- Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this specialization also supports the University of Saskatchewan’s Learning Charter; in particular, it contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A specialization that enhances the knowledge and interpersonal connections across campus serves to pull the campus together and to develop a common institutional language, commitment, and ways of working. This specialization has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. Additionally, at the department level, this specialization supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.

4. Relationship to Existing Programs

Since there are no similar programs on campus, this specialization will not be drawing students from other departments or colleges. Rather, the specialization will better meet the needs of students who would either apply to our own Department as it is the closest fit to administration in health professions education, or it may attract prospective students who would otherwise apply for online types of programs from other institutions. Additionally, our current Master of Education program attracts many international students.

The Departments of Educational Administration and Curriculum Studies are currently undergoing an examination of the content of existing curricula within their courses and creating new courses to respond to the increasing demand from diverse education sectors such as health education, community-based education, prek-12, and post-secondary and social sectors. The new specialization in Health Professions Education will capitalize on these curriculum renewal efforts to create a new specialization that draws on the elements of existing programs, yet is customized to the needs of health educators, and,

through the Steering Committee's work, will determine which courses can be modified or removed from the existing program. The new specialization will also require the creation of some new courses that will fit within the needs but will also enhance the offerings for existing programs. Although administration in elementary and secondary education remains the key focus for the Master of Education program, there are some exciting ways to refresh the Master program to better meet the needs of health professions educators at the University of Saskatchewan and beyond.

No programs like this currently exist at the University of Saskatchewan at this time and there is indication that faculty who may have looked to other institutions to access a Master in Education or Health Professions Education degree in the past, will be able to now achieve that in-province.

This specialty will not be drawing students from any programs outside of the Departments of Educational Administration or Curriculum Studies in the College of Education. Health professions students who may have chosen a more general master program in either department may now choose the more specific program to better meet their needs in both delivery methods and areas of study. No existing programs will be deleted or made redundant by this new specialty.

5. Resources

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources. Nested within a successful existing program, this new specialization will be using a similar resource base as that of a more general degree. Few additional resources are anticipated.

The College of Education is a leader in offering blended courses and supporting learners in a wide range of contexts. The Departments of Educational Administration and Curriculum Studies have long been leaders in this area as is attested to by their robust and well-subscribed graduate programs.

Some additional library materials may be required as supports for the online components of the specialization. Resources, examples, and approaches will draw on the most current literature and research in the more general field of teaching and learning as well as the more specific field of teaching and learning in health professions. The Department of Educational Administration has been working with the library to offer more resources online; this is especially

important given our number of part-time graduate students, many of whom live outside Saskatoon.

Although there are most likely resources on health professions education topics currently in the Education library, we will consult with the library in developing resource lists for the courses aligned with this field of specialization and determine additional needs for library resources (if any).

The Departments of Educational Administration and Curriculum Studies will be working closely with the health sciences to prepare and transition existing courses and engaging with faculty from collaborating colleges to deliver classes and oversee projects and theses. There may be additional resources required to support these collaborations. There is currently a group of faculty in Medicine who are well able to teach courses in Health Professions Education as this is a priority for Medicine, it is anticipated that faculty will be encouraged to take up involvement in this specialization.

It is important to note that the College of Medicine has allocated funding to support the development of this specialty and intends to encourage their faculty to take advantage of this program. Other colleges have also indicated that this will meet current and future needs, helping to prepare their faculty to become even more aware of and in alignment with instructional practices, curriculum change and renewal, and having the skills to be instrumental in leading these changes within their colleges and departments.

Traditionally for the development of a specialty within an existing program, the one-time cost is typically for course re-development while program evaluation would be an on-going cost. Current thinking is for non-standard tuition assessed as a single flat rate for the MEd (HPE) program. Tuition rates for comparable programs in Canada are being considered (See Appendix B). There is a desire to set the tuition at a level to indicate the value of the program in relation to chief competitors, especially in an international marketplace, and at the same time to keep costs within reach for local students.

6. Risks

Our due diligence indicates that there will be interest in this specialization, but there is not a guarantee of enrolment. However, by building this specialty within the structure of an existing well-established and successful program and collaborating with University partners who have a need for such a program, we anticipate little to no risk. There is a risk to reputation for the Colleges of Education and Medicine—and to the University more broadly—if we are seen to be unresponsive to the needs of health educators in the province.

7. Anticipated Start Date

It is anticipated that the specialty will be on offer in the 2019-2020 catalogue, enrolling students for Fall 2019. With the contributions of all collaborating partners, the specialization has both the will and the resources to move forward in a timely and efficient manner.

Appendix A: Steering Committee Membership

Dr. Paul Newton, Co-chair	(College of Education)
Dr. Kalyani Premkumar, Co-chair	(College of Medicine)
Dr. Jane Alcorn	(College of Pharmacy and Nutrition)
Dr. Jill Bally	(College of Nursing)
Dr. Doug Brothwell	(College of Dentistry)
Dr. David Burgess	(College of Education)
Dr. Chris Clark	(Western College of Veterinary Medicine)
Dr. Steven Jones	(School of Public Health)
Dr. Chad London	(College of Kinesiology)
Dr. Cathy MacLean	(College of Medicine)
Dr. Kent Stobart	(College of Medicine)
Dr. Jay Wilson	(College of Education)

Appendix B: Canadian Universities offering programs in this field (For the complete international list, please see <https://www.faimer.org/resources/mastersmeded.html>)

The following table shows the main Canadian programs that offer similar post-graduate training categorized by delivery method. Please note that there are currently no programs in Canada that are completely on-line/distance delivery only.

Face-to-face only	Estimated Tuition & Fees (2017-2018)	Blended (combination of face-to-face/online)	Estimated Tuition & Fees (2017-2018)
Master of Science in Medical Education, University of Calgary	\$7351 (Dom.) \$14,453 (Int.) first year 18 credit units total Continuing fees: \$1627 (Dom.) \$3693 (Int.)	Master of Education in Curriculum Studies for Health Interprofessionals, Dalhousie University Division of Medical Education / Acadia University School of Education	30 CU \$10,860 (Dom.) \$21360 (Int.)
Master of Arts in Educational Psychology (Health Professions Stream), McGill University Centre for Medical Education	24 credit units + 24 CU thesis = 48 CU total \$13, 536 (Dom.) \$29,970 (Int.)	Master of Science in Health Science Education, McMaster University	\$22,492 (Dom.) \$32, 614 (Int.)
Masters in Education, University of Manitoba, Faculty of Medicine	\$5403 (Dom.) \$10,987 (Int.)	Masters in Education with concentration in Health Professions Education, University of Ottawa, Faculty of Education	36 CU \$11,340
Master of Science in Health Professions Education, Western University, Faculty of	\$29,448 (Dom. & Int.)	Master of Science in Community Health: Health Practitioner Teacher Education, University of Toronto, Dalla Lana School	\$28,320 (2016)

Health Sciences		of Public Health	
		Master of Education in Health Professional Education, University of Toronto, Ontario Institute for Studies in Education	\$18,420 (Dom. Minimum) \$52,083 (Int. Minimum)
		Master of Education in Health Sciences Education, University of Alberta, Faculty of Education, Department of Educational Psychology (one course in the program is completely face-to-face)	24 CU \$13,938 (Dom.)
		Master of Clinical Science, Western University, Schulich School of Medicine and Dentistry (appears to be for clinicians in family medicine, also offers a PhD)	\$29,448 (Dom. & Int.)

Internationally, three popular programs are:

(1) The MEd Medical Education, Dundee University UK. It is part-time and completely online;

(2) In Maastricht, the MHPE is a two-year, half-time programme taught in English. It is largely based on distance learning, with a maximum of three short periods on-site. Students receive a Master of Science degree in Health Professions Education; and

(3) At the University of Illinois, the Faculty of Medicine offers the Master of Health Professions Education (MHPE) program using a blended approach.



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

March 19, 2018

To whom it may concern,

Please accept this letter in support of the development of the Master of Education in Health Professions Education, also known as the MEd (HPE), in the Departments of Educational Administration and Curriculum Studies, College of Education.

I fully support the development of this new MEd degree program. The offering of an MEd (HPE) is in line with the College of Education's priority to respond to the educational needs of partner human services fields in ways that are deliberate and impactful. Throughout the past few years, the College has committed to listening to and understanding the needs of partner and stakeholder groups—including the health sciences colleges and schools at the U of S—and to responding accordingly. The call for a program like the MEd (HPE) is another such example. The need for a formalized graduate degree program supporting the development of educational leaders in the health professions has been frequently and clearly articulated by partners and potential students alike. This proposal, developed in conjunction with the Colleges of Medicine, Nursing, Pharmacy & Nutrition, Dentistry, Kinesiology, and Veterinary Medicine, supports the development of further knowledge, dispositions, and understanding necessary to complement leadership initiatives for educational programming in health services in Saskatchewan and Canada. As a result of such frequent requests, it is timely and appropriate for the Departments to respond with an innovative program that is uniquely designed to deliver high level learning structured to serve academia as well as the field.

Offerings of the MEd (HPE) are frequently called for in centers of medical and health education, but are not readily available in this area. We recognize that programming in other centers fails to address the important leadership functions required of potential students, and needed by our partners in this initiative. As a result, demand for this degree remains consistent and persistent, and begs a response.

The Departments of Educational Administration and Curriculum Studies are well-positioned to offer the MEd (HPE). For more than a decade, the Department of Educational Administration has informally offered to physicians, nurses, and other health professionals graduate programming individually tailored to meet such students' needs. Formalization of programming in this area recognizes these efforts and provides a mechanism for the securing sustainable resources. The Departments have the capacity to lead in the development of this work, while the

financial structures within the University's resource allocation model will support its ongoing delivery. Both the Colleges of Medicine and Education have contributed significant resources in support of the development of this program, and the Departments of Educational Administration and Curriculum Studies and the College of Education have committed resources to the creation of a three-year term position.

It is for these reasons, among others, that the proposal for the MEd (HPE) has my full support. Please contact me if you have further questions.

Respectfully,

A handwritten signature in black ink, appearing to read 'MPrytula', with a long horizontal stroke extending to the right.

Michelle Prytula, Dean
College of Education

March 19, 2018

Dr. Paul Newton
Department Head, Educational Administration
College of Education
Room 3079 28 Campus Drive
Saskatoon SK
Via Email: pmn380@mail.usask.ca

Dear Dr. Newton,

I am writing in strong support of the proposed Masters in Education Program [Health Professions Education, MEd (HPE)] in collaboration with the College of Education. In my role as Dean of the College of Medicine, I fully support the program for the reasons outlined below:

1. We want to strengthen our teachers to ensure that they have the background for education leadership roles as well as a strong grounding in educational theory, principles and practice to enhance learning across the medical education continuum.
2. We recognize that clinicians in the province strive to improve care and education is a critical aspect of this as we continue to lead change in healthcare and adopt quality improvement strategies in service and education initiatives. This would be important, especially in preparation for our approach to accreditation in the future.
3. The program would provide our faculty with the opportunity to stand out in Inter-Professional Education, a critical aspect in training future health care providers. The master's program offers a unique ability in Saskatchewan for health professional educators to forge relationships creating a strong educational foundation for future curriculum development in IPE.
4. As a distributed campus, our physician leaders want asynchronous online options to gather the skills needed to excel in educating medical students and residents to better meet the needs of our growing population. This gives us a strategy to 'make it happen' with a goal to strengthen the clinical teaching that occurs in multiple centers in all regions of the province.
5. The college recognizes that more could be done around educational research and scholarship. We have many wonderful projects which may be shared and published, however, our faculty requires the knowledge and expertise to take the work they are doing and advance it as meaningful scholarship that can be disseminated and shared globally.

Given our close relationship with the health region and other colleges and schools on campus, the University of Saskatchewan is uniquely poised to maximize inter-professional education to better improve patient care outcomes.

I appreciate the consideration of this request and look forward to working with the College of Education on this exciting program.

Kind regards,



Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean



March 20, 2018

Dr. Paul Newton
Department Head, Educational Administration
College of Education
Room 3079 28 Campus Drive
Saskatoon SK

By Email: pmn380@mail.usask.ca

Dear Dr. Newton,

I am very pleased to write this letter of support to help launch a Masters in Education Program (Health Professions Education, MEd (HPE)) to be offered by the College of Education, in collaboration with other health professions colleges and schools.

The need for health professions education leaders is growing worldwide. There is a rapid increase in the offering of a Masters level program in Health Professions Education globally. These developments clearly indicate the importance of training in health professions education for quality improvement. In the health professions, though the majority of practitioners are involved in the training of undergraduate and post-graduate students, only a small percentage of health professionals have formal training in education.

The proposed program is in alignment with the University plan 2025: strategic framework, whose mission is to lead interdisciplinary and collaborative approaches to discovery, teaching and outreach. I strongly support this initiative which has the potential to improve the quality of teaching and training across the medical education continuum.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Kent Stobart", with a long horizontal flourish extending to the right.

Kent Stobart MD MSc FRCPC
Vice Dean Education
Professor of Pediatrics

Catalogue Description

HEALTH PROFESSIONS EDUCATION - Master of Education (M.Ed.)

Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- Teaching responsibilities and/or the ability to demonstrate teaching experience

Program Requirements

A minimum of 30 credit units including:

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- EADM 990.0: Seminar
- EADM 816.3: Leadership for the Enhancement of Teaching and Learning
- EADM 829.3: Organizational Renewal in Educational Systems and Settings
- EADM 842.3: Research in Health Professions Education
- EADM 894.3: Laboratory in Educational Administration
- ECUR 809.3: Introduction to Program Evaluation in Health Education
- ECUR 836.3: Teaching Methodologies Facilitating Learning through Technology
- ECUR 837.3: Technology and Simulation in Teaching and Learning
- ECUR 838.3: Learner Assessment
- ECUR 839.3: Program Curriculum and Course Design Development
- ECUR 991.3: Scholarship in Teaching

Consultation with the Registrar Form

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

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

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

Yes No

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

Yes No

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

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

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?

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 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:

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

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.

One major is required on all programs [4 characters for code and 30 characters for description]

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

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

- 3 What is the name of this new/revised program?
- 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?
- 6 Is this a replacement for a current program? Yes No
- 7 If YES, will students in the current program complete that program or be grandfathered?
- 8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: 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
- 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 Program
 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 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 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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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

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

Yes No

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

Yes No

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

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

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

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

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

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

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

Section 7: Course Information - as per current setup

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?

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

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes No

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?

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

3 Does this impact enrollment?

Envisioned enrollment minimum is 15; courses become unfeasible at 10 students; maximum enrollment will be 25 students per year for pedagogical reasons

Enrollment target is 20 and looking to reach this target in the first year

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

Refer to the Department of Educational Administration

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

Likely not but possible

6 What is the application deadline?

As per current setup

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

Successfully completed a 4 year bachelor's degree or equivalent from a recognized college or university; cumulative weighted average of at least 70% in the last 2 years of study (60 cu's); teaching responsibilities or/and be able to demonstrate that they have had some teaching experience; proof of English proficiency may be required for international applications and for applicants who first language is not English

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.)

As per current setup

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

As per current setup

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 information

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

As per current set-up

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

No

13 Will the standard application fee apply?

Yes

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

All pay the fee

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Section 10: Convocation Information (only for new degrees) - not applicable

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

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

3 When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)? Yes No
 If YES, what and by what date?

Section 12: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?
 (General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves? Yes No
 If YES, what priority group should they be in?

Section 13: Academic History Information

1 Will instructors submit grades through self-serve? Yes No
 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s? Yes No

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended? Yes No
- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes No
 To qualify the program must meet the following requirements:
 - be equivalent to at least 6 months of full-time study, and
 - result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

- 1 Is this a program termination? Yes No
 If yes, what is the name of the program?
- 2 What is the effective date of this termination?
- 3 Will there be any courses closed as a result of this termination? Yes No
 If yes, what courses?
- 4 Are there currently any students enrolled in the program? Yes No
 If yes, will they be able to complete the program?
- 5 If not, what alternate arrangements are being made for these students?
- 6 When do you expect the last student to complete this program?
- 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: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

- Standard Undergraduate per credit
- 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

PROPOSAL is for \$13,000. tuition for the program.

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

TC31 is on existing courses; will be additional rules for this program and major to capture the proposed tuition per credit

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

4 Does proponent's proposal contain detailed information regarding requested tuition? Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code? Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 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

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

<input type="checkbox"/>

SIGNED

Date: November 7, 2018

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Martha Smith

IPA Representative(s): John Rigby

Catalogue Description

Certificate in Improving Teaching and Learning in Health Professions Education

Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- Teaching responsibilities and/or the ability to demonstrate teaching experience

Program Requirements

A minimum of 12 credit units including:

- EADM 816.3: Leadership for the Enhancement of Teaching and Learning
- EADM 829.3: Organizational Renewal in Educational Systems and Settings
- ECUR 809.3: Introduction to Program Evaluation in Health Education
- ECUR 839.3: Program Curriculum and Course Design Development

Consultation with the Registrar Form

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

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

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

Yes No

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

Yes No

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

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

Graduate Certificate in Improving Teaching and Learning in Health Professions Education [GCITL - Grad Cert Improv Teach Learn - suggested code/short description for student system]; long description of Graduate Certificate in Improving Teaching and Learning in Health Professions Education will be used

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 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:

CITL - In Cert in Improv Teach Learn

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

College of Graduate and Postdoctoral Studies / Department of Educational Administration

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.

Health Professions Education - HLPE - suggested code/description for student system

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

n/a

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

Graduate Certificate in Improving Teaching and Learning in Health Professions Education [GCITL - Grad Cert Improv Teach Learn - suggested code/short description for student system]; long description of Graduate Certificate in Improving Teaching and Learning in Health Professions Education will be used

3 What is the name of this new/revised program?

Graduate Certificate in Improving Teaching and Learning in Health Professions Education [GCITL-GP - Grad Cert Improv Teach Learn - suggested code/short description for student system]

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

n/a

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

College of Graduate and Postdoctoral Studies / Department of Educational Administration

6 Is this a replacement for a current program?

Yes No

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

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

n/a

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

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 Program

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 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 Revised

Information in Section 1 on new major

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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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

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

Yes No

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

Yes No

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

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

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

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

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

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

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

Section 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 - using existing ECUR and EADM subjects

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

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes No

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

- 2 What term(s) can students be admitted to?
YYYY09 [September], YYYY01 [January], YYYY05 [May]
- 3 Does this impact enrollment?
Envisioned enrollment minimum is 15; courses become unfeasible at 10 students; maximum enrollment will be 25 students per year for pedagogical reasons
Enrollment target is 20 and looking to reach this target in the first year
- 4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the Department of Educational Administration
- 5 Can classes towards this program be taken at the same time as another program?
Yes
- 6 What is the application deadline?
- 7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
Successfully completed a 4 year bachelor's degree or equivalent from a recognized college or university; cumulative weighted average of at least 70% in the last 2 years of study (60 cu's); teaching responsibilities or/and be able to demonstrate that they have had some teaching experience; proof of English proficiency may be required for international applications and for applicants who first language is not English
- 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.)
As per proposal document
- 9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
As per proposal document
- 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?)
Apply online, required checklist items/standard College of Graduate and Postdoctoral Studies admissions
- 11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
College of Graduate and Postdoctoral Studies
- 12 Letter of acceptance - are there any special requirements for communication to newly admitted students?
No
- 13 Will the standard application fee apply?
Yes
- 14 Will all applicants be charged the fee or will current, active students be exempt?
All applicants will be charged
- 15 Are international students admissible to this program?
Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No - as is a 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 2020

4

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

10

Section 11: Schedule of Implementation Information

1 What is the start term?

201909 [September 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

If in a degree program at the same time will be as per that degree; if only in certificate then NA

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

If in a degree program at the same time will be the group for that program; if only in certificate standard College of Graduate and Postdoctoral Studies registration access

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

Yes No

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

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

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

Yes No

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?

Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes No

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

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

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

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: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit
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

Proposed tuition is \$5,200. for the program (\$1,300. per course).

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

TC31 is on existing courses; will be additional rules for this certificate to capture the proposed tuition per credit

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 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

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

<input type="checkbox"/>

SIGNED

Date: November 7, 2018

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Martha Smith

IPA Representative(s): John Rigby

Catalogue Description

Certificate in Quality Teaching in Health Professions Education

Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- Teaching responsibilities and/or the ability to demonstrate teaching experience

Program Requirements

A minimum of 12 credit units including:

- EADM 894.3: Laboratory in Educational Administration
- ECUR 836.3: Teaching Methodologies Facilitating Learning Through Teaching
- ECUR 837.3: Technology and Simulation in Teaching and Learning
- ECUR 838.3 Learner Assessment

Consultation with the Registrar Form

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

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

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

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

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

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

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

Graduate Certificate in Quality Teaching in Health Professions Education [GCQT - Grad Cert Quality Teaching - suggested code/short description for student system]; long description of Graduate Certificate in Quality Teaching in Health Professions Education will be used

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

CQTE - In Cert in Quality Teaching

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

College of Graduate and Postdoctoral Studies / Department of Educational Administration

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.

Health Professions Education - HLPE - suggested code/description for student system

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

n/a

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

Graduate Certificate in Quality Teaching in Health Professions Education [GCQT - Grad Cert Quality Teaching - suggested code/short description for student system); long description of Graduate Certificate in Quality Teaching in Health Professions Education will be used

3 What is the name of this new/revised program?

Graduate Certificate in Quality Teaching in Health Professions Education [GCQTHPE-GP - Grad Cert Quality Teaching - suggested code/short description for student system)

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

n/a

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

College of Graduate and Postdoctoral Studies / Department of Educational Administration

6 Is this a replacement for a current program?

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

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?

n/a

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

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 Program

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 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 Revised

Information in Section 1 on new major

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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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?

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

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

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

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

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 - using existing ECUR and EADM subjects

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

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes No

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

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

YYYY09 [September], YYYY01 [January], YYYY05 [May]

3 Does this impact enrollment?

Enrollment target is 20 and looking to reach this target in the 1st year

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

Refer to the Department of Educational Administration

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

Yes

6 What is the application deadline?

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

Successfully completed a 4 year bachelor's degree or equivalent from a recognized college or university; cumulative weighted average of at least 70% in the last 2 years of study (60 cu's); teaching responsibilities or/and be able to demonstrate that they have had some teaching experience; proof of English proficiency may be required for international applications and for applicants who first language is not English

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.)

As per proposal document

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

As per proposal document

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?)

Apply online, required checklist items/standard College of Graduate and Postdoctoral Studies admissions

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

College of Graduate and Postdoctoral Studies

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

No

13 Will the standard application fee apply?

Yes

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

All applicants will be charged

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Section 10: Convocation Information (only for new degrees)

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

If in a degree program at the same time will be as per that degree; if only in certificate then NA

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

If in a degree program at the same time will be the group for that program; if only in certificate standard College of Graduate and Postdoctoral Studies registration access

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

Yes No

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

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

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

Yes No

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?

Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes No

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

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

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

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: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

- Standard Undergraduate per credit
- 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

Proposed tuition is \$5,200. for the program (\$1,300. per course).

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

TC31 is on existing courses; will be additional rules for this certificate to capture the proposed tuition per credit

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

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

Section 19: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has SESD, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGSR been informed about this new / revised program?
- 5 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 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

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

<input type="checkbox"/>

SIGNED

Date: *November 7, 2018*

Registrar (Russell Isinger): *Russell Isinger*

College / Department Representative(s): *Martha Smith*

IPA Representative(s): *John Rigby*

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, chair, Academic Programs Committee

DATE OF MEETING: January 17, 2019

SUBJECT: Technological Innovation Certificate

DECISION REQUESTED: *It is recommended:*

That Council approve the degree-level certificate in Technological Innovation in the College of Engineering, effective May 2019.

PURPOSE:

University Council has authority for approving new degrees and new degree-level programming, including degree-level certificates

DISCUSSION SUMMARY:

The College of Engineering proposes a 29 c.u. degree-level certificate program that will address student and industry demand for business management, entrepreneurship and technology innovation programming. Students enrolled in this program will learn about intellectual property issues relating to technological innovation, constructing and maintaining a professional business plan for a technology venture, developing technological solutions to a technical design problem, building support networks for their own technology innovation aspirations, applying business fundamentals necessary to launch a technology venture, and bringing a technology innovation to commercial reality.

In the short-term, the College of Engineering anticipates that current undergraduate students in Engineering programs and recent alumni of the College of Engineering will be the target audience for this certificate program, and anticipate that initial enrolment will be 10 students. The College expects enrolment to increase to 25 students per year. Students in the program will need to have completed at least 60 credit units of post-secondary studies to apply for the certificate program.

The College of Engineering Faculty Council reviewed and approved the degree-level certificate in Technological Innovation at its November 28, 2018 meeting. The Academic Programs Committee reviewed the certificate program at its December 12, 2018 meeting and recommends that Council approve it. APC was pleased with the clarity of the proposal and appreciates how it will function alongside the

recently approved Certificates in Business and Entrepreneurship in the Edwards School of Business.

FURTHER ACTION REQUIRED:

Tuition associated with this program will require approval as per the Tuition and Fees Authorization Policy.

ATTACHMENT:

1. Technological Innovation Certificate Program Proposal



UNIVERSITY OF SASKATCHEWAN
College of Engineering
ENGINEERING.USASK.CA

Technological Innovation Certificate Program Proposal

Credit info or other:

Dr. Bruce Sparling

Associate Dean Academic

Dr. Sean Maw

Associate Professor and Jerry G. Huff Chair in Innovative Teaching

Mr. Christopher Martin

Programs and Projects Officer

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal:

Technological Innovation Certificate Program

Degree(s):

Not Applicable

Field(s) of Specialization:

Not Applicable

Level(s) of Concentration:

Undergraduate Degree Level Certificate Program

Option(s):

Not Applicable

Degree College:

College of Engineering

Contact person(s) (name, telephone, fax, e-mail):

Dr. Bruce Sparling
Associate Dean Academic
College of Engineering
Phone: 306-966-4190
Email: enr.academicdean@usask.ca

Dr. Sean Maw
Associate Professor
College of Engineering
Phone: 306-966-3200
Email: sean.maw@usask.ca

Proposed date of implementation:

September 2019

I. EXECUTIVE SUMMARY

The College of Engineering at the University of Saskatchewan has over one hundred years of history. Founded in 1912, the college currently offers one certificate program, eight fully-accredited undergraduate programs, and a suite of graduate level programs. Engineering faculty engage in an array of research activities including both independent and collaborative fundamental, applied, and discovery research.

The College of Engineering wishes to introduce new academic programming through its School of Professional Development in the 2019-20 academic year. In particular, the college wishes to create and offer a new Technological Innovation Certificate program as well as delete the existing Engineering Entrepreneurship Option, effective September 2019.

Creating and offering a Technological Innovation Certificate program would benefit various internal and external stakeholders. It would also address a perceived need for society as a whole. For instance, undergraduate students would benefit from improved scheduling and access to an improved program mix. The College of Engineering and Edwards School of Business would benefit administratively from revised and more flexible scheduling for the new certificate programs as well as the tuition revenues that would be generated by increased enrolment in these programs. The University of Saskatchewan would also benefit from the creation of modern and industry-relevant programming.

In the short-term, current undergraduate students and recent alumni from the College of Engineering will be the target audience for the Technological Innovation Certificate program. Additional audiences may be recruited into the program over time. Initial enrolment in the Technological Innovation Certificate program is anticipated to be 10 students (nearly half of the students registered in the existing Engineering Entrepreneurship Option). Future enrolment is expected to increase to 25 students per year.

Initial enrolment and financial projections suggest that the University of Saskatchewan will generate between \$7,264 and \$19,832 CAD in tuition revenues for each domestic and international student, respectively, who completes this program. The College of Engineering and Edwards School of Business will each receive portions of these revenues as part of the annual resource allocation process. For instance, assuming an initial enrolment of ten students, the College of Engineering can expect to generate a minimum of \$20,590 in tuition revenues from the first student cohort. It is likely that a greater amount of revenue would be generated.

The College of Engineering is confident that sufficient resources are in place to support the delivery of the Technological Innovation Certificate program. As it currently stands, the college has already secured a substantial endowment fund to compensate the future La Borde Chair as well as to provide resources to sustain this program. Additionally, a minimum of \$20,590 in tuition revenues is expected to be generated in the first year of operation of this program. Both of these resource pools cover the projected \$6,000 of incremental expenses required per year to deliver the program.

II. PROPOSAL

The College of Engineering at the University of Saskatchewan has over one hundred years of history. Founded in 1912, the college currently offers one certificate program, eight accredited undergraduate programs, and a full suite of graduate level programs. Engineering faculty engage in an array of research activities including both independent and collaborative fundamental, applied, and discovery research.

The School of Professional Development within the College of Engineering is a “Type A Centre” whose founding was approved by the Planning and Priorities Committee of Council in February 2007. Since its inception, the school has delivered various courses, program options, and a certificate program which were designed to advance student knowledge in *“...the study of communication, while also addressing the demands of engineering and other professions for superior communication as well as sound technical skills.”*

The Engineering Entrepreneurship Option (“EEO”) is an existing twenty-four credit unit academic option offered by the College of Engineering through its School of Professional Development in collaboration with the Edwards School of Business. Its curriculum provides engineering students with a foundational understanding of business management functions and principles of entrepreneurship. Two types of students are generally attracted to this option. Some students are solely interested in completing the business management courses but have little interest in entrepreneurship, others are primarily interested in the technology innovation and entrepreneurship components.

The College of Engineering wishes to introduce new academic programming through its School of Professional Development in the 2019-20 academic year. In particular, the college wishes to create and offer a new Technological Innovation Certificate program as well as delete the existing Engineering Entrepreneurship Option. As a result, the College of Engineering is requesting that the Academic Programs Committee of Council review this proposal and consider approving the following requests:

- a) To create the Technological Innovation Certificate program, effective September 2019;
- b) To create GE 450.3: Technological Innovation Management, effective September 2019;
- c) To create GE 451.1: Intellectual Property Fundamentals, effective September 2019;
- d) To create GE 490.1: Guest Seminar Series, effective September 2019; and
- e) To delete the Engineering Entrepreneurship Option, effective September 2019.

This proposal provides details on the course and program requirements for the Technological Innovation Certificate program. It also comments on the merits of the program in terms of academic justification, alignment with institutional priorities, resource implications, and relationship with comparable programs across Canada.

III. ACADEMIC JUSTIFICATION

a) Background

The College of Engineering, through its School of Professional Development, has collaborated with the Edwards School of Business to offer an Engineering Entrepreneurship Option for over a decade. Registration in the option has been open to all students registered in the Bachelor of Science in Engineering degree program irrespective of major. Enrolment in the option has fluctuated over time.

Representatives from the College of Engineering and the Edwards School of Business met multiple times over the past two academic years to discuss ways in which the Engineering Entrepreneurship Option could be improved. Both units saw value in refreshing their program offerings by creating three separate certificate programs in business, entrepreneurship, and technological innovation that would attract different student audiences. This would require both units to create new certificate programs, as well as for the College of Engineering to create three new courses (GE 450.3, GE 451.1, and GE 490.1) for inclusion in a Technological Innovation Certificate program.

b) Motivation

The College of Engineering wishes to introduce new academic programming in its School of Professional Development in the 2019-20 academic year. In particular, the college wishes to create and offer a Technological Innovation Certificate program for two reasons. First, the college wishes to better address student and industry demand for business management, entrepreneurship, and technology innovation programming. Second, the college wishes to respond to two program proposals that are underway in the Edwards School of Business – the creation of a Certificate in Business and a Certificate in Entrepreneurship program.

The College of Engineering also wishes to suspend enrolment into and delete the existing Engineering Entrepreneurship Option starting in the 2019-20 academic year. Students currently registered in the option will be permitted to complete all outstanding coursework and will be able to graduate from their degree program with this option. The College of Engineering intends to collaborate with the Edwards School of Business so that engineering students can complete certificate programs in business, entrepreneurship, or technological innovation, depending on their interests.

c) Target Audience

In the short-term (0 – 24 months), current undergraduate students and recent alumni from the College of Engineering will be the target audience for the Technological Innovation Certificate program. Historically, registration in the Engineering Entrepreneurship Option was only open to current engineering undergraduate students because the option was an approved concentration for the Bachelor of Science in Engineering program. Although a certificate program will offer greater flexibility with respect to the types of students that can be admitted to the program, prerequisite requirements for most required courses in the Technological Innovation Certificate program will naturally restrict registration to current engineering students or those who have completed an undergraduate degree program in recent history.

In the long-term, the College of Engineering will explore opportunities to increase access to the Technological Innovation Certificate program to other audiences. Initial ideas include expanding access to undergraduate students in other colleges (particularly the Edwards School of Business) as well as to local industry. This would necessitate a review of admission requirements for the certificate program as well as prerequisite requirements for each course contained in the certificate program.

d) Anticipated Demand

The Engineering Entrepreneurship Option has been offered by the College of Engineering for over a decade. As seen in Table 1, active registration in the option has been an average of 23 students at any given time since the 2010-11 academic year.

Table 1: Active Registration in the Engineering Entrepreneurship Option, By Academic Year

Academic Year	Concentration 1	Concentration 2	Total Active Registration
2010-11	21	0	21
2011-12	15	0	15
2012-13	23	3	26
2013-14	23	2	25
2014-15	15	1	16
2015-16	22	2	24
2016-17	27	2	29
2017-18	25	1	26

Source: Engineering Student Centre Reporting

Demand for the option in its existing form has fluctuated over time due to various factors. The existing curriculum attracts two types of students whose distinct learning needs are being inadequately addressed due to the fragmentation of business management, entrepreneurship, and technology innovation content in the existing option. Additionally, curriculum changes in undergraduate programs offered by the College of Engineering and the Edwards School of Business have changed over time, which have created difficulties with course scheduling for students in the option.

By separating and strengthening the curriculum amongst three certificate programs, the College of Engineering is confident that students currently registered in the Engineering Entrepreneurship Option will either complete the existing option or migrate to one of three certificate programs in which they are interested (business, entrepreneurship, or technological innovation). Students are expected to have greater access to each of these programs through improved course scheduling.

e) Projected Enrolment

Initial enrolment in the Technological Innovation Certificate program is anticipated to be approximately 5 - 10 students (nearly half of the students registered in the existing option). A more precise number will be determined by surveying existing undergraduate students as well as existing Engineering Entrepreneurship Option students to identify if they wish to register in or migrate to the new certificate program when it is available.

Target future enrolment in the Technological Innovation Certificate program is anticipated to be approximately 25 students. This is comparable to historical registration in the Engineering Entrepreneurship Option. Registration will initially be restricted to engineering students and alumni

due to core course prerequisite requirements. However, there is the hope that non-engineering students could soon be included in the design capstone course which would allow students from several disciplines to take the Technological Innovation Certificate program (for example, computer science, agriculture, kinesiology, veterinary medicine, etc.).

f) Benefit

Creating and offering a Technological Innovation Certificate program would benefit various internal and external stakeholders. It would also address a perceived need for society as a whole.

The College of Engineering and Edwards School of Business would benefit administratively from revised and more flexible scheduling for the new certificate programs as well as the tuition revenues that would be generated by increased enrolment in these programs. Expanding program offerings in the College of Engineering is also expected to improve the attractiveness of our engineering programs relative to competitors in the Western Canadian market and help the college realize its strategic enrolment management objectives.

Undergraduate students registered in the College of Engineering would also benefit from revised and more flexible scheduling (compared to the existing Engineering Entrepreneurship Option). These students would also benefit from having access to an expanded program mix, an opportunity to participate and learn in interdisciplinary environments and teams, and by being able to better distinguish themselves from other engineering graduates in the province.

The University of Saskatchewan would benefit from the creation of modern and industry-relevant programming as well as increased exposure to industry (primarily local technology incubator companies) that would be involved with the delivery of the program. The interdisciplinary nature of the program should also minimize costs associated with delivering this program.

Finally, society would benefit from a greater number of engineering graduates completing their program with a firm understanding of business, commercialization, and intellectual property laws, as well as from having comprehensive business cases and plans for an innovative product or solution.

IV. PROGRAM OVERVIEW

a) Program Requirements

The Technological Innovation Certificate is a twenty-nine (29) credit unit certificate of proficiency program. This section summarizes the required and elective courses which comprise the program. Please see Appendix I: 19-20 Course and Program Catalogue Entry for details on the official publication of the program.

All courses contained in the program are currently delivered face-to-face at the University of Saskatchewan Saskatoon campus. Students who complete the Bachelor of Science in Engineering program and Technological Innovation Certificate program concurrently may be able to double-count select courses for credit in both programs. Additionally, the Edwards School of Business has signaled their intent to begin offering select commerce courses via the internet. When available, students in the Technological Innovation Certificate program will be able to complete these courses in person or electronically.

Required Courses (20 credit units)

- COMM 201.3: Introduction to Financial Accounting
- COMM 346.3: Commercialization of Technology
- COMM 447.3: Entrepreneurship and Venture Development
- GE 431.3: Engineering Entrepreneurship Capstone
- GE 495.6: Technological Innovation Capstone Design Project
- GE 451.1: Intellectual Property Fundamentals
- GE 490.1: Guest Seminar Series

Elective Courses (9 credit units)

9 Credit Units from the Following, of which 3 credit units must be COMM:

- COMM 204: Introduction to Marketing
- COMM 205: Introduction to Operations Management
- COMM 211: Introduction to Human Resources
- GE 450.3: Technology Innovation Management
- RCM 402.3: Interpersonal Communication and Rhetoric
- RCM 404.3: Leadership as Communication
- RCM 409.3: Negotiation as Rhetorical Practice

Please see Appendix II: Course Information Summary for further details on course descriptions, prerequisite requirements, and tuition categories. Please also see Appendix III: Course Creation Documentation for further details on GE 450.3, GE 451.1, and GE 490.1.

b) Learning Outcomes

All students who successfully complete the Technological Innovation Certificate program should be able to demonstrate the following:

- Handle intellectual property issues relating to technological innovation in a manner that facilitates the goals of their enterprise;
- Construct and maintain a professional business plan for a technology venture;
- Develop a technological solution (including a prototype or proof of concept) to a technical design problem of their choosing or identification;
- Apply sound principles of technology innovation management to a technology venture;
- Draw inspiration from other technology entrepreneurs;
- Build a support network for their own technology innovation aspirations;
- Apply business fundamentals necessary to help launch a technology venture; and
- Bring a technology innovation to commercial reality.

c) **Admission Requirements**

The Technological Innovation Certificate program will be an undergraduate-level certificate of proficiency program. As such, admission into the program will be governed by the university-level Policy on Admission to Degree programs. This section provides details on the admission qualifications, selection criteria for the program, and category of applicants who will be considered for admission. It also describes procedural timelines for admission into the program.

Admission Qualifications

- Completed at least 60 credit units of post-secondary studies;
- 60% average in the most recent 18 credit units of completed coursework; and
- Proficiency in English.

Selection Criteria

- Regular Admission (Academic average – 100% weighting): Competitive ranked admission (top down average) is in place to manage enrolment into the program.

Categories of Applicants

- Regular Admission: Admission is based on the successful completion of at least 18 credit units of transferrable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Procedures and Timelines

Prospective students will be required to submit an application to the Technological Innovation Certificate program through the www.admissions.usask.ca website. There will be one application window each year. Students who apply between October 1st and May 1st will be considered for admission in the subsequent fall term. Applications will be ranked by the Office of Admissions and Transfer Credit and forwarded to the Associate Dean Academic in the College of Engineering for further review and approval.

d) Accreditation Requirements

The College of Engineering currently offers eight undergraduate programs that are fully accredited by the Canadian Engineering Accreditation Board (CEAB), an extension of Engineers Canada. This regulatory body has sole authority for accrediting undergraduate engineering programs in Canada; however, they are not authorized to accredit any other forms of academic programs, including certificate and graduate programs.

Creating and offering a Technological Innovation Certificate program will not impact the current accreditation status of our undergraduate programs. All undergraduate students will be required to complete the same program requirements in their undergraduate program as currently prescribed. In some instances, courses completed as part of an undergraduate degree program will be double-counted towards the certificate program requirements. In other instances, courses completed as part of the certificate program would be considered as “extra credit” to an undergraduate degree program if completed concurrently.

e) Program Evaluation

A moderate number of program goals have been set for the Technological Innovation Certificate program. For example, two enrolment goals have been set for the program. In the short-term, the college will aim to recruit 5 – 10 students into the program. Longer-term enrolment goals are approximately 25 students. These goals will be evaluated over time by running annual enrolment reports for the program. Preliminary conversations have also occurred around setting goals related to the number of technological innovation startups that emerge from the program; however, specific numbers and assessment plans have not been developed to date.

V. ENVIRONMENTAL SCAN

An environmental scan was conducted to determine the extent to which entrepreneurship, innovation, and technology innovation-related programming already exists at the University of Saskatchewan as well as across Canadian universities. This section summarizes the methodology employed as well as key findings from the environmental scan.

a) Methodology

An environmental scan was conducted solely by using internet search engines for the key terms “engineering entrepreneurship programs Canada”, “engineering innovation programs Canada”, and “technological innovation programs Canada”. Findings were recorded for Canadian university-level programming that appeared. College-level programs were omitted. Details recorded included province, institution, credential awarded, focus area, depth of programming, degree type, program description, and URL.

b) Results

A total of forty-six (46) unique programs were identified across Canada. Twelve (12) certificate programs were identified, most of which focused on entrepreneurship and/or innovation more generally. Eighteen (18) undergraduate-level records were identified, all of which were either majors, minors, or concentrations in undergraduate degree programs. Sixteen (16) graduate-level records were identified, most of which were standalone masters programs with an emphasis in innovation or entrepreneurship. Only four graduate-level “Technology Innovation Management” programs were identified, all of which are masters programs delivered in Ontario. Please see Appendix IV: Environmental Scan for further details.

c) Comparable Programs at the University of Saskatchewan

The University of Saskatchewan does not currently offer any standalone programming related to technological innovation or technology innovation management. However, select courses and undergraduate options exist which are related to business, entrepreneurship, and technology innovation.

In terms of course offerings, the College of Engineering currently offers GE 495.6: Technological Innovation Capstone Design Project and GE 496.3: Technological Innovation Design Project. The Edwards School of Business also offers COMM 346.3: Technology Commercialization and COMM 447.3: Entrepreneurship & Venture Development. These courses are fundamentally distinct but will all be required components of the proposed Technological Innovation Certificate program.

With respect to undergraduate options, the College of Engineering currently offers an Engineering Entrepreneurship Option which focuses on introducing engineering students to fundamentals of business management. The College of Arts and Science also offers a Minor in Entrepreneurship. These two options are expected to be deleted and replaced by three certificate programs that are under development at the University of Saskatchewan – a Certificate in Business (Edwards School of Business), a Certificate in Entrepreneurship (Edwards School of Business), and a Technological Innovation Certificate program (College of Engineering).

d) Comparable Programs in Saskatchewan

Three universities currently operate in the province – the University of Saskatchewan, the University of Regina, and the First Nations University of Canada. As discussed, the University of Saskatchewan does not currently offer a standalone program in Technological Innovation. Environmental scanning also revealed that this programming is not offered by the University of Regina or the First Nations University of Canada. However, the University of Regina does offer a minor in entrepreneurship in their Bachelor of Business Administration program.

e) Comparable Programs Across Canada

The proposed Technological Innovation Certificate program will be designated an undergraduate-level certificate of proficiency program at the University of Saskatchewan. As such, it is important to compare this program to the distinct certificate (non-degree), undergraduate (including concentrations, majors, and minors) and graduate (including specializations) degree program

Certificate Programs

As indicated, a total of forty-six (46) unique programs were identified across Canada as part of an environmental scan. Twelve (12) certificate programs were identified, most of which focused on entrepreneurship and/or innovation more generally. Half (50%) of the identified programs are delivered in Ontario. One-quarter (25%) of these programs are delivered in Western Canada. However, only one (1) of these programs are exclusively offered for Engineering Students. Evidently, the proposed Technological Innovation Certificate program would be the first identified non-degree program of its kind in Canada.

Undergraduate Programs

Many engineering programs in Canada introduce undergraduate students to business management functions. This is done by including commerce courses as required or elective courses in the program or, more commonly, by offering majors, minors, and other forms of concentrations in business or entrepreneurship. However, only two (2) programs introduce the concept of innovation to undergraduate students and neither of these program offerings contain the breadth or depth of technological innovation programming that is proposed in the Technological Innovation Certificate program.

Graduate Programs

Environmental scanning revealed that technology innovation and its management is most commonly taught at the graduate-level across Canada. Twelve (12) standalone graduate programs related to entrepreneurship, innovation, and technology innovation management were identified as part of the scan. One-quarter (25%) of these were focused standalone programs on technology innovation management. The majority of these programs were offered by Carleton University in Ottawa, Ontario.

VI. STRATEGIC ALIGNMENT

The College of Engineering is confident that creating and offering a Technological Certificate Program will help advance many of the strategic priorities and directions of the University of Saskatchewan and the College of Engineering. This section comments on how this program aligns with various strategic directions at our institution.

a) Alignment with University Vision, Mission, and Values

Creating and offering a Technological Innovation Certificate program aligns well with the [vision, mission, and values](#) of the university. For instance, the program strives to advance the aspirations of our institution to offer “interdisciplinary and innovative collaborative approaches...” in our teaching and learning activities. It also strives to promote and to prepare “students for enriching careers and fulfilling lives as engaged global citizens” and to “contribute to a sustainable future” by fostering technological innovation and preparing students to launch their own startups post-graduation.

b) Alignment with University Plan

Creating and offering a Technological Innovation Certificate program also aligns well with the strategic commitments contained in the [University Plan 2025](#). The following table comments on how this program will help advance some of the strategic commitments contained in the University Plan.

Table 2: Commentary on Alignment with the University Plan 2025

Strategic Commitments	Alignment
<p>Courageous Curiosity Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavor as a core premise of learning, research, scholarship, and creativity.</p>	<p>This program will be inter and multidisciplinary in nature. Its successful implementation will require collaboration between the Edwards School of Business, College of Engineering, and Co. Labs, a local technology incubator.</p>
<p>Courageous Curiosity Seek Solutions. Foster a problem-solving, entrepreneurial ethic among students, faculty, and staff, harnessing opportunities to apply our research, scholarly, and artistic efforts to community and global priorities.</p>	<p>Entrepreneurship and innovation are core tenets of this program. All students will be required to complete a technology innovation capstone design project and develop a business plan for a tech startup that will address societal and market problems.</p>
<p>Boundless Collaboration Embolden Partnerships. Foster, expand, and diversify local, national, and global partnerships—with governments, businesses, and civil society in rural, northern and urban communities—rooted in reciprocal learning and the co-creation of knowledge.</p>	<p>The program will serve as a conduit between the College of Engineering and Co.Labs (a recently launched technology incubator in Saskatoon). This will foster greater collaboration between the two organizations.</p>

c) **Alignment with College Plan**

Creating and offering a Technological Innovation Certificate program aligns well with two of the four guiding principles as well as various aspirations contained within *Cultivating Innovation* – the [College of Engineering Strategic Plan 2018-25](#). The following tables comments on how this program align with the College of Engineering guiding principles and how the program will help advance some of the aspirations contained in the college strategic plan.

Guiding Principles

Table 3: Commentary on Alignment with College of Engineering Guiding Principles

Principle	Alignment
Cultivating Innovation: We encourage innovation in teaching, research, and college operations. Both our students and our scholarly work are essential ingredients of a strong future for Saskatchewan. Through our graduates and our research, we can change the world.	This program will cultivate innovation by empowering students to identify and resolve societal or market challenges as part of an interdisciplinary design project as well as through the development of a business plan for their own technology startup immediately after graduation.
Delivering Value: We deliver value to our stakeholders through outstanding programs, engaging leadership, and research that addresses important problems and delivers practical solutions.	This program will deliver value to community, government, and industry by equipping students with the knowledge, skills, abilities, and an actionable solution that would make a positive impact in their communities.

Aspirations

Table 4: Commentary on Alignment with College of Engineering Aspirations

Aspiration	Alignment
1.1 Offer exceptional academic programs that distinguish our graduates as well-rounded leaders whose technical, professional, and people skills create positive change in the world.	This program will introduce students to inter and multidisciplinary teamwork and concepts – including engineering, business, and law. Graduates will be well positioned to make an immediate impact in their community.
1.4 Provide meaningful work-integrated and experiential learning opportunities for all students, positioning them for success in their careers.	This program requires students to develop a business case and plan for an actual tech startup, which is considered an experiential learning activity.
2.3 Actively engage with industry, government, and the Peoples of Saskatchewan to foster genuine and mutually beneficial partnerships.	The program will serve as a conduit between the College of Engineering and Co.Labs (a recently launched technology incubator in Saskatoon).

d) **Alignment with University Learning Charter**

Creating and offering a Technological Innovation Certificate program aligns well with most of the goals listed in the [University Learning Charter](#). The following table comments on how this program aligns with this foundational document.

Table 5: Commentary on Alignment with University Learning Charter Goals

Goal	Alignment
<p>Discovery Goals</p> <ul style="list-style-type: none"> • Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation. • Be adept at learning in various ways, including independently, experientially, and in teams. • Possess intellectual flexibility, ability to manage change, and a zest for life-long learning. 	<p>Students who complete the Technological Innovation Certificate program will be required to complete coursework from a variety of backgrounds (commerce, engineering, and rhetorical communication). They will be required to work independently and in teams to design solutions for modern day problems. They will then be required to apply this knowledge experientially to create a business case for their technological solution.</p>
<p>Knowledge Goals</p> <ul style="list-style-type: none"> • Have a comprehensive knowledge of their subject area, discipline, or profession. • Understand how their subject area may intersect with related disciplines. • Utilize and apply their knowledge with judgement and prudence. 	<p>Students who complete the Technological Innovation Certificate program will build upon their technical expertise in engineering analysis and design by working with and learning from students of other disciplines to design solutions to societal problems.</p>
<p>Skills Goals</p> <ul style="list-style-type: none"> • Communicate clearly, substantively, and persuasively. • Be able to locate and use information effectively, ethically, and legally. • Be technologically literate, and able to apply appropriate skills of research and inquiry. 	<p>As part of their design project, students will be required to define a problem, document requirements, propose solutions, evaluate alternatives, as well as design, develop, and communicate solutions through the creation of a business case.</p>
<p>Citizenship Goals</p> <ul style="list-style-type: none"> • Value diversity and the positive contributions this brings to society. • Share their knowledge and exercise leadership. • Contribute to society, locally, nationally, or globally. 	<p>One of the key learning outcomes of the Technological Innovation Certificate program is for graduates to develop a solution for a real world problem, create a business case for it, and to bring it to market. This allows students to contribute to all levels of society.</p>

VII. RESOURCE IMPLICATIONS

The College of Engineering is confident that adequate resources are (or are nearly) in place to support the creation and implementation of the Technological Innovation program. This section provides details on existing resources, anticipated startup and operating costs, as well as tuition revenue details.

a) Current Resources

The College of Engineering has offered an Engineering Entrepreneurship Option in collaboration with the Edwards School of Business for over a decade. All of the courses contained in the option are already offered by the College of Engineering and Edwards School of Business on an annual basis. Additionally, a faculty member has been dedicated to coordinate the existing option since its inception. Three Academic Advisors within the Engineering Student Centre also provide guidance on academic matters to prospective and current students in the option.

Creating and implementing a Technological Innovation Certificate program will require few additional resources. All courses contained in the program will continue to be delivered by the Edwards School of Business or the College of Engineering using existing resources. The College of Engineering has already developed and offered two courses that are intended to be part of the new certificate program (GE 495.6, and GE 496.3). An existing special topics course (GE 499.1) has already been offered and will be converted into a permanent course (GE 490.1). One additional course will need to be created (GE 450.1) as part of the certificate program. This course will be delivered by the La Borde Chair in Engineering Entrepreneurship, which a search committee is actively trying to fill. It is expected that the College of Engineering will fill this position over the next three months.

b) Startup Costs

Minor resources will be required to support the implementation of the Technological Innovation Certificate program.

In terms of human resources, personnel will be required to develop standard operating procedures as well as to coordinate program communications in partnership with the Office of Admissions and Transfer Credit, Registrarial Services, the Engineering Student Centre, as well as communications with staff in the College of Engineering and the Edwards School of Business. The college's existing Programs and Projects Officer will be assigned this responsibility. Ongoing administration of the program will be a joint responsibility of the La Borde Chair, the Jerry G. Huff Chair, and Engineering Student Centre staff.

A limited number of financial resources may be required to support the implementation of this program. For example, a modest budget would be requested to support the development and production of advertising and communication materials. In the event a budget cannot be allocated to have professional services contracted, existing staff can be assigned to develop basic promotional materials.

Technological resources will also be required to support the implementation of the Technological Innovation Certificate program. This is primarily in the form of adding the new program to the university's student information systems. This will incur zero cost but will require the support of

Registrarial Services. This work has already begun and will be completed as part of the program approval process.

c) Incremental Revenues

All courses contained in the Technological Innovation Certificate program will have tuition associated with them. Courses offered by the College of Engineering will be classified as a Tuition Category 7 course. Conversely, courses offered by the Edwards School of Business will be classified as a Tuition Category 4 course.

The 2018-19 Undergraduate Tuition and Fees website lists all Category 4 courses as costing \$279.70 per credit unit for domestic students and \$763.58 per credit unit for international students. This website also lists all Category 7 courses as costing \$236.10 per credit unit for domestic students and \$644.55 per credit unit for international students.

Tuition revenues generated by the Technological Innovation Certificate program will be allocated based on the Transparency Activity-Based Budgeting System (TABBS) model at the University of Saskatchewan. As a result, the College of Engineering will retain 25% of tuition generated by COMM courses in the program and 100% of revenue generated by GE and RCM courses in the program. The Edwards School of Business will retain 75% of tuition generated by COMM courses.

The Technological Innovation Certificate program requires students to complete 12 credit units of COMM courses as well as 13 credit units of GE courses. Students must also complete an additional 3 credit units of coursework which can be a COMM or RCM course. In this proposal, it is assumed that each student enrolled in the certificate program would complete 15 credit units of COMM courses and 13 credit units of GE courses. This produces a conservative estimate of revenues generated by the College of Engineering.

It is estimated that \$7,264.80 CAD in tuition revenues are generated by each domestic student who completes the certificate program. Based on the course selection assumption above, the College of Engineering would receive \$4,118.18 CAD of these revenues and the Edwards School of Business would receive \$3,146.63 CAD for each domestic student who completes the program.

Furthermore, it is estimated that \$19,832.85 CAD in tuition revenues are generated by each international student who completes the certificate program. Based on the course selection assumption above, the College of Engineering would receive \$11,242.58 CAD of these revenues and the Edwards School of Business would receive \$8,590.28 CAD for each international student who completes the program. It should be noted; however, that international student enrolment in the Engineering Entrepreneurship Option has been historically very low.

The following tables contain financial projections for revenues generated by the College of Engineering and the Edwards School of Business based on student enrolments of 10, 20, and 30 students in the Technological Innovation Certificate Program.

Table 6: Tuition Revenue Projections for Program Enrolment of 10 Students

Scenario	Domestic Enrolment	International Enrolment	Revenues Generated \$ (ESB)	Revenues Generated \$ (COE)
1	10	0	\$ 31,466.25	\$ 41,181.75
2	5	5	\$ 58,684.50	\$ 76,803.75
3	0	10	\$ 85,902.75	\$ 112,425.75

Table 7: Tuition Revenue Projections for Program Enrolment of 20 Students

Scenario	Domestic Enrolment	International Enrolment	Revenues Generated \$ (ESB)	Revenues Generated \$ (COE)
4	20	0	\$ 62,932.50	\$ 82,363.50
5	10	10	\$ 117,369.00	\$ 153,607.50
6	0	20	\$ 171,805.50	\$ 224,851.50

Table 8: Tuition Revenue Projections for Program Enrolment of 30 Students

Scenario	Domestic Enrolment	International Enrolment	Revenues Generated \$ (ESB)	Revenues Generated \$ (COE)
7	30	0	\$ 94,398.75	\$ 123,545.25
8	15	15	\$ 176,053.50	\$ 230,411.25
9	0	30	\$ 257,708.25	\$ 337,277.25

In the short-term, the College of Engineering expects 5 to 10 students to register in the Technological Innovation Certificate program. In this situation, the College of Engineering would generate a minimum of \$20, 590 CAD in tuition revenues for each student in the program. Assuming target future enrolments of 25 students are achieved, the College of Engineering expects to generate at least \$102, 954 CAD in revenues.

d) Incremental Costs

Incremental expenses associated with the Technological Innovation Certificate Program are marginal. Many of the people, financial, and physical resources have already been incurred to support the implementation of this program.

With respect to people resources, the Edwards School of Business has confirmed that they will (or already) have adequate instructors in place to teach the three required commerce courses (COMM 201, COMM 346, COMM 447) as well as each of the elective courses (COMM 204, COMM 205, COMM 211) in the certificate program. Additionally, the College of Engineering is in the final stages of hiring a La Borde Chair in Engineering Entrepreneurship, who will be responsible for coordinating the Technological Innovation Certificate program and teaching four of the required courses (GE 431.3, GE 450.3, GE 495.6, and GE 496.3). The School of Professional Development has ample instructors to teach each of the elective RCM courses. A sessional instructor must be hired on an annual basis to teach the intellectual property fundamentals course (GE 451.3). Teaching and marking assistants will not be required for any of the required general engineering courses.

With respect to financial resources, the College of Engineering will incur approximately \$6,000 on annual basis to support the delivery of this program. For instance, approximately \$3,000 must be made available to hire a sessional instructor who can teach the intellectual property fundamentals course (GE 451.1) on an annual basis. Approximately \$2,500 will also be incurred annually to bring in guest speakers for the guest seminar series course (GE 490.1). \$500 in miscellaneous expenses (such as office supplies and promotion materials) should also be budgeted for.

With respect to physical resources, the College of Engineering is not expected to incur any additional expenses or requirements. Due to the limited target enrolment in the program (25 students), acquiring physical space to teach required courses or guest seminar series is unlikely to be a challenge. In addition, no specific technologies or tools are required to deliver this program.

As a contingency, the College of Engineering should be prepared to allocate financial resources to cover administrative leaves or alternative teaching assignments taken by the La Borde Chair in the future. Should this individual be unable to teach required courses (GE 431.3, GE 450.3), the College of Engineering will be required to assign an alternative faculty member to teach these courses or hire sessional who are able to do so (which could incur an additional \$15,000 per year to do so).

e) Resource Gap

The College of Engineering is confident that sufficient resources are in place to support the delivery of the Technological Innovation Certificate program. As it currently stands, the college has already secured a substantial endowment fund to compensate the future La Borde Chair as well as to provide resources to sustain this program. Additionally, a minimum of \$20, 590 in tuition revenues is expected to be generated in the first year of operation of this program. Both of these resource pools cover the projected \$6,000 of incremental expenses required per year to deliver the program.

APPENDIX I: 19-20 COURSE AND PROGRAM CATALOGUE ENTRY

Title

Technological Innovation Certificate

Description

The Technological Innovation Certificate program introduces students to business fundamentals and the processes necessary to design and commercialize technologically innovative solutions. Students who complete the program will have the knowledge, skills, and abilities necessary to identify good problems involving tech innovation opportunities, design solutions to those problems, and to commercialize their innovations.

Requirements (29 Credit Units)

Required Courses (20 credit units)

- COMM 201.3: Introduction to Financial Accounting
- COMM 346.3: Commercialization of Technology
- COMM 447.3: Entrepreneurship and Venture Development
- GE 431.3: Engineering Entrepreneurship Capstone
- GE 495.6: Technological Innovation Capstone Design Project
- GE 451.1: Intellectual Property Fundamentals
- GE 490.1: Guest Seminar Series

Elective Courses (9 credit units)

9 Credit Units from the Following, of which 3 credit units must be COMM:

- COMM 204: Introduction to Marketing
- COMM 205: Introduction to Operations Management
- COMM 211: Introduction to Human Resources
- GE 450.3: Technology Innovation Management
- RCM 402.3: Interpersonal Communication and Rhetoric
- RCM 404.3: Leadership as Communication
- RCM 409.3: Negotiation as Rhetorical Practice

APPENDIX II: COURSE INFORMATION SUMMARY

Required Courses

COMM 201.3 — 1/2(3L)

Introduction to Financial Accounting

Helps the student understand, use and appreciate the limitations of information provided in an organization's financial statements. As such, the course examines what financial statements are, what they include and the means of deriving information for and from them. Specifically, the course will enable the student to: (1) link the results of management's financing, investing and operating decisions to financial statement reporting; (2) understand the boundaries and limitations of information in the financial statements; (3) demonstrate a basic but real awareness of financial accounting systems; and (4) use information in financial statements to help make various decisions about an organization.

Prerequisite(s): None.

Note: Students can receive credit for only one of COMM 201.3 or ENT 230.3

Tuition Category: 4

COMM 346.3 — 2(1.5L-1.5S)

Technology Commercialization

Provides a practice oriented bridge between the physical sciences and the world of commerce. Examines the theory and practice of launching new business ventures in science and engineering related industries. Practicing managers, entrepreneurs and special advisors will describe their activities and experiences through guest lectures and an in-class project will put class content into practice.

Prerequisite(s): Completion of 30 COMM credits.

Note: Students outside the Edwards School of Business must seek permission from their college.

Bachelor of Commerce students do not require permission.

Tuition Category: 4

COMM 447.3 — 1/2(1S-2P)

Entrepreneurship & Venture Development

This course helps students develop the skills required for the successful formation of new business ventures, effective business succession, or small business expansion. Students also learn how to evaluate business models and plans, and how to manage on-going small and medium sized businesses. Students examine their own entrepreneurial potential and experience the process of planning the formation of a new venture, business succession, or business expansion through the preparation and formal presentation of a business plan.

Permission of the department is required.

Prerequisite(s): 36 COMM credit units, including COMM 203, COMM 204, COMM 205, COMM 210 and COMM 211.

Note: Students may receive credit for only one of COMM 447.3, BPBE 495.3, AREC 495.3, or ENT 310.3.

Tuition Category: 4

GE 450.3 — 1 (3L)

Technological Innovation Management

This is a course on the management of technology innovation. It explores the processes by which technology is developed, and how those processes can be managed to garner successful business outcomes. The course covers theories of tech innovation and of how to manage such processes, as well as case studies of successes and failures. Students will learn how to develop their own plan for managing technology that they develop and innovate.

Prerequisite(s): none.

Restriction: Departmental permission required.

Tuition Category: 7

GE 451.1 — 1 (3L)

Intellectual Property Fundamentals

This course includes a survey of key aspects of Canadian intellectual property law and intellectual property-related international undertakings. It is meant for non-law students. Included will be discussions on substantive intellectual property regimes such as copyright, industrial design, integrated circuit topographies, trademarks, patents, and, perhaps, plant breeder's rights (depending upon class composition). Also considered will be laws of confidential information and trade secrecy, means of transferring intellectual properties and other transactions, remedies for circumstances of infringement, and pertinent University of Saskatchewan policies.

Prerequisite(s): none.

Restriction: Students from the College of Law are not permitted to register in this course. Departmental permission required.

Tuition Category: 7

GE 490.1 — 1/2 (1L)

Guest Seminar Series

This is a seminar course featuring guest speakers. The guest speakers will present on tech innovation, most often in a Saskatchewan context, but not exclusively. The goal of the course is to inspire would-be tech innovators and to provide them with wisdom and knowledge to help them in their journey.

Prerequisite(s): none.

Restriction: Departmental permission required.

Tuition Category: 7

GE 495.6 — 1&2(3L)

Technological Innovation Capstone Design Project

This course is a 4th year engineering design capstone experience. What makes it distinct from other disciplinary 495 capstone courses is that the students in GE 495.6 identify and develop their own design problems. They can also form multidisciplinary teams in order to tackle their design problems. Students

will identify and characterize a design problem, show that it is valid, and then proceed to design a solution to the design problem using engineering design methods. This course is for those that seek a more entrepreneurial design experience.

Permission of the Home Department is required.

Prerequisite(s): None.

Note: Students must obtain permission from both the course instructor and their home department prior to registering in this course. This course should only be taken in a student's final year.

Tuition Category: 7

Elective Courses

COMM 204.3 — 1/2(3L)

Introduction to Marketing

Introduction to the marketing concept in business. Business activities are analyzed from the point of view of recognition, stimulation and satisfaction of consumer demand.

Prerequisite(s): None.

Note: Students with credit for COMM 200.3 or MKT 251.3 or BAC 25 cannot take this course for credit. Students can receive credit for only one of ENT 210.3 or COMM 204.3.

Tuition Category: 4

COMM 205.3 — 1/2(3L)

Introduction to Operations Management

Introduces students to concepts and decision-making techniques used in the design, planning, execution, control, and improvement of operations of world-class manufacturing and service companies. It begins with introductory issues such as operations strategy and forecasting, continue with design topics such as product design, capacity planning, process design, facility layout, work design, and location planning, then covers quality management and control, and finally ends with planning decisions such as inventory management, aggregate planning, material requirements planning, just-in-time systems, scheduling, and supply chain management. Time permitting, project management and waiting line management may be covered too.

Prerequisite(s): COMM 104.3

Tuition Category: 4

COMM 211.3 — 1/2(3L)

Human Resource Management

Develops a framework for human resource management comprising the context, issues, strategies, and processes of managing people in organizations. The challenges arising from the context include legal and ethical issues as well as global perspectives. Processes include selection and recruitment, performance appraisal, training and development, compensation and benefits, labour relations, and managing employee and employer interests within the employment relationship.

Prerequisite(s): None.

Note: Students may receive credit for only one of COMM 211.3, ENT 220.3, COMM 386.3, or BAC 15.

Tuition Category: 4

RCM 402.3 — 1/2(3L)

Interpersonal Communication and Rhetoric

A survey of foundational concepts in interpersonal communication. Topics include the nature of communication, self-concept, face and politeness, ethics, listening, context and situation, human motivation, identity formation, and persuasion. The course will incorporate rhetorical as well as social-scientific theories, and its goal will be to encourage students to think about the dynamic and shifting nature of human interaction, and to develop strategies for managing their own interactions particularly in their professional relationships.

Prerequisite(s): RCM 300 or 24 credit units of university level courses (including 6 credit units of RCM Non-EN Electives).

Note: Students with credit for GE 402 will not receive credit for this course.

Tuition Category: 7

RCM 404.3 — 1/2(3L)

Leadership as Communication

Examines leadership as communication, and in particular as a form of rhetorical activity. Drawing on both traditional and contemporary scholarship, it will combine theoretical understanding with practical strategies for improving skill across several dimensions of the leadership dynamic: interpersonal, rhetorical, social, ethical, and political. Through reading, discussion, and a variety of practical case studies and exercises, students will be challenged to develop their ability to guide, motivate, and support others toward common goals. Topics include leadership as rhetoric; the ethics of leadership; face-saving, conflict resolution, and listening; community and team-building; group loyalty and identity formation; and persuasion.

Prerequisite(s): RCM 300 or 24 credit units of university level courses (including 6 credit units of RCM Non-EN Electives).

Tuition Category: 7

RCM 409.3 — 1/2(3L)

Negotiation as Rhetorical Practice

Using rhetorical theories and methodologies, as well as organizational models, this course introduces students to effective negotiation as rhetorical practice. Designed to foster a rhetorical understanding of the most fundamental elements of the negotiation process, the course teaches theories of identification and common ground as well as persuasion, power, and ethics. It focuses on the tools necessary to examine communication processes and motivations that underpin the principles of negotiation, and it teaches how to do a rhetorical analysis of the negotiation context and audience as well as how to do strategic planning. The course also recognizes the interrelationship between language theories and the ability to frame negotiation communication.

Prerequisite(s): RCM 300 or 24 credit units of university level courses (including 6 credit units of RCM Non-EN Electives).
Tuition Category: 7

APPENDIX III: COURSE CREATION DOCUMENTATION

GE 450.3 Course Outline

GE 450.3 Technology Innovation Management

College of Engineering
Fall 2019



Description:	This is a course on the management of technology innovation. It explores the processes by which technology is developed, and how those processes can be managed to garner successful business outcomes. The course covers theories of tech innovation and of how to manage such processes, as well as case studies of successes and failures. Students will learn how to develop their own plan for managing technology that they develop and innovate.
Prerequisites/ Co-requisites:	none
Instructor:	The La Borde Chair, School of Professional Development, Engineering
Lectures:	Tuesdays, 5:00-7:50 pm, in 2C88 (Engineering)
Tutorials/Labs:	none
Office Hours:	by appointment (email to arrange a time to talk/visit)
Website:	General course information, announcements and student resource materials will be posted on a course website (<i>i.e.</i> , Blackboard; bblearn.usask.ca). Students will be responsible for keeping up with information posted on the course website.
CRN:	TBD
Text/Materials:	No textbook will be required. Reading materials may be provided by the instructor from time to time.
Assessment:	The student evaluation will be based on attendance/participation (10%), tests of knowledge and understanding (15% Midterm, 25% Final Exam), case study analysis (20%), formulations of tech management plans (20%), and on personal reflection (10%). In a small class, attendance and participation will be important. The theory and background that is introduced will be evaluated for understanding. Case studies will apply the theory, as will formulations of tech management plans within the context of tech innovation activities that the students will be engaged in, within the TIC. Finally, students will be asked to reflect on key lessons they've learned and what their opinions are about the processes of tech development.
Final Grades:	Student performance in the course will be recognized in accordance with the "grading alternatives" specified in the university's grading system (at the link below, click on "Understanding Your Grades") <i>i.e.</i> http://students.usask.ca/academics/grades.php . For information regarding appeals of final grades or other academic matters, please visit the

Student Conduct and Appeals section of the University Secretary's website at <http://www.usask.ca/secretariat/student-conduct-appeals/>.

Midterm Exam: There will be one midterm for GE 450.3.

Final Exam: There will be a final exam for GE 450.3.

Important Dates:

Sept 10	First Class
Nov 12	Reading week (no class)
Dec 3	Last day of GE 450.3 classes

Attendance and Participation: Class time will be devoted to a combination of instructor-delivered lectures and group in-class discussions. Students will be expected to participate actively in discussions.

Students will be expected to attend all classes, if possible. Absences will not count against attendance requirements if they are for medical reasons or unavoidable circumstances (as determined by the instructor), and if they are brought to the attention of the instructor within one week of the absence.

Recording Lectures: Students are not permitted to record lecture material in the course without the prior consent of the instructor.

Copyright: Copyright in all lecture materials is held by the instructor, unless otherwise noted.

Course Content: The list of topics below is tentative. There will be a brief discussion of student interests and timing constraints during the first classroom session, after which the instructor will finalize the curriculum.

1. A Brief History of Technology Innovation (1 class)
2. Theories of Technology Innovation (2 classes)
3. Theories of Managing Technology Innovation (2 classes)
4. Case Studies of Tech Innovation; the Good, the Bad, and the Ugly (2 classes)
5. Developing Your Own Plan for Managing Technology Development (1 class)
6. Presenting Your Own Plan and Critiquing the Plans of Others (2 classes)

Student Conduct: Ethical behaviour is an important part of engineering practice. Each professional engineering association has a Code of Ethics which its members are expected to follow. Since students are in the process of becoming Professional Engineers, it is expected that students will conduct themselves in an ethical manner.

The Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) Code of Ethics states that engineers shall "conduct themselves with fairness, courtesy and good faith towards clients, colleagues, employees and others; give credit where it is due and accept, as well as give, honest and fair professional criticism" (Section 20(e), The Engineering and Geoscience Professions Regulatory Bylaws, 1997).

The first part of this statement discusses an engineer's relationships with his or her colleagues. One of the ways in which engineering students can demonstrate courtesy to their colleagues is by helping to maintain an atmosphere that is conducive to learning, and minimizing disruptions in class. This includes arriving on time for lectures, turning cell phones and other electronic devices off during lectures, not leaving or entering the class at inopportune times, and refraining from talking to others while the instructor is talking. However, if you have questions at any time

during lectures, please feel free to ask (chances are very good that someone else may have the same question as you do).

For more information, please visit the Student Conduct and Appeals section of the University Secretary's website:
<http://www.usask.ca/secretariat/student-conduct-appeals/>

Academic Honesty: The latter part of the above statement from the APEGS Code of Ethics discusses giving credit where it is due. At the University, this is addressed by university policies on academic integrity and academic misconduct. In this class, students are expected to submit their own individual work for academic credit, not misrepresent their situations, and follow the rules for assessments. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university's policies on academic integrity and academic misconduct.

For more information on academic integrity and university policies on academic misconduct, please visit the following websites:
<http://www.usask.ca/integrity/>
<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

Safety: The APEGS Code of Ethics also states that Professional Engineers shall "hold paramount the safety, health and welfare of the public and the protection of the environment and promote health and safety within the workplace" (Section 20(a), The Engineering and Geoscience Professions Regulatory Bylaws, 1997). Safety is taken very seriously by the College of Engineering. Students are expected to work in a safe manner, follow all safety instructions, and use any personal protective equipment provided.

Policies: Further information on class delivery, examinations, and assessment of student learning, can be found at the following website:
<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Support Services: For Academic Advising, students can contact the department's Undergraduate Program Chair or visit the [Engineering Student Centre](#). A wide range of Academic Support programs are provided by [Student Learning Services](#). Other university support services are available through [Student Health Services](#), [Student Counselling Services](#), and [Disability Services for Students \(DSS\)](#). For more information, please visit the following websites:
<http://engineering.usask.ca/service-and-support/engineering-student-centre.php>
<http://www.usask.ca/ulc/>
<http://students.usask.ca/health/centres/health-services.php>
<http://students.usask.ca/health/centres/counselling-services.php>
<http://students.usask.ca/health/centres/disability-services-for-students.php>

Learning Outcomes: By the end of the course, students who pass the course will:

1. have an appreciation and knowledge of historical technology innovation;
2. understand different theories of how technology innovation occurs;
3. understand different theories of how technology innovation can be managed;
4. know how to evaluate a case study in technology innovation;
5. know how to formulate a plan for managing technology innovation;
6. know how to constructively critique tech management plans; and
7. be able to articulate their own informed perspectives on tech innovation.

Graduate Attribute Mapping:	
	<i>Level of Performance*</i>

Learning Outcome	Graduate Attribute**											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	1								1		1	
2	1			1					1		1	
3	1			1					1		1	
4	2	2	2						2	2	2	
5		3,4		3,4							3,4	3,4
6	1	2		2			2	2			2	2
7				4		4	4	4				4

****Graduate Attributes:**

- A1** A knowledge base for engineering
- A2** Problem analysis
- A3** Investigation
- A4** Design
- A5** Use of engineering tools
- A6** Individual and team work
- A7** Communication skills
- A8** Professionalism
- A9** Impact of engineering on society and the environment
- A10** Ethics and equity
- A11** Economics and project management
- A12** Life-long learning

***Levels of Performance:**

- 1 - **Knowledge** of the skills/concepts/tools but not using them to solve problems.
- 2 - **Using** the skills/concepts/tools to solve directed problems. (*"Directed" indicates that students are told what tools to use.*)
- 3 - **Selecting** and using the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of skills/concepts/tools to choose from and need to decide which to employ. Problems will have a definite solution.*)
- 4 - **Applying** the appropriate skills/concepts/tools to solve open-ended problems. (*Students have a number of skills/concepts/tools to choose from and need to decide which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.*)

GE 450.3 New Course Proposal Form

 UNIVERSITY OF SASKATCHEWAN	New Course Proposal Form
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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: **GE 450.3**
 - 2.2 Title of course: **Technology Innovation Management**
 - 2.3 Total Hours: **Lecture 36** Seminar Lab Tutorial Other
 - 2.4 Weekly Hours: **Lecture 3** Seminar Lab Tutorial Other
 - 2.5 Term in which it will be offered: **T1** T2 T1 or T2
 - 2.6 Prerequisite: **None.**
 - 2.7 Calendar description: **This is a course on the management of technology innovation. It explores the processes by which technology is developed, and how those processes can be managed to garner successful business outcomes. The course covers theories of tech innovation and of how to manage such processes, as well as case studies of successes and failures. Students will learn how to develop their own plan for managing technology that they develop and innovate.**
 - 2.8 Any additional notes
3. Rationale for introducing this course. **This course will become a pivotal part of the Technology Innovation Certificate (TIC). The material in this course will bind together the theory and knowledge from the other courses in the TIC, to show how to manage Tech Innovation. The whole Certificate is about Tech Innovation, so a course on how to manage this process is vital to the success of the overall program.**
4. Learning Objectives for this course. **By the time students will have completed this course, they will know all of the known processes and theories of technology innovation, and of the approaches to managing such processes. They will be able to critically evaluate examples (successes and failures) of tech innovation, and they will be able to formulate their own plan for managing (their own) technology innovation.**
5. Impact of this course. **The hoped for impact of this course is fairly simple: increase the odds of success in developing new technology. This may be manifested directly in tech that is developed by the students within the courses of the TIC (e.g. GE 495/496) or it may ultimately manifest itself in the management of tech innovation later in students' careers.**

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? **Edwards.**

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? **It is a required course in the Technology Innovation Certificate.**

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

8. Enrolment.
Expected enrollment: **5-10 per course offering**
From which colleges? **Engineering, but it will be open to all.**

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

The student evaluation will be based on attendance/participation (10%), tests of knowledge and understanding (15% MT, 25% Final), case study analysis (20%), formulations of tech management plans (20%), and on personal reflection (10%). In a small class, attendance and participation will be important. The theory and background that is introduced will be evaluated for understanding. Case studies will apply the theory, as will formulations of tech management plans within the context of tech innovation activities that the students will be engaged in, within the TIC. Finally, students will be asked to reflect on key lessons they've learned and what their opinions are about the processes of tech development.

10. Required text: **None.**
Include a bibliography for the course. **No assigned readings.**

11. Resources.
Proposed instructor: **The La Borde Chair.**
How does the department plan to handle the additional teaching or administrative workload? **This course will fit well with the Chair's mandate.**

Are sufficient library or other research resources available for this course? **Yes, as none are required.**

Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

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

The intent is to offer it in the Fall of each year.

GE 450.3 SESD Course Creation Form

 UNIVERSITY OF SASKATCHEWAN	SESD: Course Creation Information Form
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(version: November, 2015)

To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

Main Block

Subject	Technology Innovation
Course Number	GE 450.3
Term from which this course will become effective:	Fall
Month: January May July September Year:	2020

Information Block

What is the academic college or school to which this course belongs?

College of Engineering

What is the department or school that has jurisdiction over this course?

School of Professional Development

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? **.1**

Is this course supposed to attract tuition charges? If so, how much? (use [tuition category](#))

3CU Type 7

Does this course require non-standard fees, such as materials or excursion fees? **No.**

If so, please include an approved “Application for New Fee or Fee Change Form”

(<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>)

Do you allow this course to be repeated for credit? **Yes** No

How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts

HUM Humanities

SCIE Science

SOCS Social Science

Course Syllabus

Long Title

Technology Innovation Management

Course Long Title (maximum 100 characters)

Technology Innovation Management

Course Short Title (maximum 30 characters)

Tech Innovation Management

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , \$ & @ ! ? / + - = % # ()]

Course Description

Course Description (please limit to 150 words or less)

This is a course on the management of technology innovation. It explores the processes by which technology is developed, and how those processes can be managed to garner successful business outcomes. The course covers theories of tech innovation and of how to manage such processes, as well as case studies of successes and failures. Students will learn how to develop their own plan for managing technology that they develop and innovate.

Registration InformationFormerly: **n/a**Permission required: **La Borde Chair**Restriction(s): course only open to students in a specific college, program/degree, major, year in program **n/a**Prerequisite(s): course(s) that must be completed prior to the start of this course **n/a**Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **n/a**Corequisite(s): course(s) that must be taken at the same time as this course **n/a**

Notes: recommended courses, course repeat restrictions/content overlap, other additional course information

Exam Exempt

Yes **No****Equivalent Courses**Please list the course(s) that you consider to be equivalent to this course. **None**

To be considered equivalent, the course must meet the following criteria:

- 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.
- 2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.

Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

Mutually-Exclusive Courses

These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

None.

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

Information For Display In The Catalogue Only

Please refer to the Key to Course Descriptions at:

<http://students.usask.ca/academics/registration/search-results.php>

Catalogue Credit Units (e.g. 110.6)

450.3

Catalogue Term Hour Listing (e.g. **3L-2P**)

3L

GE 451.1 Course Outline

GE 451.1

Intellectual Property Fundamentals

College of Engineering

Fall 2019



Description:	This course includes a survey of key aspects of Canadian intellectual property law and intellectual property-related international undertakings. It is meant for non-law students. Included will be discussions on substantive intellectual property regimes such as copyright, industrial design, integrated circuit topographies, trademarks, patents, and, perhaps, plant breeder's rights (depending upon class composition). Also considered will be laws of confidential information and trade secrecy, means of transferring intellectual properties and other transactions, remedies for circumstances of infringement, and pertinent University of Saskatchewan policies.
Prerequisites/ Co-requisites:	none
Instructor:	Thomas Roberts, Ph.D., J.D., CLP; tom.roberts@usask.ca
Lectures:	Mondays, 4:00-4:50 pm, in 2C88 (Engineering)
Tutorials/Labs:	none
Office Hours:	by appointment (email to arrange a time to talk/visit)
Website:	General course information, announcements and student resource materials will be posted on a course website (<i>i.e.</i> , Blackboard; bblearn.usask.ca). Students will be responsible for keeping up with information posted on the course website.
CRN:	86476
Text/Materials:	No textbook will be required. One relevant textbook (Intellectual Property Law for Engineers and Scientists, by H.B. Rockman) has been placed on library reserve for student reference. Additional reading materials will be provided by the instructor (see Reading List, following).
Reading List:	A modest list of reading materials, contextualized to the class sessions, will be provided by the instructor.
Assessment:	This is a pass/fail course. To pass the course, a student must attend at least 9 of the lecture sessions and must pass the end-of-term quiz.
Final Grades:	Student performance in the course will be recognized as pass ("P") or fail ("F") in accordance with the "grading alternatives" specified in the university's grading system

(at the link below, click on “Understanding Your Grades”) i.e. <http://students.usask.ca/academics/grades.php>.

For information regarding appeals of final grades or other academic matters, please visit the Student Conduct and Appeals section of the University Secretary’s website at <http://www.usask.ca/secretariat/student-conduct-appeals/>.

Quizzes: There will be one end-of-term quiz that must be passed in order to pass the course. The passing mark on the quiz will be 70%. The quiz will be available online before the end of the course.

Midterm Exam: There will be no midterm exam for GE 451.1.

Final Exam: There will be no final exam for GE 451.1.

Important Dates:	Sept 9	First Class
	Oct 7	Thanksgiving (no class)
	Nov 11	Reading week (no class)
	Dec 2	Last day of GE 451.1 classes

Attendance and Participation: Class time will be devoted to a combination of instructor-delivered lectures and group in-class discussions. Students will be expected to complete a modest amount of reading before most classes and to participate actively in discussions.

Students will be expected to attend all classes, if possible. Absences will not count against attendance requirements if they are for medical reasons or unavoidable circumstances (as determined by the instructor), and if they are brought to the attention of the instructor within one week of the absence (up to a maximum of 2 absences).

Recording Lectures: Students are not permitted to record lecture material in the course without the prior consent of the instructor.

Copyright: Copyright in all lecture materials is held by the instructor, unless otherwise noted.

Course Content: The list of topics below is tentative. There will be a brief discussion of student interests and timing constraints during the first classroom session, after which the instructor will finalize the curriculum.

1. Historical/philosophical introduction to intellectual property – the concept
2. Canadian constitutional and international considerations
3. Copyright
4. Industrial Design and Integrated Circuit Topographies
5. Trademarks
6. Confidential information and trade secrecy
7. Patents
8. Software innovations – a peculiar intersection of copyright and patent
9. Plant Breeder’s Rights and other *suis generis* regimes
10. Remedies (*i.e.*, dealing with infringements) – Criminal sanctions

11. Dealings with intellectual properties; conveyances and other transactions
12. University policies and the interests of the institution, its staff and students, and third parties (contextualized for the class, as constituted).

Student Conduct: Ethical behaviour is an important part of engineering practice. Each professional engineering association has a Code of Ethics which its members are expected to follow. Since students are in the process of becoming Professional Engineers, it is expected that students will conduct themselves in an ethical manner.

The Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) Code of Ethics states that engineers shall “conduct themselves with fairness, courtesy and good faith towards clients, colleagues, employees and others; give credit where it is due and accept, as well as give, honest and fair professional criticism” (Section 20(e), The Engineering and Geoscience Professions Regulatory Bylaws, 1997).

The first part of this statement discusses an engineer’s relationships with his or her colleagues. One of the ways in which engineering students can demonstrate courtesy to their colleagues is by helping to maintain an atmosphere that is conducive to learning, and minimizing disruptions in class. This includes arriving on time for lectures, turning cell phones and other electronic devices off during lectures, not leaving or entering the class at inopportune times, and refraining from talking to others while the instructor is talking. However, if you have questions at any time during lectures, please feel free to ask (chances are very good that someone else may have the same question as you do).

For more information, please visit the Student Conduct and Appeals section of the University Secretary’s website:

<http://www.usask.ca/secretariat/student-conduct-appeals/>

Academic Honesty: The latter part of the above statement from the APEGS Code of Ethics discusses giving credit where it is due. At the University, this is addressed by university policies on academic integrity and academic misconduct. In this class, students are expected to submit their own individual work for academic credit, not misrepresent their situations, and follow the rules for assessments. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university’s policies on academic integrity and academic misconduct.

For more information on academic integrity and university policies on academic misconduct, please visit the following websites:

<http://www.usask.ca/integrity/>

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

Safety: The APEGS Code of Ethics also states that Professional Engineers shall “hold paramount the safety, health and welfare of the public and the protection of the environment and promote health and safety within the workplace” (Section 20(a), The Engineering and Geoscience Professions Regulatory Bylaws, 1997). Safety is taken very seriously by the College of Engineering. Students are expected to work in a safe manner, follow all safety instructions, and use any personal protective equipment provided.

Policies: Further information on class delivery, examinations, and assessment of student learning, can be found at the following website:
<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Support Services: For Academic Advising, students can contact the department’s Undergraduate Program Chair or visit the Engineering Student Centre. A wide range of Academic Support programs are provided by Student Learning Services. Other university support services are available through Student Health Services, Student Counselling Services, and Disability Services for Students (DSS). For more information, please visit the following websites:
<http://engineering.usask.ca/service-and-support/engineering-student-centre.php>
<http://www.usask.ca/ulc/>
<http://students.usask.ca/health/centres/health-services.php>
<http://students.usask.ca/health/centres/counselling-services.php>
<http://students.usask.ca/health/centres/disability-services-for-students.php>

Learning Outcomes: By the end of the course, students who pass the course will understand:

- 8. why intellectual property is important, especially in a Canadian context;
- 9. how intellectual property applies in the Canadian context and to students at the University of Saskatchewan;
- 10. their own intellectual property rights and how to exercise them; and
- 11. basic facts and concepts of those aspects of intellectual property covered in the curriculum.

Graduate Attribute Mapping:												
Learning Outcome	Level of Performance*											
	Graduate Attribute**											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	1					1		1		1	1	1
2	1			1		1		1		1	1	1
3	1			1		1		1		1	1	1
4	1,2			1,2		1,2		1,2		1	1,2	1,2

****Graduate Attributes:**

- A1** A knowledge base for engineering
- A2** Problem analysis
- A3** Investigation
- A4** Design
- A5** Use of engineering tools
- A6** Individual and team work
- A7** Communication skills
- A8** Professionalism
- A9** Impact of engineering on society and the environment
- A10** Ethics and equity

***Levels of Performance:**

- 1 - **Knowledge** of the skills/concepts/tools but not using them to solve problems.
- 2 - **Using** the skills/concepts/tools to solve directed problems. (*“Directed” indicates that students are told what tools to use.*)
- 3 - **Selecting** and using the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of skills/concepts/tools to choose from and need to decide which to employ. Problems will have a definite solution.*)
- 4 - **Applying** the appropriate skills/concepts/tools to solve open-ended problems. (*Students have a number of skills/concepts/tools to choose from and need to decide*

A11 Economics and project management
A12 Life-long learning

which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.)

GE 451.1 New Course Proposal Form

 UNIVERSITY OF SASKATCHEWAN	New Course Proposal Form
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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: **GE 451.1**
 - 2.2 Title of course: **Intellectual Property Fundamentals**
 - 2.3 Total Hours: **Lecture 12** Seminar Lab Tutorial Other
 - 2.4 Weekly Hours: **Lecture 1** Seminar Lab Tutorial Other
 - 2.5 Term in which it will be offered: **T1** T2 T1 or T2
 - 2.6 Prerequisite: **None.**
 - 2.7 Calendar description: **This course includes a survey of key aspects of Canadian intellectual property law and intellectual property-related international undertakings. It is meant for non-law students. Included will be discussions on substantive intellectual property regimes such as copyright, industrial design, integrated circuit topographies, trademarks, patents, and, perhaps, plant breeder's rights (depending upon class composition). Also considered will be laws of confidential information and trade secrecy, means of transferring intellectual properties and other transactions, remedies for circumstances of infringement, and pertinent University of Saskatchewan policies.**
 - 2.8 Any additional notes
3. Rationale for introducing this course. **This course will become a key part of the Technology Innovation Certificate (TIC). This course will provide a vehicle whereby students in the TIC can learn about the fundamentals of Intellectual Property rights, at a time when it is becoming relevant to them. They will be able to apply what they learn to their design capstone work, and to subsequent business development activities completed within the TIC, and beyond it.**
4. Learning Objectives for this course. **By the time students will have completed this course, they will understand what IP is, the various types of it, how it can be managed, and how it applies to them in their current context. They will have an informed idea of how to proceed on issues of IP as they apply to their design and business activities.**

5. Impact of this course. **The impact concerns asset management, where the asset in question is intellectual property. This course will help students avoid conflict around IP rights by being proactive in their IP decisions. It will become part of their “design process” as they engage in tech innovation. It will allow them to converse with other tech entrepreneurs and investors about IP so that they won’t be taken advantage of.**

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? **No.**

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? **It is a required course in the Technology Innovation Certificate.**

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

8. Enrolment.
Expected enrollment: **10-15 per course offering (based on pilot offerings the last 2 years)**
From which colleges? **Engineering, but it will be open to all (except Law)**

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

The student evaluation will be based on attendance and a final quiz. The intent of the course is to ensure that students are exposed to the breadth of Canadian IP law (hence the attendance requirement). As well, students will be required to write a quiz at the end of the term, which will provide an opportunity to consolidate the materials of the course and to show that they have understood the content and concepts.

10. Required text: **None.**
Include a bibliography for the course. **See attached reading list.**

11. Resources.
Proposed instructor: **The La Borde Chair or a sessional instructor expert in IP Law.**
How does the department plan to handle the additional teaching or administrative workload?
This course will fit well with the La Borde Chair’s mandate. However, the specialized legal nature of the course content may require legal professionals to be hired as sessionals to teach it.

Are sufficient library or other research resources available for this course? **Yes. One text is put on reserve in the library.**

Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

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

The intent is to offer it in the Fall of each year, as the students in the TIC are undertaking their 4th year design capstone (GE 495/496).

GE 451.1: New Course Proposal Form

 UNIVERSITY OF SASKATCHEWAN	SESD: Course Creation Information Form
--	---

(version: November, 2015)

To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

Main Block

Subject	Intellectual Property rights
Course Number	GE 451.1
Term from which this course will become effective:	Fall
Month: January May July September Year:	2019

Information Block

What is the academic college or school to which this course belongs?

College of Engineering

What is the department or school that has jurisdiction over this course?

School of Professional Development

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? **.1**

Is this course supposed to attract tuition charges? If so, how much? (use [tuition category](#))

1CU Type 4

Does this course require non-standard fees, such as materials or excursion fees? **No.**

If so, please include an approved “Application for New Fee or Fee Change Form”

(<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>)

Do you allow this course to be repeated for credit? **Yes** No

How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts

HUM Humanities

SCIE Science

SOCS Social Science

ARNP

No Program Type (Arts and Science)

Course Syllabus

Long Title

Intellectual Property Fundamentals

Course Long Title (maximum 100 characters)

Intellectual Property Fundamentals

Course Short Title (maximum 30 characters)

IP Fundamentals

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , \$ & @ ! ? / + - = % # ()]

Course Description

Course Description (please limit to 150 words or less)

This course includes a survey of key aspects of Canadian intellectual property law and intellectual property-related international undertakings. It is meant for non-law students. Included will be discussions on substantive intellectual property regimes such as copyright, industrial design, integrated circuit topographies, trademarks, patents, and, perhaps, plant breeder's rights (depending upon class composition). Also considered will be laws of confidential information and trade secrecy, means of transferring intellectual properties and other transactions, remedies for circumstances of infringement, and pertinent University of Saskatchewan policies.

Registration Information

Formerly: **n/a**

Permission required: **La Borde Chair**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program **n/a**

Prerequisite(s): course(s) that must be completed prior to the start of this course **n/a**

Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **n/a**

Corequisite(s): course(s) that must be taken at the same time as this course **n/a**

Notes: recommended courses, course repeat restrictions/content overlap, other additional course information

Exam Exempt

Yes No

Equivalent Courses

Please list the course(s) that you consider to be equivalent to this course. **None**

To be considered equivalent, the course must meet the following criteria:

- 3) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.
- 4) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.

Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the

following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

Mutually-Exclusive Courses

These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

None.

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

Information For Display In The Catalogue Only

Please refer to the Key to Course Descriptions at:

<http://students.usask.ca/academics/registration/search-results.php>

Catalogue Credit Units (e.g. 110.6)

451.1

Catalogue Term Hour Listing (e.g. **3L-2P**)

1L

GE 490.1: Course Outline

GE 490.1
Technology Innovation Seminar Series
College of Engineering
Fall 2019



Description:	This is a seminar course featuring guest speakers. The guest speakers will present on tech innovation, most often in a Saskatchewan context, but not exclusively. The goal of the course is to inspire would-be tech innovators and to provide them with wisdom and knowledge to help them in their journey.
Prerequisites:	None
Co-requisites:	None
Instructors:	The La Borde Chair, School of Professional Development, Engineering
Lectures:	Mondays, 5:00-5:50 pm
Tutorials:	None
Laboratories:	None
Office Hours:	By appointment (email to arrange a time to talk/visit)
Website:	General course information and announcements will be posted on the course website on Blackboard (bblearn.usask.ca). Students are responsible for keeping up with the information on the course website.
Course Reference Numbers (CRNs):	?????
Text/Materials:	None
Reading List:	None
Assessment:	This is a pass/fail course. To pass the course, a student must attend at least 10 lecture sessions and a student must pass the end-of-term reflection essay.
Final Grades:	The final grades will be consistent with the “literal descriptors” specified in the university’s grading system (at the link below, click on “Understanding Your Grades”) i.e. http://students.usask.ca/academics/grades.php For information regarding appeals of final grades or other academic matters, please visit the Student Conduct and Appeals section of the University Secretary’s website i.e. http://www.usask.ca/secretariat/student-conduct-appeals/

Quizzes: None

Midterm Exam: None

Final Exam: None

Important Dates:

Sept 9	First Day of GE 490.1 Classes
Oct 7	Thanksgiving (no class)
Nov 11	Reading Week (no class)
Dec 2	Last Day of GE 490.1 Classes

Attendance and Participation: You are expected to attend all classes, if possible. Absences will not count against attendance if they are for medical reasons or unavoidable circumstances (as decided by the instructor), and if they are brought to the attention of the instructor within one week of the absence (up to a maximum of 3 absences).

Recording Lectures: Students may be permitted to record lecture material in the course in audio form, with prior notification to the instructor.

Copyright: All lecture materials are copyrighted by the guest speakers, unless otherwise noted.

Course Content:

- Week 1 – Guest Speaker xxx
- Week 2 – Guest Speaker xxx
- Week 3 – Guest Speaker xxx
- Week 4 – Guest Speaker xxx
- Week 5 – Guest Speaker xxx
- Week 6 – Guest Speaker xxx
- Week 7 – Guest Speaker xxx
- Week 8 – Guest Speaker xxx
- Week 10 – Guest Speaker xxx
- Week 11 – Guest Speaker xxx

Student Conduct: Ethical behaviour is an important part of engineering practice. Each professional engineering association has a Code of Ethics, which its members are expected to follow. Since students are in the process of becoming Professional Engineers, it is expected that students will conduct themselves in an ethical manner.

The APEGS (Association of Professional Engineers and Geoscientists of Saskatchewan) Code of Ethics states that engineers shall “conduct themselves with fairness, courtesy and good faith towards clients, colleagues, employees and others; give credit where it is due and accept, as well as give, honest and fair professional criticism” (Section 20(e), The Engineering and Geoscience Professions Regulatory Bylaws, 1997).

The first part of this statement discusses an engineer’s relationships with his or her colleagues. One of the ways in which engineering students can demonstrate courtesy to their colleagues is by helping to maintain an atmosphere that is conducive to

learning, and minimizing disruptions in class. This includes arriving on time for lectures, turning cell phones and other electronic devices off during lectures, not leaving or entering the class at inopportune times, and refraining from talking to others while the instructor is talking. However, if you have questions at any time during lectures, please feel free to ask (chances are very good that someone else may have the same question as you do).

For more information, please visit the Student Conduct and Appeals section of the University Secretary's website:

<http://www.usask.ca/secretariat/student-conduct-appeals/>

Academic Honesty: The latter part of the above statement from the APEGS Code of Ethics discusses giving credit where it is due. At the University, this is addressed by university policies on academic integrity and academic misconduct. In this class, students are expected to submit their own individual work for academic credit, not misrepresent their situations, and follow the rules for assessments. Academic misconduct, plagiarism, and cheating will not be tolerated. Students are responsible for understanding the university's policies on academic integrity and academic misconduct.

For more information on academic integrity and university policies on academic misconduct, please visit the following websites:

<http://www.usask.ca/integrity/>

<http://www.usask.ca/secretariat/student-conduct-appeals/>

Safety: The APEGS Code of Ethics also states that Professional Engineers shall "hold paramount the safety, health and welfare of the public and the protection of the environment and promote health and safety within the workplace" (Section 20(a), The Engineering and Geoscience Professions Regulatory Bylaws, 1997). Safety is taken very seriously by the College of Engineering. Students are expected to work in a safe manner, follow all safety instructions, and use any personal protective equipment provided.

Policies: Further information on class delivery, examinations, and assessment of student learning, can be found at the following website:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Support Services: For Academic Advising, students can contact the department's Undergraduate Program Chair or visit the [Engineering Student Centre](#). A wide range of Academic Support programs are provided by [Student Learning Services](#). Other university support services are available through [Student Health Services](#), [Student Counselling Services](#), and [Disability Services for Students \(DSS\)](#). For more information, please visit the following websites:

<http://engineering.usask.ca/service-and-support/engineering-student-centre.php>

<http://www.usask.ca/ulc/>

<http://students.usask.ca/health/centres/health-services.php>

<http://students.usask.ca/health/centres/counselling-services.php>

<http://students.usask.ca/health/centres/disability-services-for-students.php>

Learning Outcomes: By the end of the course, students who pass the course will:

- 12. Be inspired to undertake tech innovation,
- 13. Know secrets of success to tech innovation, as well as traps to avoid,
- 14. Know how to engage with new resources to help them succeed, and
- 15. Know how to reflect on what they have learned.

Graduate Attribute Mapping:

*Level of Performance**

Learning Outcome	Graduate Attribute**											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
1	1			1		1	1		1		1	1
2	1			1		1	1		1		1	1
3	1			1		1	1		1		1	1
4	1			1		1	1		1		1	1

****Graduate Attributes:**

- A1 A knowledge base for engineering
- A2 Problem analysis
- A3 Investigation
- A4 Design
- A5 Use of engineering tools
- A6 Individual and team work
- A7 Communication skills
- A8 Professionalism
- A9 Impact of engineering on society and the environment
- A10 Ethics and equity
- A11 Economics and project management
- A12 Life-long learning

***Levels of Performance:**

- 1 - Knowledge of the skills/concepts/tools but not using them to solve problems.
- 2 - Using the skills/concepts/tools to solve directed problems. (*“Directed” indicates that students are told what tools to use.*)
- 3 - Selecting and using the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of skills/concepts/tools to choose from and need to decide which to employ. Problems will have a definite solution.*)
- 4 - Applying the appropriate skills/concepts/tools to solve open-ended problems. (*Students have a number of skills/concepts/tools to choose from and need to decide which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.*)

GE 490.1: New Course Proposal Form

 UNIVERSITY OF SASKATCHEWAN	New Course Proposal Form
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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: **GE 490.1**
 - 2.2 Title of course: **Technology Innovation Seminar Series**
 - 2.3 Total Hours: **Lecture 12** Seminar Lab Tutorial Other
 - 2.4 Weekly Hours: **Lecture 1** Seminar Lab Tutorial Other
 - 2.5 Term in which it will be offered: T1 T2 T1 or T2 **T1 and T2**
 - 2.6 Prerequisite: **None.**
 - 2.7 Calendar description: **This is a seminar course featuring guest speakers. The guest speakers will present on tech innovation, most often in a Saskatchewan context, but not exclusively. The goal of the course is to inspire would-be tech innovators and to provide them with wisdom and knowledge to help them in their journey.**
 - 2.8 Any additional notes
3. Rationale for introducing this course. **This course will become a key part of the Technology Innovation Certificate (TIC). This course will provide a vehicle whereby students in the TIC can be inspired by those they hope to emulate. They will be able to interact with these speakers, and glean important wisdom and knowledge from their experiences. Through the course, they will see a wide variety of experiences in this field.**
4. Learning Objectives for this course. **By the time students will have completed this course, they will be inspired to undertake tech innovation. They will come to know secrets of success to tech innovation, as well as traps to avoid. They will know how to engage with new resources to help them succeed, and they will know how to reflect on what they have learned.**
5. Impact of this course. **The impact could be far reaching. These will be seminars open to anyone. But making them a course worth credit gives official recognition to the fact that the students who complete this course will have been exposed to the experiences and wisdom of**

many relevant entrepreneurs, as well as tech innovation ecosystem members who can help bring about success.

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? **No.**

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? **It is a required course in the Technology Innovation Certificate.**

7. Course outline. **See attached.**

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

8. Enrolment.

Expected enrollment: **5-10 per course offering**

From which colleges? **Engineering, but it will be open to all.**

9. Student evaluation.

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

The student evaluation will be based on attendance and reflection. The intent of the course is to ensure that students are exposed to a variety of experienced tech innovators (hence the attendance requirement). As well, students will be required to write an essay at the end of the year, reflecting on what they have learned from the collection of guest speakers.

10. Required text: **None.**

Include a bibliography for the course. **No assigned readings.**

11. Resources.

Proposed instructor: **The La Borde Chair.**

How does the department plan to handle the additional teaching or administrative workload?

This will not be a full teaching load course, as the instructor will rarely (if ever) lecture. It will fit well with the Chair's mandate to engage with the tech innovation ecosystem.

Are sufficient library or other research resources available for this course? **Yes, as none are required.**

Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Date of Implementation:

To be offered: annually biennially other

The intent is to offer it in the Fall and in the Winter, each year. That gives maximum flexibility to students, as to when they can take it. As well, other students and staff can be attending the lectures. They just won't receive academic credit for doing so.

GE 490.1: SESD Course Creation Form

 UNIVERSITY OF SASKATCHEWAN	SESD: Course Creation Information Form
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(version: November, 2015)

To be completed by the College following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

Main Block

Subject	Technology Innovation
Course Number	GE 490.1
Term from which this course will become effective:	Fall
Month: January May July September Year:	2019

Information Block

What is the academic college or school to which this course belongs?

College of Engineering

What is the department or school that has jurisdiction over this course?

School of Professional Development

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? **.1**

Is this course supposed to attract tuition charges? If so, how much? (use [tuition category](#))

1CU Type 4

Does this course require non-standard fees, such as materials or excursion fees? **No.**

If so, please include an approved “Application for New Fee or Fee Change Form”

(<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>)

Do you allow this course to be repeated for credit? **Yes No**

How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts

HUM Humanities

SCIE Science

SOCS Social Science

ARNP

No Program Type (Arts and Science)

Course Syllabus

Long Title

Technology Innovation Seminar Series

Course Long Title (maximum 100 characters)

Technology Innovation Seminar Series

Course Short Title (maximum 30 characters)

Tech Innovation Seminar

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , \$ & @ ! ? / + - = % # ()]

Course Description

Course Description (please limit to 150 words or less)

This is a seminar course featuring guest speakers. The guest speakers will present on tech innovation, most often in a Saskatchewan context, but not exclusively. The goal of the course is to inspire would-be tech innovators and to provide them with wisdom and knowledge to help them in their journey.

Registration Information

Formerly: **n/a**

Permission required: **La Borde Chair**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program **n/a**

Prerequisite(s): course(s) that must be completed prior to the start of this course **n/a**

Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **n/a**

Corequisite(s): course(s) that must be taken at the same time as this course **n/a**

Notes: recommended courses, course repeat restrictions/content overlap, other additional course information

Exam Exempt

Yes No

Equivalent Courses

Please list the course(s) that you consider to be equivalent to this course. **None**

To be considered equivalent, the course must meet the following criteria:

- 5) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.
- 6) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.

Colleges must specify how DegreeWorks should handle equivalent courses with unequal credit units through the University Course Challenge process. If this is not specified, DegreeWorks will automatically enforce the following:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

Mutually-Exclusive Courses

These courses are not entirely equivalent, but possess similar content. Consequently, you may wish to have SiRIUS prevent students from receiving credit for both courses. Please list any courses that are mutually-exclusive with this course:

None.

Please note that SiRIUS cannot enforce a situation where the exclusion goes only one way.

Information For Display In The Catalogue Only

Please refer to the Key to Course Descriptions at:

<http://students.usask.ca/academics/registration/search-results.php>

Catalogue Credit Units (e.g. 110.6)

490.1

Catalogue Term Hour Listing (e.g. **3L-2P**)

1L

APPENDIX IV: ENVIRONMENTAL SCAN

Table A3.1: Institutions, Name of Credential, and Type of Credential

(Institutions who offer programs related to entrepreneurship, engineering entrepreneurship, technology innovation, or technological innovation in Canada.)

Institution and Credential	Non-Degree	Undergraduate	Graduate
Carleton University			3
Master of Applied Science			1
Master of Engineering			1
Master of Entrepreneurship			1
Concordia University	2		
Graduate Certificate in Entrepreneurship	1		
Graduate Certificate in Innovation, Technology, and Society	1		
Dalhousie University		2	
Bachelor of Commerce		1	
Bachelor of Management		1	
McGill University	1	1	1
Bachelor of Science in Engineering		1	
Certificate in Entrepreneurship	1		
Master of Business Administration			1
McMaster University			2
Master of Engineering			1
Master of Technology			1
Mount Royal University	1		
Entrepreneurship Certificate	1		
Queens University			3
Bachelor of Science in Engineering		1	
Certificate in Entrepreneurship, Innovation, and Creativity	1		
Master of Management			1
Ryerson University	1	1	1
Bachelor of Science in Engineering		1	
Certificate in Entrepreneurship and Small Business	1		
Master of Engineering Innovation and Entrepreneurship			1
Simon Fraser University	1		
Certificate in Innovation and Entrepreneurship	1		
Trent University	1		
Post-Graduate Certificate in Marketing and Entrepreneurship	1		
University of Alberta	1		1
Master of Business Administration			1
Post-Master's Certificate in Innovation & Entrepreneurship	1		

University of British Columbia		2	1
Bachelor of Commerce		1	
Bachelor of Science in Engineering		1	
Master of Business Administration			1
University of Calgary		2	
Bachelor of Commerce		1	
Bachelor of Science in Engineering		1	
University of Fredericton	1		
Master Certificate in Innovation Leadership	1		
University of Manitoba		1	
Bachelor of Commerce		1	
University of Ottawa		2	3
Bachelor of Commerce		1	
Bachelor of Science in Engineering		1	
Doctor of Philosophy in Management			1
Master of Engineering Management			1
Master of Science in Management			1
University of Regina		1	
Bachelor of Business Administration		1	
University of Saskatchewan		2	
Bachelor of Arts		1	
Bachelor of Science in Engineering		1	
University of Toronto	1	1	2
Bachelor of Science in Engineering		1	
Certificate in Entrepreneurship	1		
Master of Business Administration			1
Master of Engineering			1
University of Waterloo		1	1
Bachelor of Science in Engineering		1	
Master of Business, Entrepreneurship, and Technology			1
Western University	1	1	
Bachelor of Science in Engineering		1	
Engineering Leadership and Innovation Certificate	1		
Grand Total	12	18	16

Table A3.2: Type of Credential and Focus Area

(Focus Areas related to entrepreneurship, engineering entrepreneurship, technology innovation, or technological innovation in Canada.)

Type of Credential and Focus Area	Count of Focus Area
Non-Degree	12
Entrepreneurship	5
Entrepreneurship, Innovation, and Creativity	1
Innovation and Entrepreneurship	2
Innovation Leadership	1
Innovation, Technology, and Society	1
Leadership and Innovation	1
Marketing and Entrepreneurship	1
Undergraduate Degree	18
Business	1
ECE Innovation Stream	1
Engineering Entrepreneurship	1
Engineering Entrepreneurship and Innovation	1
Engineering Entrepreneurship Option	1
Entrepreneurship	7
Entrepreneurship and Enterprise Development	1
Entrepreneurship and Innovation	2
Integrated Engineering	1
Management and Entrepreneurship	1
Technological Entrepreneurship	1
Graduate Degree	16
Business, Entrepreneurship, and Technology	1
Engineering Management	1
Entrepreneurship	3
Entrepreneurship and Innovation	3
Entrepreneurship, Leadership, Innovation, and Technology	1
Innovation and Entrepreneurship	3
Technology and Innovation Management	1
Technology Innovation Management	3
Grand Total	46

Table A3.3: Type of Credential and Depth of Study

(Focus Areas related to entrepreneurship, engineering entrepreneurship, technology innovation, or technological innovation in Canada.)

Type of Credential and Depth of Study	Count of Depth
Non-Degree	12
Certificate	12
Undergraduate Degree	18
Concentration/Option/Stream	7
Degree	1
Major	5
Minor	5
Graduate Degree	16
Concentration/Option/Stream	4
Degree	12
Grand Total	46

APPENDIX V: LETTERS OF SUPPORT

Various stakeholders were consulted as part of the program and proposal development process for the Technological Innovation Certificate Program. The following lists which stakeholders were informed of this program proposal. Please see subsequent pages for letters of support received to date as well as the Consultation with the Registrar Form.

a) College Stakeholders

- Dean
- Associate Dean Academic
- Engineering Student Centre Staff
- Undergraduate Academic Programs Committee
- Faculty Council

b) University Stakeholders

- Edwards School of Business
- College of Arts and Science
- College of Agriculture and Bio-resources
- College of Dentistry
- College of Education
- School of Environment and Sustainability
- College of Kinesiology
- College of Law
- College of Medicine
- College of Nursing
- School of Rehabilitation Science
- School of Public Health
- Johnson Shoyama Graduate School of Public Policy
- College of Veterinary Medicine

c) External Stakeholders

- Co-Labs
- Saint Peter's College



Memorandum

To: Ms. Amanda Storey, Academic Programs and Student Appeals Coordinator
Cc: Dr. Lisa Feldman, Associate Professor and Chair, Engineering Faculty Council
Prof. Debora Rolfes, Director of the School of Professional Development
Ms. Seanine Warrington, Senior Coordinator of Academic Programs and Catalogue
Mr. Christopher Martin, Programs and Projects Officer
From: Dr. Bruce Sparling, Associate Dean Academic
Date: November 28, 2018
Subject: **New Program Proposal – Technological Innovation Certificate Program**

Ms. Amanda Storey:

The College of Engineering Faculty Council convened on November 28, 2018. During this meeting, the council reviewed a proposal to create and offer a Technological Innovation Certificate program.

I am pleased to inform you that the council approved the proposal and has recommended that the new program proposal be sent to the Academic Programs Committee of Council for further review and approval. I also wish to certify that the senior leadership team in the College of Engineering has reviewed and is in support of this proposal.

Please do not hesitate to contact me directly if you have any comments, questions, or concerns about this proposal for curricular change.

Sincerely,

Bruce Sparling, Ph.D., P.Eng., FCSCE
Associate Dean Academic
College of Engineering
Phone: 306-966-4190
Email: enr.academicdean@usask.ca

BS/cm



UNIVERSITY OF SASKATCHEWAN

Ron and Jane Graham
School of Professional
Development

Office of the Director
2A20 Engineering Building, 57 Campus Drive
Saskatoon SK S7N 5A9 Canada
Telephone: 306-966-7830
Fax: 306-966-6551

Memorandum

To: Ms. Amanda Storey, Academic Programs and Student Appeals Coordinator
Cc: Dr. Bruce Sparling, Associate Dean Academic
Dr. Sean Maw, Associate Professor
Mr. Christopher Martin, Programs and Projects Officer
From: Prof. Debora Rolfes, Director of the School of Professional Development
Date: November 16, 2018
Subject: **Letter of Support – Technological Innovation Certificate Program**

Ms. Amanda Storey:

I am writing to provide a letter of support for the creation and offering of the Technological Innovation Certificate program in College of Engineering.

As the current Director for the School of Professional Development, I have been involved in various discussions related to the planning, approval, and implementation of the Technological Innovation Certificate program. I believe this program will be a welcome addition to the program mix currently offered by the School and am confident that its implementation will help advance many of the strategic priorities of the college and the university.

Please do not hesitate to contact me directly if you have any comments, questions, or concerns about this letter of support.

Debora Rolfes
Director and Assistant Professor
School of Professional Development
College of Engineering
Phone: 306-966-2893
Email: engr.sopddirector@usask.ca

DR/cm

TO: Dr. Bruce Sparling
Associate Dean, Academic

FROM: Noreen Mahoney
Associate Dean, Students & Degree Programs

DATE: November 9, 2018

RE: Support for Technological Innovation Certificate

I am pleased to support the College of Engineering's proposed Technological Innovation Certificate on behalf of the Edwards School of Business. This new certificate and Edwards' proposed certificates in Business and Entrepreneurship will provide students in the College of Engineering with increased opportunities to shape their undergraduate degrees in a way that is meaningful to them and will benefit them in their professional careers.

We are excited for the opportunity to welcome more students from the College of Engineering into our classrooms, as we believe that interdisciplinary collaboration is imperative to success as a professional. The connections that students in business and engineering make with their peers from other colleges will be of great benefit to them in their academic and professional careers.

We look forward to working with the College of Engineering to ensure students pursuing all three programs are aware of the opportunities available to them and have access to the courses and supports they need to pursue these three programs.

Sincerely,



Noreen Mahoney, CPA, CA, MBA
Associate Dean, Students & Degree Programs
Edwards School of Business
PotashCorp Centre - 25 Campus Drive
Saskatoon, SK, CA
S7N 5A7

Martin, Christopher

From: Larre, Tamara
Sent: Wednesday, November 28, 2018 12:26 PM
To: Martin, Christopher
Cc: Phillipson, Martin; Law Associate Dean
Subject: RE: Please Respond: New Program Proposal – Technological Innovation Certificate

Hi Christopher,
The College of Law endorses this proposal.

In going through our strategic planning process, we identified Engineering as a potential collaborator for inter-professional learning opportunities that would benefit both Engineering and Law students. The Dean and myself would appreciate the opportunity to discuss such opportunities in the future.

Good luck with getting all your approvals in place and implementing your proposed new program. I think it sounds like a great opportunity for your students.

Regards,
Prof. Tamara Larre
Acting Associate Dean Academic
University of Saskatchewan College of Law
(306) 966-1966

From: Martin, Christopher <chris.martin@usask.ca>
Sent: Thursday, November 08, 2018 11:15 AM
To: Larre, Tamara <tamara.larre@usask.ca>
Subject: Please Respond: New Program Proposal – Technological Innovation Certificate
Importance: High

Good morning Professor Larre:

I am writing to notify request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on November 28, 2018. During this meeting, the council will be reviewing a proposal for the college to create and offer a Technological Innovation Certificate program effective September 2019. As such, I am writing to select campus stakeholders to announce the pending creation of this program as well as to solicit feedback on the program proposal.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal for curricular change?

Our college wishes to collect as much feedback as possible so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change. Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA

Programs and Projects Officer

College of Engineering

University of Saskatchewan

Phone: (306) **966-3201**

Mobile: (306) **715-2121**



co.labs

LETTER OF SUPPORT

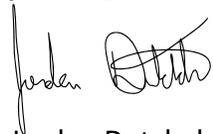
November 13th, 2018

Dear Members of the Planning and Priorities Committee,

Co.Labs enthusiastically supports the proposal being put forward by the College of Engineering for a new Technology Innovation Certificate (TIC). This program will be unique in Western Canada insofar as it is more advanced and hands-on than electives woven into other undergraduate programs, and it is not as expensive or time consuming as comprehensive tech-focused MBAs. We look forward to working with the College to support the TIC through the potential provision of guest speakers and by welcoming students in the TIC to join us for our tech community events.

We also recognize that many graduates of the Certificate will be well placed to make a transition to join Co.Labs. Having a novel technology in-hand, along with a business plan for implementation and knowledge of how to navigate the tech sector, will position the TIC graduates for success. We value the integration of the proposed program with the Edwards School of Business, and the possibilities for including students from other Colleges in the program. As well, we see the potential for bringing practicing engineers back into the PSE system to gain skills that will allow them to successfully initiate start-ups in the tech sector.

If you wish to discuss any of these points with us, please don't hesitate to contact me at jordan@co-labs.ca.



Jordan Dutchak
Executive Director
Saskatchewan Collaborates Inc. (Co.Labs)



Consultation with the Registrar Form

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

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

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

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

Technological Innovation Cert [TIC] - suggested short description and code for student system; long description or Technological Innovation Certificate will be used

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?

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

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? 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:

TIC - In Technological Innov Cert

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

Engineering

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

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.

TECI - Technical Innovation - suggested code and description for student system

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

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

1 Is this a new program?

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

Is an existing program being revised?

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

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

Technological Innovation Cert [TIC] - suggested short description and code for student system

3 What is the name of this new/revised program?

Technological Innovation Cert [TIC] - suggested description and code for student system

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

n/a

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

Engineering [EN] / School of Professional Dev [SPD] - currently built in the student system

6 Is this a replacement for a current program?

Yes No

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

Students have the choice of either completing the current concentration or moving to this certificate

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

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 Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 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?

2

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

Yes No Revised

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

Yes No Revised

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

3 Which Department / schools is the authority for this new / revised disciplinary area? (NOTE - If this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Or the multiple departments / schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 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?
 Is an existing college, school, center, or department being renamed?
 Is an existing college, school, center, or department being deleted?
 If you've answered NO to each of the previous two questions, please continue on to the next section.
- | | | | |
|-----|--------------------------|----|-------------------------------------|
| Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

- 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) or 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
- 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?
 If NO, please describe.
 As per current set-up
 Yes No
- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?
 If YES, please describe.
 As per current set-up
 Yes No

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

Section 8: Admissions, Recruitment, and Quota Information

- 1 Will students apply on-line? If not, how will they apply?
Yes
- 2 What term(s) can students be admitted to?
YYYY09 [September] only
- 3 Does this impact enrollment?
Initial enrollment is expected to be approximately 10 students; target future enrollment is anticipated to be approximately 25
- 4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the Engineering Student Centre
- 5 Can classes towards this program be taken at the same time as another program?
Yes
- 6 What is the application deadline?
As per proposal document
- 7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
As per proposal document
- 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.)
As per proposal document
- 9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
As per proposal document
- 10 What is the application process? (IE. Online application and supplemental information (required checklists) through the Admissions Office or sent to the College/Department?)
As per proposal document
- 11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
Ranking done by Admissions Office and forwarded to Associate Dean Academic in the College of EN for further review and
- 12 Letter of acceptance - are there any special requirements for communication to newly admitted students?
EN will work with Admissions on this
- 13 Will the standard application fee apply?
Yes
- 14 Will all applicants be charged the fee or will current, active students be exempt?
Current active students in the EEO concentration will be exempt; new students must pay a fee
- 15 Are international students admissible to this program?
Yes

Section 9: Government Loan Information

University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

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

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

Section 10: Convocation Information (only for new degrees)

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

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

3 When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

As per standard rules for certificates

Section 13: Academic History Information

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

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

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s? Yes No

Section 15: Awards Information

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

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
 To qualify the program must meet the following requirements:
 - be equivalent to at least 6 months of full-time study, and
 - result in a certificate, diploma, or undergraduate degree.

Yes No

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?
 If yes, what courses?

Yes No

4 Are there currently any students enrolled in the program?
 If yes, will they be able to complete the program?

Yes No

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

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

Spring Convocation 2019 - possibly

7 Is there mobility associated with this program termination?

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 or mobility activities. Has the international office been informed of this program termination?

Yes No

Yes No

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit

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?

Engineering courses will be assessed the standard tuition category 7 and Edwards School of Business courses will be assessed the standard tuition category 4 - as per current set-up; international tuition differential will apply

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

4 Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.

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

6 IPA Additional comments?

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

As per current registration restrictions

8 If YES, what should they be assessed? (This is especially important for program based.)
As per current tuition set-up on courses

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

10 Do standard cancellation fee rules apply?
Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.
No

12 Are you moving from one tuition code (TC) to another tuition code?
If YES, from which tuition code to which tuition code?
Yes No

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes No

2 Has TLSE, Admissions, been informed about this new / revised program? Yes No

3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes No

4 Has CGPS been informed about this new / revised program? Yes No

5 Has TLSE, 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 Koom scheduling/scheduling Hub/senior Coordinator or scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? 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 22, 2018

Registrar (Russell Isinger):

Russell Isinger

College / Department Representative(s):

B. Spang

IPA Representative(s):

**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Julita Vassileva; chair, Research, Scholarly, and Artistic Work

DATE OF MEETING: January 17, 2019

SUBJECT: **Annual Reports from the Research Ethics Boards**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The terms of reference for the Research, Scholarly, and Artistic Work committee state that the committee will receive and report to council the annual reports of the research ethics boards. Previously, these reports were provided as a part of the year-end report from RSAW to University Council in May or June, but with a change in timing of the research ethics boards to RSAW, there is a resultant change in the timing of RSAW's reporting to Council.

At its October 25 and November 8 meetings, RSAW met with the chairs of the Biomedical Research Ethics, the Behavioural Research Ethics, and the Animal Ethics Boards. The reports provide at those meetings are attached to this report.

Biomedical Research Ethics Board

The Biomedical Research Ethics Board is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies; administration and testing of drugs, natural products or devices; or physiological imaging measures, as well as research projects collective personal health information from medical charts and health records.

The Biomedical Research Ethics Board received 331 new studies for review, and reviewed and approved 781 applications for continuing studies, 158 study closures, and 455 study amendments.

The University of Saskatchewan's Research Ethics Boards are now the boards of record for the Saskatchewan Cancer Agency, and was the board of record for a

number of regional health authorities prior to the amalgamation of the provincial authority and agreements with are still in place.

There were no visits from external regulatory agencies conducted in 2017/18 and there were a total of seven audits or inspections by external agencies related to cancer studies. In all cases the studies were shown to be in compliance and no concerns were raised.

Behavioural Research Ethics Board

The Behavioral Research Ethics Board is responsible for review of all protocols involving human participants which include social, behavioural, and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

The Behavioural Ethics Board received 454 new studies, and reviewed and approved 412 renewal requests for ongoing studies, 234 study closures, and 22 study amendments. The Biohavioural Ethics Board also oversees research ethics committees in the Department of Psychology, the Edwards School of Business, and the College of Kinesiology.

In November 2015 an audit was conducted of on the processes of the Behavioural Ethics Board and the final report was received in April 2017. Fourteen recommendations were put forward and as of April 30, 2018, all but four of the recommendations had been satisfied by the Research Services Ethics Office.

University Animal Care Committee

The University Animal Care Committee (UACC) is administratively supported by the Research Services and Ethics Office Animal Ethics Staff, who are overseen by the University Veterinarian.

The UACC reviews and approves any use of animal for research, teaching, production, and testing before animal use is initiated for these purposes. The UACC's primary responsibilities are to ensure animal welfare, adequate veterinary care, and best practices with respected to animal care and use in compliance with University of Saskatchewan Policy, Canadian Council on Animal Care guidelines, and other applicable regulation. The UACC has 452 active U of S protocols. Animal Ethics staff provide specialized support for animal users engaged in research, teaching, and testing

The Canadian Council on Animal Care conducts site visits every five years, and we are preparing for the next full site assessment in May 2019.

With regards to the work of all ethics board, RSAW was impressed with the volume of work members undertake, both to review protocols and to support research at

the U of S, and in work with national regulatory bodies. RSAW hope to see better recognition at the U of S for the effort of members of the ethics boards, given the extremely heavy work load these boards have.

ATTACHMENTS:

1. Annual Report of the Biomedical Ethics Board Activities – Reporting Period April 1, 2017 – March 31, 2018
2. Annual Report of the Behavioural Research Ethics Board Activities – Reporting Period May 1, 2017- April 30, 2019
3. Annual Report of the Animal Care Program and University Animal Care Committee for the Period of May 1, 2017 to October 31, 2018

TO: University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council.

FROM: Gordon McKay, Chair, Biomedical Research Ethics Board (Bio-REB)
Diane Martz, Interim Chair, Behavioural Research Ethics Board

DATE: October 25, 2018

RE: Biomedical and Behavioral REB Activities – April 1, 2017– March 31, 2018
Executive Summary

The **Biomedical Research Ethics Board (BioREB)** is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies (including exercise and diet interventions); administration and testing of drugs, natural products or devices; or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records.

331 new studies were submitted to the BioREB in 2017-18 which is very comparable to other years. The BioREB reviewed and approved 781 applications for continuing review of ongoing studies, 158 study closures and 455 study amendments. The Bio-REB oversees the Kinesiology Research Ethics Committee (REC), which reports jointly to the Biomedical and Behavioural REBs.

The U of S REBs are now the boards of record for the Saskatchewan Cancer Agency. The U of S REBs were also the boards of record for the Saskatoon, Sunrise, Cypress and Five Hills Regional Health Authorities (RHAs) and agreements are in place and up to date. Consideration is continuing to take on similar activities for other regions of the province as well preliminary work has been considered as the province moves to an amalgamated health care system.

The **Behavioural Research Ethics Board (BehREB)** is responsible for the review of all protocols involving human participants which include social, behavioural and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

454 new studies were submitted to the BehREB in 2017-18 which is comparable to the previous year. The BehREB reviewed and approved 412 renewal requests for ongoing studies, 234 study closures and 220 study amendments. The BehREB also oversees RECs in the Department of Psychology, the Edwards School of Business, and the College of Kinesiology (jointly with the Biomedical REB).

Joint Activities

28 research ethics applications (BioREB - 11, BehREB - 17) were handled through harmonized ethics review processes with the University of Regina and Regina Qu'Appelle Health Region. This initiative creates efficiencies by reducing the number of full board reviews for multisite research in the province. Saskatchewan has the most successful implementation of harmonization in Canada. This success has been such that we are now moving to full reciprocity in both minimal and above minimal risk studies so that review at one site is now deemed sufficient for both sites. The agreement for reciprocity has been in the works over this past reporting year and should be completed by or before this time next year.

The University of Saskatchewan agreement with the Tri-Agencies requires researchers receiving

funding from CIHR, SSHRC and NSERC to maintain continuous research ethics approvals. While effective processes are in place to ensure the first installments of research funds are not released until all ethics approvals are granted, ensuring continuous approvals through the annual renewal process remains a challenge, however implementation of processes to hold researchers compliant have been put in place and dramatically reduced non-compliant research. Additional telephone reminders have been added to the three web reminders sent to researchers for their annual renewals along with automation of reminders once the new UnivRS system is fully implemented.

REB Committee member recruitment, retention and recognition has greatly improved and committee structure and achievement of quorum is well in hand. The work of REB members is essential to the research enterprise at the U of S and it is difficult to adequately recognize their contributions. Both REBs are actively working on recruitment of chairs and co-chairs in keeping with succession plans and as longstanding members move off the committees. At the end of 2017 Dr. Scott Bell was recruited as the new chair in BehREB

The RSEO delivers ethics and responsible conduct of research education in many formats, through college and departmental presentations, incorporation into classes, web-based courses, ethics drop-ins and workshops. The number of students and faculty reached through college and departmental presentations in the past year was approximately 500. More than 1500 graduate students enrolled in the online GSR ethics courses and the face to face GSR960 workshops with international graduate students are very well received.

Major initiatives in the coming year will include the completion of the OVPR Reorganization and appointment of a new director for the amalgamated office. The UnivRS system has undergone further beta-testing and will be rolled out in a facilitative manner to help limit user conflicts while still providing the necessary input to fully test the system. The facilitative role out is scheduled for continues on schedule with its role out on May 7, 2018.

Events in 2017-18

Biomedical

Audits and Monitoring: There were no visits by external regulatory agencies conducted in 2017-18. There were a total of 7 audits or inspections by external agencies, related to cancer studies. The Canadian Cancer Trials Group (CCTG) conducted annual site visits in both Regina and Saskatoon of studies that we have ethics oversight. In all cases the studies were shown to be in compliance and no concerns were raised. The Children's Oncology Group (COG) completed a monitoring visit in Saskatoon of 5 studies under the protocols AALL1131, AALL0932, ACNS0332, AHOD1331, and ALTE07C1. All studies were viewed as complete and well organized and no issues were identified.

Behavioural

Beh Audit: In November 2015 an audit was conducted on the processes of the Beh-RSEO. The final report from the auditor was received April 11, 2017. Fourteen recommendations were put forward. As of April 30 2018 the RSEO has satisfied all but four recommendations. It is anticipated that the final recommendations will be met by the end of June 2018.

TO: University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council

FROM: Dr. Gordon McKay, Chair, Biomedical Research Ethics Board (Bio-REB)
Dr. Ildiko Badea, Vice-Chair, Biomedical Research Ethics Board (Bio-REB)

DATE: October 25, 2018

RE: Annual Report of Biomedical Research Ethics Board Activities
Reporting Period – April 1, 2017 – March 31, 2018

The **Biomedical Research Ethics Board (Bio-REB)** is responsible for the review of all research ethics applications involving human participants that involve medically invasive procedures; physical interventions and therapies (including exercise and diet interventions), the administration and testing of drugs, natural products or devices, or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records.

The purpose of an ethics review of research is to ensure the rights of the participants are respected and protected and that the procedures followed comply with ethical, scientific, methodological, medical, and legal standards.

Summary of Activities (April 1, 2017 – March 31, 2018)

The total number of active Biomedical files is approximately 1019. The attached spreadsheet describes the overall number of research studies, amendments, annual renewals and closure reports, protocol violations and unanticipated problem reports received and reviewed in the past reporting year.

Review of research

New submissions: 331 new studies were submitted for review to the Bio-REB in this reporting period. Of those, 93 (28%) were considered exempt from human ethics review, as they did not meet the definition of research as defined by the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2014). 65 (20%) of the reviewed research studies were “above minimal risk” and required full board review. 173 (52%) of the studies were considered to be of minimal risk.

Research studies that involve greater than minimal risk must be reviewed by the REB at a face-to-face meeting. The REB reviews above minimal risk studies at regularly scheduled meetings. A deadline for submission precedes each meeting by approximately two weeks.

The Chair holds the primary responsibility of reviewing minimal risk research, and consults with the Research Specialist on all delegated reviews. Delegated review refers to review and approval by the Chair alone or with the assistance of one or more REB members or the research specialist and the Chair. The timeline for review and approval of a delegated review can be as short as 2 days for retrospective studies with no participant contact and up to 2-3 weeks for prospective minimal risk studies with participant contact. For both above minimal risk and minimal risk studies, efforts will continue to be made to increase efficiencies and to reduce further the review to approval timeline.

Amendments to on-going studies: Amendments to approved studies are reviewed by either the Chair or the Vice-Chair depending on work load, complexity and risk level of the amendment. Amendments representing more than minimal risk to study participants are reviewed at a full-board meeting, according to regulatory requirements set out by Health Canada and the U.S FDA as well as the USA Office for Human Research Protection (OHRP) and the REB's Standard Operating Procedures (SOPs). Changes that are administrative in nature, do not affect the risk/benefit ratio to participants or simply update information already present in the consent are reviewed by the Chair or Vice -Chair only. There were 427 requests for delegated amendments while 28 amendments were reviewed by the full board.

For amendments requiring full-board review, all board members are able to access material relevant to the amendment via Share Point. The Vice-Chair is responsible for the presentation and review of these amendments at the meeting.

Review and re-approval of on-going studies: As per the TCPS2 2014, the REB has the discretion to set the continuing review period to any time period within the scope of one-year, depending on the nature of the study and the risk/benefit ratio, but the default period remains one year. There were 695 renewals processed through delegated review during this reporting period, while 86 renewal requests required a full board review as required specifically by sponsors, regulatory authorities and the REB's SOPs. A total of 158 studies were completed and closed during the reporting period.

There were 2 unanticipated problem reports and 31 protocol violation reports received during this reporting period. All Data Safety Monitoring Board (DSMB) reports (total number not tracked) are reviewed by the Chair of the REB and reported to the full board by way of a monthly summary report. In order to be reportable an event must be unexpected, possibly related to participation in the research and suggests that the research places research participants or others at a greater risk of harm.

Review and exemption of "Quality Assurance/Improvement" studies: A total of 93 submissions were deemed to be exempt from research review because they were assessed as "Quality Assurance (Q/A) or Quality Improvement (Q/I) Studies." The Bio-REB Chair/Vice-Chair make a determination that a project is outside the scope of research requiring review (as defined by the TCPS2 2014) via email correspondence or tele-conference several times per

week, but only formalize this into an exemption ruling when an application is submitted to the REB.

The main concern in regard to this category of projects remains unchanged from previous reporting years; while it is not usually appropriate to review these projects with a research lens, they are not all free of risk to participants nor exempt of the requirement to be conducted in an ethical manner and in keeping with the Saskatchewan Health Information Protection Act (HIPA). The REB often takes the approach of providing a number of suggestions in keeping with these requirements to accompany the exemption letter.

Harmonized Review

- A total of 11 research ethics applications were handled through the provincial harmonized review processes. This represents an approximate 3 % of all applications.
- Interprovincial harmonization discussions have now been expanded to full reciprocity for minimal risk studies and a new agreement has been drafted to allow for all minimal risk studies to only require one REB review, either Regina or Saskatoon.
- The RSEO continues to work with administrators from the UofA and UBC under the Western harmonization of research ethics review between the three institutions. While there is a formal reciprocity agreement in place between the western provinces, more work needs to be done to facilitate ease of review across these provinces, in particular, for multi-site research.

Events in 2017-18

Audits and Monitoring: There were 7 audits or inspections by external agencies conducted in 2017-18. None of these involved a site audit by Health Canada. The 7 visits were all related to cancer trials. The Canadian Cancer Trials Group (CCTG) conducted annual site visits in both Regina and Saskatoon of studies that the Bio-REB has ethical oversight. In all cases the studies were shown to be in compliance and no concerns were raised. The Children's Oncology Group (COG) completed a monitoring visit in Saskatoon of 5 studies under the protocols AALL1131, AALL0932, ACNS0332, AHOD1331, and ALTE07C1. All studies were viewed as complete and well organized and no issues were identified.

The Bio-REB continues to be the REB of Record for the Saskatchewan Cancer Agency. The current process involves the review of the same study at two different sites, Saskatoon and Regina, presented from two or three different administrators. The administrative work load that arises from ensuring the duplicated files are processed appropriately, yet in tandem, is considerable. This burden may lessen when the REB compliance modules become active in UnivRS.

Clinicians from Allan Blair Cancer Centre continue to serve on the Biomedical REBs, bringing much needed oncology expertise to the boards.

Bio-REB meetings, membership and support structure:

The daily work of the Research Ethics Office for the biomedical portfolio is carried out by an ASPA II FTE and an APSA I FTE, with another APSA I FTE shared with the Behavioural REB (subsequently this position ended June 2017). There is also 1 FTE providing administrative support to the entire Human Ethics side of the RSEO.

The Bio-REB continues to meet twice per month, through two separate REB's (Bio-REB 1 and II). The past twelve months have seen a numbers of changes in the membership of the Biomedical Research Ethics Board (Bio-REB).

REB Members are volunteers, typically with a three-year appointment. The average workload of each member is a monthly meeting lasting 2 to 3 hours, with 4 to 8 hours of preparation prior to the meeting, reviews of minutes and of other issues arising post-meeting, as well as reviews of delegated research studies. The Chair and Vice-Chair with administrative assistance from the RSEO staff ensure consistency in the operations of the two REBs.

Representation on the various REB's is reasonably well distributed but as expected the majority of membership does come from the bio-sciences including, Medicine, Agriculture and Bioresources, Pharmacy and Nutrition, Veterinary Medicine and the School of Public Health. Some medical sub-disciplines continue to be inadequately represented on the REB and there is a need to recruit additional clinicians in selected areas (e.g. family medicine, and medical genetics) in order to ensure a broad range of clinical expertise, manage conflicts of interest and distribute the burden of serving on the REB among all groups engaged in research. Both Bio-REB I and II meet the membership requirements of the TCPS2 2014, ICH-GCP (Health Canada, Division 5) and OHRP (US).

Educational Activities:

Institutions with research ethics boards are required by the TCPS2 2014 to ensure that REB members and staff are educated in research ethics. Bio-REB members are also required to complete the Office of Human Research Protection (OHRP) Training Module for Federal Wide Assurance Compliance, the TCPS2 2014 on-line tutorial and are encouraged to complete the McMaster University Chart Review Tutorial. REB members and administrative staff require training to keep abreast of changing regulations and new developments in research ethics. How best to educate REB members continues to be a challenge. New REB members learn to review studies 'on-the-job' and by consultation with each other and the Research Ethics Office. The RSEO provides education to REB members through webinars and brief educational initiatives at the beginning of every REB meeting.

Research Ethics Conferences:

- PRIM&R Public Responsibility in Medicine and Research Conference in San Antonio, TX (November, 2017) was attended by the ASPA II Specialist.
- Canadian Association of Research Ethics Boards (CAREB) in Montreal (April, 2018) was attended by the Vice-Chair and the Ethics Specialists.

Research Ethics and Education for the Research Community: The Research Ethics Office continues to emphasize communication and education about research ethics and integrity. A number of Canadian universities have made research ethics training mandatory for researchers doing research with human participants. At present graduate and undergraduate students submitting ethics applications are required to complete the TCPS2 2014 tutorial. The University Committee on Ethics in Human Research (UCEHR) recommended extending this requirement to all researchers.

The RSEO receives specific requests from Departments, Colleges, Faculty and researchers for education and training in research ethics. Throughout the past year, Dr. Gordon McKay, Dr. Ildiko Badea and Bonnie Korthuis met face-to-face or through tele-conference with researchers from the researcher community to aid in the development of research projects and to discuss ethical issues arising from research.

Research Ethics Committees (RECs)

The Bio-REB oversees only one Research Ethics Committee (REC) operating at the College level, the Kinesiology REC, which reports jointly to the Biomedical and Behavioural REBs. A full report from the College of Kinesiology REC was received by the Research Ethics Office and found no issues with activity.

Success, Issues arising and challenges in the coming year:

1. The RSEO recognizes the essential contribution of its Board members and will continue to pursue opportunities to meet their educational needs and to recognize their contributions on behalf of the University.
2. The University of Saskatchewan has signed the Tri-Council MOU that requires researchers receiving funding from SSHRC, CIHR and NSERC to maintain continuous research ethics approval in order to receive their research funds. The RSEO now has a systematic processes in place to ensure continuous ethics approval for the life of a research project. This process has been in full operation and has dramatically reduced non-compliant research. We will continue to monitor and hold this process in place.
3. The REB continues to work intra and inter-provincially to explore practical solutions to REB reviews being shared across provinces, especially for multi-site research and the development of common application and consent forms to facilitate cross-provincial review. Within the province significant work has been carried out to extend the full reciprocity agreement beyond minimal risk studies and also include above minimal risk with a more comprehensive effort towards establishing the REB of record. The difficulty here is that each province has responsibility for its health care, privacy and by extension ethical issues surrounding these activities.
4. The RSEO continues to explore a more unified REB for the province and the newly launched amalgamated provincial health authority. Discussions involve members of the health authority, the UofS and UofR ethics offices, SaskPolytechnic.

5. The RSEO will work to finalize the human ethics review process flowchart that outlines all scenarios related to applications received and the demographics of those submitting such applications whether they be internal or external to the UofS.
6. The RSEO recognizes that research dollars are sparse and has been able to hold its current fee structure the same over an extended period (6 years), however it will still re-consider its fee structure to include activity related to amendments and renewals especially from industry sponsored studies and make changes as deemed necessary.
7. The release of the UnivRS on-line system for ethics review will greatly improve efficiencies for both the researchers and the RSEO. In the short run, there will be challenges in adapting to the new system.
8. The RSEO in its review of current SOPs recognized the value in the adoption of the SOPs available through our membership in the Network of Networks N2. These new SOPs were adopted and posted on the RSEO website. This brings the office fully up to current practice.

**Biomedical Annual Report
April 1, 2017 to Mar 31, 2018**

	1	2	3	4	5	6	7	8	9	10	11	12	13	
Meeting Date's 2017/18	Total New Studies	Full Board Reviews	Delegated Reviews	Exempt	Full Board Amend	Delegated Amend	Full Board Renewals	Delegated Renewals	Closures	Protocol Violations	Internal SAE's	from ABCC	Harmonized Review	CTSU
Apr 19 (Mar 23-Apr 05)	18	3	11	4	2	18	6	29	9	0	0	1	0	0
May 03 CANCELLED (Apr 06-Apr 19)	14	0	8	6	0	25	0	25	4	0	0	1	0	1
May 17 (Apr 20-May 03)	11	2	6	3	2	19	10	35	5	0	0	1	0	1
Jun 07 (May 04-May 24)	20	4	14	2	2	34	3	29	10	3	0	3	3	0
Jun 21 (May 25-Jun 07)	12	1	7	4	1	22	6	28	8	1	1	0	0	1
Jul 05 CANCELLED (Jun 08-Jun 21)	4	0	2	2	0	19	0	27	2	1	0	1	0	1
Jul 19 (Jun 22-Jul 05)	12	4	8	0	2	19	5	41	9	1	0	0	0	1
Aug 02 CANCELLED (Jul 06-Jul 19)	0	0	0	0	0	0	0	26	4	0	0	2	2	3
Aug 23 (Jul 20-Aug 09)	35	5	18	12	1	25	0	27	7	0	0	1	2	3
Sep 06 (Aug 10-Aug 23)	15	5	9	1	2	17	4	18	6	1	0	2	0	2
Sep 20 CANCELLED (Aug 24-Sep 06)	4	0	0	4	0	21	0	23	1	0	0	0	0	1
Oct 04 (Sep 07-Sep 20)	14	5	6	3	2	12	3	24	4	0	0	1	1	0
Oct 18 CANCELLED (Sep 21-Oct 04)	3	0	1	2	0	15	0	22	3	3	1	0	0	0
Nov 01 (Oct 05-Oct 18)	24	5	12	7	5	11	13	35	8	1	0	2	1	3
Nov 15 (Oct 19-Nov 01)	18	4	6	8	2	21	6	25	11	2	0	1	0	2
Dec 06 (Nov 02-Nov 22)	18	4	14	0	0	20	1	32	7	0	0	1	0	1
Dec 20 (Nov 23-Dec 06)	13	3	4	6	1	9	0	23	5	0	0	0	0	2
Jan 17, 2018 (Dec 07-Jan 08)	26	5	15	6	0	21	7	45	9	3	0	1	0	2
Feb 07 (Jan 09-Jan 24)	17	3	7	7	0	23	7	27	5	6	0	2	1	1
Feb 21 (Jan 25-Feb 07)	11	3	5	3	4	18	0	43	9	0	0	0	0	1
Mar 07 (Feb 08-Feb 21)	20	4	10	6	1	16	3	26	5	7	0	1	0	4
Mar 21 (Feb 22-Mar 7)	4	0	3	1	0	15	0	29	6	2	0	0	0	0
Apr 04 (Mar 08-Mar 21)	12	3	5	4	1	18	7	33	8	0	0	0	0	3
Apr 18 (Mar 22-Apr 04)	6	2	2	2	0	9	5	23	13	0	0	0	1	1
2017-18 Year Totals	331	65	173	93	28	427	86	695	158	31	2	21	11	34
2016-17 Year Totals	352	76	187	89	28	458	98	707	215	11	9	14	30	29

**Biomedical Annual Report
April 1, 2017 to Mar 31, 2018**

2015-16 Year Totals	371	65	253	67	24	417	80	584	260			20	55	51
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NOTES:

1. Refers to review of research assessed as above minimal risk, and reviewed at a face-to-face REB meeting and is inclusive of full board delegated reviews.
2. Refers to a review by the Chair and/or one or more REB members.
3. Projects exempt from research ethics review based on TCPS2 criteria (e.g. quality assurance, secondary use of de-identified data).
4. Major amendment to an already approved study reviewed at a face-to-face REB meeting
5. Minor revisions to an already approved study reviewed by the Chair and/or one or more REB members.
6. Study renewals that require review at a face-to-face REB meeting.
7. Study renewals reviewed through the delegated review process.
8. Closures include completed protocols as well as those that are cancelled or withdrawn.
9. Unanticipated or unintentional divergence from the expected conduct of an approved study that is not consistent with the current protocol.
10. Refers to any unanticipated problem(s) that occurs involving a UofS researcher/study participant.
11. Files that we have received from Allan Blair Cancer Centre
12. Studies that are reviewed at UofS as well as either Regina Qu'aplle Health Region and/or Univ. of Regina
13. Studies that are managed by the Clinical Trial Support Unit

Bio-REB-1 Membership Roster

BIO-REB MEMBER	TERM	AFFILIATION WITH REB	AFFILIATION WITH INSTITUTION
Dr. Gordon McKay, Chair Professor Emeritus, College of Pharmacy and Nutrition (Chair from 01-Jan-2016)	01-Nov-2015 to 31-Oct-2018	Scientific Representative	Yes
Dr. Ildiko Badea, Vice-Chair College of Pharmacy and Nutrition (Vice-Chair from 01-Jan-2016)	01-Jul-2012 to 01-Jan-2019	Scientific Representative	Yes
Dr. Ali El-Gayed* Radiation Oncology	01-Dec-2011 to 30-Nov-2019	Clinician	Yes
Dr. Alan Rosenberg* Pediatric Rheumatology	01-May-2015 to 30-Apr-2018	Clinician	Yes
Dr. Phil Chilibeck* College of Kinesiology	01-Feb-2014 to 31-Jan-2020	Scientific Representative	Yes
Dr. Soo Kim* School of Physical Therapy	01-Oct-2016 to 30-Nov-2019	Scientific Representative	Yes
Dr. Barbara von Tigerstrom* College of Law	01-Nov-2014 to 31-Oct-2020	Legal Representative	Yes
Dr. Ibironke Odumosu-Ayanu* College of Law	01-Jan-2017 to 31-Dec-2020	Legal Representative	Yes
Genevieve Salamon*	01-Jul-2012 to 01-Jul-2018	Community Member	No
Anne Dooley*	01-Feb-2011 to 30-April-2020	Community Member	No
Dr. Bryan Wiebe* Department of Philosophy	01-Dec-2015 to 30-Nov-2018	Knowledgeable in Ethics	Yes
Dr. Ernest Olfert (alternate)	01-Feb-2011 to 31-Jan-2020	Knowledgeable in Ethics	Yes
Bonnie Korthuis, Biomedical Ethics Facilitator, Research Ethics Office	01-Aug-2012 to Present	Ex officio	Yes

Shawna Weeks, Research Approval Coordinator, Saskatoon Health Region	01-Nov-2015 to 31-Oct-2018	Ex officio	Yes
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(*) Members may serve as alternates on the Bio-REB-2 to meet quorum requirements.

Bio-REB-2 Membership Roster

BIO-REB MEMBER	TERM	AFFILIATION WITH REB	AFFILIATION WITH INSTITUTION
Dr. Gordon McKay, Chair Professor Emeritus, College of Pharmacy and Nutrition (Chair from 01-Jan-2016)	01-Nov-2015 to 31-Oct-2018	Scientific Representative	Yes
Dr. Ildiko Badea, Vice-Chair College of Pharmacy and Nutrition (Vice-Chair from 01-Jan-2016)	01-Jul-2012 to 01-Jan-2019	Scientific Representative	Yes
Dr. Derek Suderman* Radiation Oncology	01-Jan-2014 to 31-Dec-2018	Clinician	Yes
Dr. Muhammad Salim* Medical Oncology	01-Feb-2012 to 01-May-2018	Clinician	Yes
Dr. Hadi Goubran Messiha* Oncologist/Hematologist	01-Oct-2016 to 30-Sep-2019	Clinician	Yes
Dr. Lori Ebbesen* College of Kinesiology	01-Nov-2008 to 31-Oct-2020	Scientific Representative	Yes
Dr. Dean Weninger*	01-Oct-2015 To 30-Sep-2018	Scientific Representative	No
Michael Wright*	01-Nov-2015 to 31-Oct-2018	Legal Representative	Yes
Jamesy Patrick*	01-Nov-2015 to 31-Oct-2018	Legal Representative	Yes
Leslie Spokes*	01-May-2013 to 01-Sep-2019	Community Member	No
Brian Galka*	15-Mar-2017 to 14-Mar-2020	Community Representative	No
Alex Beldan*	28-Apr-2016 to 27-Apr-2019	Knowledgeable in Ethics	No
Dr. Ernest Olfert (alternate)	01-Feb-2011 to 31-Jan-2020	Knowledgeable in Ethics	Yes

Bonnie Korthuis, Biomedical Ethics Specialist, Research Ethics Office	01-Aug-2012 to Present	Ex officio	Yes
Shawna Weeks, Research Approval Coordinator, Saskatoon Health Region	01-Nov-2015 to 31-Oct-2018	Ex officio	Yes

(*) Members may serve as alternates on the Bio-REB-1 to meet quorum requirements.

TO: University of Saskatchewan Research, Scholarly and Artistic Work
Committee of Council

FROM: Diane Martz, Interim Chair, Behavioural Research Ethics Board (Beh-REB)
Nick Reymond, Specialist, Behavioural Research Ethics Office

DATE: October 25, 2018

RE: Annual report of Behavioural Research Ethics Board Activities
Reporting period, May 1, 2017 – April 30, 2018

The Behavioural Research Ethics Board (Beh-REB) is responsible for the review of all protocols involving human participants which include social, behavioural and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

The purpose of an ethics review of research is to ensure the rights of the participants are respected and protected and that the procedures followed comply with ethical, scientific, methodological, medical, and legal standards (UofS Human Research Ethics Policy (June 2013)).

Summary of Activities:

The attached spreadsheet describes the overall number of research protocols, full board reviews, delegated reviews, exemptions, annual renewals, closures, and amendments in the past reporting year. The Behavioural REB received 454 new research applications in this reporting year. Of these, 84 were considered exempt from human ethics review, because they did not meet the definition of research in the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2014). Submissions are determined to be exempt through consultation between the researcher and Chair. 17 studies were deemed to be “above minimal risk” and required full board review. Decisions to approve a protocol and / or to recommend changes are by consensus of the Beh-REB at a face to face meeting. 95.4% (353) of the protocols reviewed were designated “minimal risk” and were reviewed by a delegated member of the Board and the Chair of the Beh-REB, in what is known as a delegated review. The review timeline for delegated review of a minimal risk protocol has increased and is estimated to be approximately 3 weeks.

There were 220 requests for amendments to previously approved studies. Examples of amendments include the addition of recruitment material and changes to already approved protocols and consent forms. These requests were reviewed by the Chair only, unless they were substantive enough to require full board review. The REB also received and reviewed 412 renewal requests for ongoing studies, and 234 study closure reports for studies completed during the reporting period.

There were also 64 exemption letters provided to researchers based on key information where full applications were not received.

Events and Opportunities in 2017-18

1. The Beh-REB received a minimal number of reported protocol violations/unanticipated problems. These ranged from using a change to the participant compensation (though same value) without Beh-REB approval to a technical error that prevented the appearance of the consent form prior to participant access to the online questionnaire.

2. In March 2018, the BEH RSEO received an email from a University of Saskatchewan student regarding an online survey advertised through PAWS. The student identified herself as Aboriginal and expressed strong concern regarding the content of the survey which she found to present a racist image of Aboriginals in Canada. The study had REB approval and was attempting to probe non-Aboriginal attitudes towards racist stereotypes of Aboriginals. It was found that the research itself and its conduct adhered to the ethical mandates of the TCPS2. The study's Principal Investigator met with the student and the Director of the RSEO sent a letter to the student. Ultimately, the matter was referred to the Provost and President's Office.

3. In November 2015 an audit was conducted on the processes of the Beh-RSEO. The final report from the auditor was received April 11, 2017. Fourteen recommendations were put forward. As of April 30 2018 the RSEO has satisfied all but four recommendations. It is anticipated that the final recommendations will be met by the end of June 2018.

4. As recommended by the Beh-RSEO audit, the RSEO will adopted the Research Ethics Board Standard Operating Procedures (SOPs) developed by the Network of Networks (N2) and the Canadian Association of Research Ethics Boards (CAREB). These SOPs are compliant with applicable Canadian and US regulatory and ethics guidance criteria.

Behavioral Research Ethics Board Support Structure and Membership:

During 2016 and 2017, the daily work of the Beh-REB was carried out by one ASPA II FTE, and one ASPA I FTE. Another ASPA I position shared with the Biomedical REB provided additional support, but this position no longer exists. There was also 1 CUPE FTE who provided administrative support to the entire Human Ethics side of the REO.

Additionally, Beh-REB Chair and Vice-Chairs roles were held by the following individuals during the reporting period:

- Dr. Scott Bell (Chair) from Jan. 1, 2018 to end of reporting period.
- Dr. Vivian R Ramsden (Chair) from Jan. 1, 2015 to Dec. 31, 2017
- Dr. Brian Chartier (Vice-Chair) from from May 1, 2017 to end of reporting period.
- Dr. Scott Tunison (Vice-Chair) from Feb. 15, 2015 to Dec. 31, 2017

The Behavioral Research Ethics Research Board has members from the following colleges, and departments:

- College of Arts and Science (Psychology, Indigenous Studies, Geography & Planning)
- College of Education (Ed. Psychology)
- College of Medicine (Academic Family Medicine)
- College of Nursing
- Edwards School of Business
- School of Public Health

The Behavioral REB has representation from Saskatoon Public School Board as well as four members from the community, one of whom fills the required role as the member knowledgeable in ethics. Overall the BEH REB has a good complement of members.

Research Ethics Committees

The following departments/colleges have active Research Ethics Committees (REC) that report to the Beh-REB.

1. Department of Psychology
2. Edwards School of Business
3. College of Kinesiology (joint with the Biomedical REB)

All RECs submit annual reports to the Beh-REB by end of July.

Research Ethics Education for REB Members:

Institutions with research ethics boards are required by the TCPS2 to ensure that REB members are educated in research ethics. REB members and administrative staff require training to keep abreast of changing regulations and new developments in research ethics. The Research Ethics Office educates and trains new members as they join the Beh-REB. All new members meet with the Ethics Specialist (Behavioural) for a one-on-one educational session. Beyond these initiatives, new REB members learn protocol review on-the-job and by consultation with each other and the Research Ethics Office.

Research Ethics Conferences

- Canadian Association of Research Ethics Boards (CAREB) in Montreal (April, 2018) was attended by the Chair and the Ethics Specialist.

Research Ethics Education for the Research Community:

The Research Ethics Office continues to emphasize communication and education regarding research ethics and integrity. A number of Canadian universities have made research ethics training mandatory for researchers doing research with human

participants. At present graduate and undergraduate students submitting ethics applications are required to complete the TCPS2 On-Line Tutorial.

The RSEO receive specific requests from Departments, Colleges, Faculty and researchers for education and training in research ethics. Research Ethics Office staff made educational presentations on REB processes, human research ethics issues and academic integrity to more than 400 members of the campus community. The units visited are listed in the table below, some units received multiple presentations.

RSEO Presentations and Workshops - Class / Dept / School / College 2017-18	
Native Studies	Northern Governance Class
Dentistry	Nursing Grad Orientation
Medical Residents	SaskPolyTech
Ed Psych	Computer Science
Education [4]	Nursing
School of Public Health [2]	Edwards School of Business
Kinesiology	Psychology
International Centre for Northern Governance	
TOTAL ATTENDANCE ~400	

Additional Educational Activities

Members of the Beh-REB and RSEO Staff have had several face-to-face meetings last year with researchers and students to discuss potential research projects intending to involve human participants.

Initiatives in the coming year:

- On-going is the Research Administration System: It is expected that the compliance module will be ready for the processing of ethics applications by the end of May 2018. The next step will be the expansion of the module so that researchers can submit their application online through UnivRS. The timeline for this is TBD.
- Pursue further education for the Beh-REB in emerging areas and TCPS2 guidelines.
- Continue to work to improve the communication between the Beh-REB and the research community.
- Continue to work to increase visibility and recognition for the critical work done by Beh-REB members on behalf of the University. The work done by REB Members is essential to the University of Saskatchewan as it continues to develop its research capacity.

Behavioural REB Annual Report

May 1, 2013 - April 30, 2014

May 1, 2017 - April 30, 2018	Protocols Submitted	1 Full Board Reviews	2 Delegated Reviews	3 Exempt	6 Renewed	7 Amendment	8 Closed	9 Harmonized
May	49	1	34	14	33	25	27	3
June	65	1	49	15	39	28	31	5
July	14	1	13	0	30	15	15	2
August	31	1	24	6	37	14	11	2
September	26	0	20	6	32	14	21	1
October	32	1	25	6	44	19	22	2
November	48	4	35	9	25	10	18	1
December	25	2	17	6	26	15	12	1
January	42	2	33	7	36	23	29	0
February	40	3	29	8	31	12	11	0
March	32	1	27	4	43	29	18	0
April	50	0	47	3	36	16	19	0
2017/2018	454	17	353	84	412	220	234	17
May 2016 - Apr 2017	457	9	358	90	456	192	293	22
10-Mar-2015 to 11-Mar-2016	477	9	403	55	430	175	364	41
% Change	-1%	89%	-1%	-7%	-10%	15%	-20%	-23%

Notes:

1. Full Board Review - Refers to the review of "above minimal risk" protocols by the full Beh-REB. These include Full Board Delegated.
2. Delegated Review - Refers to the review of "minimal risk" protocols by an Beh-REB subcommittee. Exempt studies are included in the delegated review number.
4. Exempt from review reflects the protocols that are deemed exempt after ethical review by the Beh-REB, based on the TCPS (e.g. quality assurance, secondary use of de-identified data)
6. The Annual Renewals column denotes those files that remain active.
7. Amendments - Refers to modifications made to previously approved projects that have been submitted for review.
8. Closed - Studies that have been finished and file closed
9. Harmonized Review - Studies that have gone through the harmonized review process with UofR and/or RQHR

Beh-REB Member	Term	Affiliation with REB	Affiliation with U of S
Dr. Scott Bell, Chair Department of Geography and Planning	01 Jan 2018 to 31 Dec 2018	Behavioural Research Representative	Yes
Dr. Brian Chartier, Vice-Chair Department of Psychology (Vice-Chair from May 1, 2017)	01 Sep 2015 to 01 May 2020	Behavioural Research Representative	Yes
Dr. Stephanie Martin College of Education	01 Sept2004 to 01 Jul 2019	Behavioural Research Representative	Yes
Dr. Jamie Campbell Department of Psychology	01 Jul 2007 to 01 Aug 2019	Behavioural Research Representative	Yes
Dr. Marjorie Delbaere Edwards School of Business	01 Sep 2014 to 01 Sep 2020	Behavioural Research Representative	Yes
Dr. Mary Deutscher	01 Jan 2018 to 31 Dec 2020	Ethicist	No
Dr. Pammla Petrucka College of Nursing	01 Jan 2010 to 01 Jan 2019	Behavioural Research Representative	Yes
Rev. Patricia Simonson	01 Jun 2010 to 01 Jun 2019	Alternate Ethicist	No
Terry Kikcio	01 Nov 2012 to 01 Nov 2018	Saskatoon Tribal Council Representative	No
Dr. Holly Graham College of Nursing	01 Sep 2015 to 01 Sep 2018	Behavioural Research Representative	Yes
Dr. Bonita Beatty International Centre for Northern Governance and Development	01 Sep 2015 to 01 Sep 2018	Behavioural Research Representative	Yes
Shawna Weeks, Interprofessional Practice, Education & Research, Saskatchewan Health Authority	01 Oct 2015 to 01 Oct 2018	Saskatoon Health Region Representative; Alternate Community Member	Yes
Dr. Diane Martz International Research and Partnerships	01 Mar 2017 to 01 Mar 2021	Behavioural Research Representative	Yes
Dr. Vivian Ramsden Academic Family Medicine	01 Aug 2005 to 30 Ju 2019	Behavioural Research Representative	Yes
Dr. Melanie Kirsten Bayly	01 Apr 2018 to 01 Apr 2021	Postdoctoral Representative	Yes
Kim Swan	01 Sep 2015 to 01 Sep 2018	Community Representative	No
Dr. Michael Szafron School of Public Health	01 Sept 2017 to 01 Sept 2020	Behavioural Research Representative	Yes

Nick Reymond, Behavioural Research Ethics Specialist	Feb 2018 to present	Research Services and Ethics Office, non-voting member	Yes
Joni Aschim, Behavioural Research Ethics Coordinator	March 2016 to present	Research Services and Ethics Office, non-voting member	Yes

Annual Report of the Animal Care Program and University Animal Care Committee

To the Research, Scholarly and Artistic Work Committee of Council

For the period May 1st, 2017, to October 31, 2018

It is our pleasure to provide the following overview of the key accomplishments and activities of the Animal Ethics and University Animal Care Committee for the period May 1, 2017 to November 2, 2018.

OVERVIEW OF THE RESPONSIBILITIES OF THE UNIVERSITY ANIMAL CARE COMMITTEE

The University Animal Care Committee (UACC) must review and approve any use of animals for research, teaching, production, and testing before animal use is initiated for these purposes. In this role, the UACC's primary responsibilities are to ensure animal welfare, adequate veterinary care, and best practices with respect to animal care and use in compliance with University of Saskatchewan Policy, Canadian Council on Animal Care (CCAC) guidelines, and other applicable regulations. The UACC must ensure that all proposed animal use has been reviewed for scientific or pedagogical merit; that the safety and health of academic staff, animal care staff, and students is considered; and that all individuals directly involved in animal use receive adequate and appropriate training in animal handling, husbandry, and experimental techniques. Such responsibilities promote high quality research. Of equal importance, these responsibilities reflect the perspective of the University which views the use of animals in research, teaching, production, and testing as a privilege, and is committed to insuring that all animal care and use is conducted with exemplary standards in keeping with the national standards set out by the CCAC.

The UACC is administratively supported by the Research Services and Ethics Office (RSEO) Animal Ethics staff. These staff are overseen by the University Veterinarian and include the UACC Clinical Veterinarian, the Senior Advisor, Aquatics, the Lead, Animal Research Ethics, and 2.5 FTE UACC Animal Technicians. The University Veterinarian reports to the Associate Vice President-Research/Director of Research Services and Ethics.

Animal Ethics staff also provide crucial, highly specialized support for animal users engaged in research, teaching and testing. These services have expanded and include the following:

- Animal purchases, exports, and import permit acquisition
- Regulatory & administrative guidance and support
- Surgery, anesthesia, and analgesia (for animal health or for research purposes)
- 24 hour veterinary medical care for research & teaching animals, in conjunction with WCVM veterinarians for livestock (due to the limited number of available UACC veterinarians and the benefits of access to board certified specialists in these areas)
- Consultation on:
 - Animal welfare
 - Animal care and husbandry
 - Animal Use Protocol (AUP) development
 - Animal models
 - Experimental design and technique
- Education and Training
 - Online animal ethics training
 - Practical Skills Courses
 - Handling & techniques
 - Anesthesia & analgesia
 - Euthanasia & necropsy
 - Specialized skills training by request (e.g. hypophysectomies in mice)

SUMMARY OF ACTIVITIES (MAY 1, 2017-OCTOBER 31, 2018)

Review of research protocols, modifications, and renewals

There are currently 452 active U of S Animal Use Protocols, 10 (2.2%) of which are “Category of Invasiveness E”, the highest level of invasiveness defined by the CCAC. The UACC serves approximately 200 investigators on campus. Our compliance with CCAC guidelines resulted in the renewal of our Good Animal Practice Certificate in 2017, allowing UofS to maintain its institutional eligibility for Tri-Council funding.

Development of UnivRS Animal Ethics Module and Integration with Animal Ordering

The University Research System (UnivRS) is a single web-based system that provides researchers a secure space to collaborate on research projects and serves as a central repository to manage all project funding and compliance activities.

The UnivRS Animal Ethics module remains under development for submission, routing, and ethical review of Animal Use Protocols (AUP). The module will launch July 2019. The UnivRS team has identified methods to track animal use and facilitate purchasing and invoicing, which previously posed a major hurdle due to the incompatibility of certain software systems. The module will streamline and automate the processing of all aspects of AUP review, including initial application, routing for signatures, Animal Research Ethics Board (AREB) review process, Annual Review, and Four Year Renewal. The reduction in paper processing is anticipated to enable one of the UACC Animal Technicians to resume her Post-approval review duties which were postponed to manage workload.

Enhancing Service

University Animal Care Committee Procedures

AREB meeting frequency: The AREB now meets twice instead of once monthly to reduce turnaround time for animal use protocol review and accommodate contract research. Dividing the total submissions over two meetings has also reduced the length of AREB meetings and has afforded additional time for discussion during protocol review.

Pre-review of AUPs is now conducted by the UACC Chair, the University Veterinarian, and the Lead, Research Animal Ethics in order to facilitate AUP development and enhance the quality of AUPs prior to full committee review.

CCAC-mandated Scientific Merit Review of Research AUPs was revised to improve the quality of review as well as to minimize turnaround time. The process is typically completed within 2 weeks.

Pedagogical Merit Review of Teaching and Training AUPs: With revised CCAC guidelines on the review of teaching and training AUPs for pedagogical merit, the UofS procedures were revised to improve the quality and rigor of review and minimize turnaround time. These revisions will be implemented in January 2019. All teaching protocols will undergo review for pedagogical merit by a committee that will convene no less than monthly and will include faculty as well as experts in pedagogy and animal alternatives. The Committee will report through the Office of the Vice Provost for Teaching, Learning, and Student Experience to maintain the process at arms’ length from AREB review.

Participation in the UofS Live Animal Re-Use and Tissue Share Program has increased. Through this program, investigators donate surplus or control animals to be used by recipient investigators for training or experiments. The goals of the program are as follows:

- Decrease number of animals used in research
- Decrease costs associated with animal research

- Increase communication and exchange of resources between animal users
- Improved, centralized tracking of animal donation and receipt.

The Animal user online interface was enhanced in 2018 using Sharepoint and Excel and circulating a list of available animals through the Tissue share Listserv.

Animal Ethics Office Restructuring

The UACC Chair and University Veterinarian previously reported to Dr. Kevin Schneider, Interim Associate Vice President of Research (AVPR), and now report to Dr. Dena McMartin, who assumed the position of Assistant VPR and Director of Research Services and Ethics in October 2017.

Animal Ethics changed its organizational structure to streamline human and material resources, reduce conflict of interest, ensure dedicated animal care staffing for all facilities, ensure adequate weekend and holiday staffing of animal facilities, and increase researcher support.

A 0.5 FTE CUPE term position was lost to budget cuts in 2018 but a 1.0 FTE UACC Clinical Veterinarian (ASPA) was hired to increase veterinary support to researchers (clinical and surgical services, animal model development, AUP development, training, etc.) and fulfill compliance obligations such as post-approval review. The second clinical position reduced the on-call obligations for UACC veterinarians as there are now three veterinarians that share veterinary on-call duty during non-business hours and holidays. One UACC Clinical Veterinarian resigned in September 2018 to pursue other educational interests; a search is in progress. The specialized surgical, clinical, and animal model-related skills and knowledge provided by UACC Clinical Veterinarians align with international expectations for high quality research and will provide vital biomedical research infrastructure for UofS investigators.

In Spring 2018, Health Sciences Laboratory Animal Services Unit Animal Care Services (ACS) staff and operating budget was reorganized under the Research Services and Ethics Office (RSEO). The ACS Facility Manager reports to the University Veterinarian. ACS staff continue to report to the Facility Manager and fall under RSEO. The change streamlined animal care services for the university through sharing of human and material resources and enabled collaborative centers to report centrally rather than to any single department.

The 1.0 FTE plant, interpretive, and animal care staff person employed by the Museum of Natural Sciences (MNS), College of Arts & Science, resigned in Spring 2018. To optimize animal care, an agreement was drafted between RSEO and MNS to care for MNS animals through the hiring of 0.5 FTE dedicated animal care staff that reports to Michele Moroz. ACS staff will take turns filling this position to avoid isolation and burnout. This staff member will receive continuing education opportunities and other benefits offered to ACS staff. ACS staff now provide weekend animal care duties, ensuring highly skilled animal care seven days per week and allowing MNS to focus on program objectives.

Additionally, Michele Moroz will assume Facility Management of the new Collaborative Sciences Research Building (CSRB) and the RJF Smith Centre for Aquatic Ecology in November 2018. One FTE ACS staff will be hired to perform daily animal care duties. The presence of dedicated animal care staff and an experienced facility manager will allow faculty to focus entirely on research. The arrangement will facilitate compliance with CCAC Guidelines and in itself complies with the CCAC's recommendation for dedicated animal care staff. With the closure of the Prairie Aquaculture Research Centre in summer 2018, all UofS facilities now have dedicated animal care staff and facility or farm managers.

In summary, Animal Ethics staff now comprise:

- the University Veterinarian/Director of Animal Ethics;
- two UACC Clinical Veterinarians (previously termed Animal Welfare Veterinarian);

- the Senior Advisor, Aquatics Research Facilities;
- the Lead, Animal Research Ethics (who acts as UACC coordinator);
- ACS (Facility Manager plus 8 animal care staff); and
- three UACC Animal Technicians (2.5 FTE) that operate the Animal Order Desk, manage AREB submissions, perform water quality testing, and deliver technical services (e.g. blood draw, anesthesia) and practical skills training to animal users.

Animal Order Desk

In 2017, for CCAC purposes, the Animal Order Desk tracked 113,141 animals used in 450 AUPs held by roughly 200 investigators. Animal Ordering is centralized through RSEO to reduce costs by amalgamating animal orders, to track animal numbers for CCAC reporting, and to facilitate the acquisition of export/import permits. Animal orders total \$450-500,000 annually.

Last year the Animal Order Desk successfully:

- improved the efficiency and accuracy of mandatory annual Animal Use Data Form (AUDF) reporting to the CCAC
- in collaboration with the Senior Aquatics Advisor, corrected prevalent deficiencies in federal and provincial permit acquisition for interprovincial and international shipments of fish.

Aquatics Program

The Aquatics Program experienced considerable development in the referenced time period:

- two quarantine facilities were launched (one in LASU, another in Aquatic Toxicology Research Facility, ATRF) to facilitate legal importation of diverse fish species (zebrafish, Arctic char, etc.);
- research at the PARC facility was halted and partially redirected to the WCVM Animal Care Unit due to serious facility deficiencies. A Provost's Committee on Integrated Planning (PCIP) proposal was submitted to request funding to relocate PARC in full capacity to the RJF Smith facility and improve RJF Smith's water treatment system. If the PCIP proposal does not get funded, resources must be identified in order to meet research needs and address deficiencies.
- The UACC Facility Inspection Committee (FIC) expects to commission the new CSRB Vivarium in November 2018 and welcomes the increased aquatics capacity and addressing of serious deficiencies in the old facility. The vivarium will accommodate aquatic species for teaching and research and wild mammalian species.
- A new water chiller and upgraded water treatment and delivery system was installed in the ATRF under the guidance and recommendations of the Senior Aquatics Advisor.

Animal User Training Opportunities

- Rodent handling, surgery, and anesthesia practical skills training are now offered regularly and at least monthly. Instructors include the UACC veterinarians and UACC Animal Technicians.
- A Fish User Training Practical Skills Course was launched and will be offered monthly.
- Animal Ethics staff continue to offer specialized practical skills training by request.
- Animal Ethics staff deliver animal handling laboratories to ANBIO110 (2017) and VLAC 211 (2017, 2018) students
- The University Veterinarian lectures in AnBIO and first year veterinary classes

Facility Expansion and Development

The UACC Veterinarians and animal facility managers actively engage in planning and design of new vivaria across campus, providing input to optimize facility operations and workflow, optimize biocontainment, ensure

compliance with CCAC guidelines, and advise on species-specific requirements. For the referenced time period, input was provided on the following projects:

- CSRB;
- WCVM Flight Cage facility;
- WCVM Cancer Centre addition;
- WCVM PET/CT wing addition;
- WCVM/Livestock & Forage Centre of Excellence (LFCE); and
- LFCE Phase II: Goodale Farm Renovations (Design Working Group; Steering Committee).

The University Veterinarian is a member of the LFCE Steering Committee, the Goodale Farm Steering Committees, and the MNS Steering Committee. Michele Moroz, ACS Facility Manager, is a member of the MNS Steering Committee. Ms. Moroz and Dr. Jason Raine, Senior Aquatics Advisor, have devoted countless hours to developing the CSRB Vivarium. Animal Ethics staff were sporadically included in early CSRB Vivarium project meetings but were brought on board in time to correct serious deficiencies.

Crisis Management Planning

In response to recommendations from the 2016 CCAC site assessment and changing international expectations, a Crisis Management Plan (CMP) template was developed for animal facilities in 2018. Facility managers are charged with establishing facility-specific CMP by December 2018. Safety Resources has assisted and integrated the Facility CMPs with the overall campus Emergency Response Plan by including the University Veterinarian as a member of the Crisis Operations Team. The Crisis Operations Team has met weekly in recent months in preparation for a possible CUPE Union Strike.

Also in response to 2016 CCAC recommendations, a website link to allow anonymous reporting of animal welfare concerns to the Animal Ethics Office, University Veterinarian, and UACC Chair was developed in 2017-2018 and is fully functional.

Training Initiatives for Laboratory Animal Veterinarians

The UofS offers many unique opportunities to engage students in laboratory animal medicine and research. Its diverse research programs, active aquatics program, well-established veterinary pathology program, and unique, state-of-the-art facilities such as Vaccine and Infectious Disease Organization (VIDO)-Intervac (an elevated biocontainment facility), the Canadian Light Source, and the Saskatchewan Centre for Cyclotron Sciences offer ample opportunities and strength of experience for students interested in laboratory animal medicine and research. As such, the Animal Ethics group intends to promote student engagement as follows:

- Laboratory Animal Residency Program (under development) in collaboration with the Western College of Veterinary Medicine; driven by the University Veterinarian. Residents will gain research (residents can opt to gain an M.S. or Ph.D. degree), clinical, pathology, and facility management experience and graduate coursework to qualify them to sit for the board certification examination offered by the American College of Laboratory Animal Medicine (ACLAM). For the program to be officially recognized, a description of the proposed program must be submitted to ACLAM. Due to the need to prioritize projects, no progress has been made.
- Laboratory Animal Externships: a Comparative Medicine/Laboratory Animal Resident from the University of Missouri will participate in a 2-4 week long externship at the University of Saskatchewan in Summer 2019 as part of his training experience for specialization in Laboratory Animal Medicine. We expect to offer this opportunity whenever interest is expressed and will take steps to advertise.
- Laboratory Animal Medicine Club (for Veterinary Students): Our University Veterinarian and Animal Welfare Veterinarian interacted frequently with this group in 2017-18. The UACC veterinarians will develop opportunities for job shadowing, hands-on laboratory animal experience, journal club and

research projects that foster student interest and knowledge and enhance their chance of acceptance into laboratory animal residencies upon graduation.

International and Community Engagement

Animal Ethics staff have initiated, coordinated, or collaborated in the development of several activities that will place a very positive international or national spotlight on the U of S Animal Care Program.

Workshop on the Human-Animal Relationship

Amanda Plante and the UACC Chair, Jane Alcorn, are developing a novel workshop to explore diverse aspects of the human-animal relationship. The objective is to bring together researchers, research administrators, the general public, and not-for-profit organizations in a community space to learn and share their diverse experiences. The workshop is anticipated to be held for two days every two years and will include Indigenous speakers, internationally renowned researchers, and agrarians. (*Core Strengths, Indigenous Engagement*)

- Speaker 1: Increased statistical power through attention to animal welfare
- Speaker 2: First Nations –animal relationship
- Speaker 3: Intuitive communication
- Speaker 4: Therapy dogs and addiction
- Speaker 5: Farmer-animal relationship

FRAME Training School in Experimental Design and Statistical Analysis

The U of S hosted a workshop from May 31-June 2, 2017, “FRAME Training School in Experimental Design and Statistical Analysis” which offered direct access to expert tutors, practical experience in designing experiments, and networking opportunities for researchers and other individuals involved with animal use in research. FRAME is U.K.-based and has the ultimate aim of the elimination of the need to use laboratory animals in any kind of medical or scientific procedures, however the group accepts that a total end to their use cannot be achieved immediately and so the group aims to develop better scientific methods to work toward that long term goal. Amanda Plante, our Lead, Animal Research Ethics, was key in bringing this training school to UofS.

CCAC National Workshop

The annual CCAC National Workshop was held in Saskatoon on June 3, 2017, in conjunction with the FRAME training school. The focus of this year’s work shop was farm animals. Again, Amanda Plante, our Lead, Animal Research Ethics, played a key role in bringing the national workshop to Saskatoon.

CCAC Assessment Panel

The UACC chair, Jane Alcorn, DVM, PhD, remains actively involved in the CCAC and chaired the CCAC Assessment Panel for their triannual site visit to the University of Alberta in May 2017. The University Veterinarian participated in a site assessment to the University of Prince Edward Island in October 2018.

Northwest Territories Euthanasia Training Workshop

A Euthanasia Training Workshop was offered in July 2017 to individuals from a remote northern community. Community members reached out to RSEO in January 2017 to request training. Several WCVM veterinarians and the University Veterinarian instructed.

CCAC Site Assessment, 2019

The CCAC conducts full site assessments every five years to ensure compliance with CCAC guidelines and support institutions in achieving best practices in animal ethics and care. Their standards are CCAC policy statements, guidelines documents, and other CCAC-recognized standards designed to promote the ethical use and care of animals in science. The CCAC conducted a partial site assessment on May 10-12, 2016. The

University Veterinarian is completing paperwork in collaboration with facility managers and Animal Ethics staff in preparation for the next full site assessment which is anticipated to occur in May 2019.

FUTURE DIRECTIONS

A seven year plan was developed to address weaknesses in the animal care and use program. Some larger goals are included below, particularly if they have not been previously mentioned.

By 2019:

- **Animal Order Desk** (*Institutional Fortitude – transparency, integrity, accountability*):
 - Goal: all animal orders (when possible) and associated billing and invoices will ideally be processed through the Animal Order Desk to facilitate animal tracking.
- **Complete process map and governance review of all animal research activities, facilities, and personnel on campus per compliance requirements** (*Health Colleges, Institutional Fortitude*)
 - Gain ideas from completing an environmental scan of peer institutions (with veterinary and agricultural colleges) to determine minimum complement for staffing and expertise in central compliance office to determine optimum organizational structure for operations including research, production, and teaching (veterinary) facilities.
- **Review funding models and fee-for service or cost recovery options to sustain operations** (*Institutional Fortitude, Health Colleges*)
 - Unit level vs. PI-dependent per TABBS
 - Develop fee schedule for Veterinary and Technical research support
 - Labour charges will not be imposed for the provision of adequate veterinary care or training.
- **Assess facilities and draft report to strategize modernization of aging animal facilities on campus** (*Institutional Fortitude, Health Colleges, Core Strengths to improve upon an already diverse portfolio of species and disciplines on campus*)
 - Report on status quo
 - Report necessary upgrades to remain compliant with CCAC guidelines
 - Advise on strategy to implement schedule to modernize/upgrade and then maintain animal facilities and equipment
- **Education and Training** (*Institutional Fortitude, Health Colleges*):
 - Harmonize training of animal care staff across campus
- **Invite members of First Nations communities to join the University Animal Care Committee as “Unaffiliated or Community Members”** (*Indigenous Engagement*). We hope the opportunity to extend the invitation may present itself at the proposed Human Animal Relationship Workshop.

By 2020:

- **Education and Training** (*Institutional Fortitude, Health Colleges, Core Strengths*):
 - Overhaul or replace Animal Ethics Training modules to increase relevancy and interest factor; optimize experimental design and present CCAC Guidelines in the context of University-specific procedures and organizational structure
- **Harmonized animal facility model across campus** (*Institutional Fortitude*) to encourage consistency (where possible) in terms of:
 - Operating budget and *per diems*
 - Daily third party oversight
 - Emergency response
 - Governance and oversight

- Faculty feedback process
- Training of animal users and animal care staff
- Documentation (forms, SOPs, health records)
- Program of Veterinary Care
- Animal husbandry
- Monthly submission of mortality and morbidity, particularly in production facilities
- **Develop formal, centralized model to ensure adequate staffing and budget for new facilities.** (*Institutional Fortitude, Health Colleges*) Budget should allow for:
 - Facility upgrades, maintenance, and repair
 - Equipment repair and replacement
 - Anticipated growth
- **UofS Aquatics Program** (*Core Strength, Institutional Fortitude*):
 - **Advocate and support design and operational models of USask Collaborative Aquatics Research Facility** to address deficiencies in current aquatic facilities and provide a new cutting edge aquatic facility unique to Canada that will allow the advancement of faculty research programs and HQP training. The facility, through its quarantine suite, will also address issues with aquatic animal importation.

By 2025:

- **Realization of a world class collaborative aquatics research facility** (*Core Strength*)
 - Multispecies Transgenics and Cryobanking Centre
 - Breeding/Fish Stock Centre
 - Aquaculture and Nutrition Research Suite
 - Global Warming Research Suite
 - Zebrafish Suite
 - Quarantine facility (small and large species)
 - Northern/Arctic Research Suite
 - Behavioral Research Suite
 - Environmental Chambers
- **Implementation of modernization strategy for aging animal facilities** (*Institutional Fortitude*) (building renovations and replacement of aging equipment)
- **Reduced non-compliance** (*Institutional Fortitude*) due to the following:
 - standardized, consistent Animal Care and Use Program
 - improved training
- **The reduced non-compliance will facilitate a shifted focus towards Animal Ethics research support** (*Core Strengths, Institutional Fortitude, Health Colleges*)
- **World Class Comparative Medicine Residency** (*Core Strengths, Health Colleges*)
 - Residents complete PhD or MS in laboratories across campus which increases interdisciplinary collaboration between vet school, med school, agriculture, engineering, etc. in the interests of comparative medicine
 - Residents established in laboratories across campus promotes compliance as well as high quality research as interactions and communications between residents, researchers, and the comparative medicine program faculty and support staff (WCVM, RSEO) improves communication, awareness, collaboration and discussion.
- **Optimized Live Animal Re-Use and Tissue Share Program** (*Core Strengths, Institutional Fortitude, Health Colleges*)
 - Increased Animal User Access
 - Optimized coordination of animal exchange and re-use (mindful of welfare aspects)
 - Goals:
 - Decrease number of animals used in research

- Decrease costs associated with animal research
- Increase communication and exchange of resources between animal users
- Improved, centralized tracking of animal donation and receipt.