

**AGENDA****2:30 p.m. Thursday, March 19, 2020****Please note the following steps for the March 19<sup>th</sup> meeting:**

- **By Tuesday March 17<sup>th</sup>:** The link to the Council package will be circulated via email (same process and web page as before).
- **Thursday March 19<sup>th</sup> from 2:30 – 4:30 pm:** during this previously-scheduled Council meeting time, Council members will have the opportunity to ask questions about the agenda items. These can be submitted via email to: [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca). The Council chair and University Secretary will be assisting with sending these questions to the appropriate committee chair or proponent for response.
- **Between Thursday March 19<sup>th</sup> 4:30 pm – Friday March 20<sup>th</sup>:** A link to an electronic ballot will be circulated to Council members for voting on decision items.
- **Tuesday March 24<sup>th</sup> 5:00 pm:** Electronic voting will close.
- **Attendance and quorum** will be determined by voting.

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 2019/20 academic year marks the 25<sup>th</sup> 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.

niyanān onikānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwī ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoontihtanaan ka ishi waakoohtooyaahk.

1. **Call to Order** at 2:30pm Thursday, March 19, 2020
2. **Tributes** (none)
3. **Adoption of the agenda** by consensus (unless edits are received via email to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca) by 2:30pm Thursday, March 19, 2020)
4. **Chair’s Opening remarks**
  - 4.1 Briefing Note – COVID-19 and Declaration Regarding Syllabi Changes
5. **Approval of Minutes of the meeting of February 20, 2020** by consensus (unless edits are received via email to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca) by 2:30pm Thursday, March 19, 2020)
6. **Business Arising from the Minutes** items must be received via email to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca) by 8:30am Thursday, March 19, 2020
7. **Report of the President**
8. **Report of the Provost** (*forthcoming*)

**9. Student Societies**

- 9.1 Report from the USSU
- 9.2 Report from the GSA

**10. Nominations Committee**

- 10.1 Request for Decision: Nomination to the search committee for the provost and vice-president, academic

*(SQUIRES/SOMERVILLE): It is recommended that Council approve the nomination of the following individuals to the Provost Search Committee effective immediately:*

One (1) Council member appointed by Council; must hold a senior administrative position

- i. Keith Willoughby, dean, Edwards School of Business

Four (4) GAA members appointed by Council

- ii. Loleen Berdahl, professor and department head, Political Studies
- iii. Jaswant Singh, professor, Dpt. of Veterinary Biomedical Sciences
- iv. Donna Goodridge, professor, College of Medicine
- v. Bonita Beatty, associate professor, Dpt. of Indigenous Studies

Between 2:30pm – 4:30pm Thursday, March 19, 2020, send any nominations from the floor to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca)

**11. Academic Programs Committee**

- 11.1 Request for Decision: Language Teacher Education Program (LTEP) for the Bachelor of Education (B.Ed.) Program

*(DETMER/BROOK): It is recommended that Council approve the Language Teacher Education Program for the Bachelor of Education Program, effective May 2021.*

- 11.2 Request for Decision: Admissions Qualifications change - Doctor of Medicine (MD) program

*(DETMER/BROOK): It is recommended that Council approve the proposed changes to the admissions qualifications for the Doctor of Medicine (MD) program, effective the 2021-22 admissions cycle.*

- 11.3 Request for Decision: Admissions Qualifications change – Master of Arts (M.A.) in Applied Social Psychology

*(DETMER/BROOK): It is recommended that Council approve the proposed changes to the admissions qualifications for the Master of Arts (M.A.) in Applied Social Psychology, effective the 2021-22 admissions cycle.*

- 11.4 Report for Information: Degree-level certificate in Medical Language

- 11.5 Report for Information: Academic Calendar 2020-21

**12. Planning and Priorities Committee**

- 12.1 Notice of motion: Jane and Ron Graham School for the Scholarship of Teaching and Learning

*It is recommended that Council approve the establishment of a Type-A centre for the Scholarship of Teaching and Learning in the College of Education called the Jane and Ron Graham School for the Scholarship of Teaching and Learning, effective immediately.*

**13. Question period** adjourned at 4:30pm

**14. Adjournment** by consensus as of close of voting at 5:00pm on Tuesday, March 24, 2020.

*Next Council meeting is April 16, 2020 – Please send regrets to [Michelle.Kjargaard@usask.ca](mailto:Michelle.Kjargaard@usask.ca)  
Deadline for submission of motions to the coordinating committee: March 23, 2020*

## Chair's Opening Remarks to University Council – March 19, 2020

We acknowledge that Council meets 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.

I will begin by thanking members of Council and the entire campus community for their efforts during this uncertain time. I particularly wish to acknowledge the support of the Council chairs, the Secretary's office, and University Secretary and Chief Governance Officer, Chelsea Willness for the work they have done behind the scenes in our timely response to many complex issues. We are fortunate to have governance systems in place that allow us to quickly and efficiently address matters such as the ones we are facing.

Today's meeting is unusual but it is important that the work of the University, including governance and the academic mission, continues with a minimum of interruption. I appreciate the flexibility and dedication of this body to ensure we continue with our planned and necessary processes.

Coordinating committee members worked quickly to pass a motion on behalf of Council to ensure changes to syllabi were permissible. This decision on behalf of Council was made following processes in place to deal with exceptional circumstances such as the one we are currently experiencing. See the attached *'Briefing Note – COVID-19 and Declaration Regarding Syllabi Changes'* for the details.

Our recent PEC breakfast addressed a number of pressing issues. We were updated on revisions to tuition plans by the Provost, we examined the issue of university autonomy, and also received an overview of the budget from VP Finance, Greg Fowler. A series of thoughtful discussions followed each topic and we continue to focus on these and other matters collectively with PEC.

As we move forward with a high degree of uncertainty, I encourage Council members to continue to look out for one another and provide leadership and support to the University as you have always endeavored to do.

Regards,  
Jay Wilson, Council Chair

**Briefing Note – COVID-19 and Declaration Regarding Syllabi Changes**

Prepared by: Office of the University Secretary &amp; Chief Governance Officer

March 13, 2020

**Purpose**

- With the ongoing risk of COVID-19, the University of Saskatchewan is taking steps to ensure the health and safety of our students, faculty, and staff, while continuing to support its core academic mission and governance functions.
- Under these circumstances, it will be necessary for courses to move to an alternate delivery mode (such as online) at short notice and examinations may need to be delivered in an alternate timeline or format.

**Academic Courses and Examinations Policy**

- The [Academic Courses Policy](#) governs the delivery of academic courses and examinations at USask. Importantly, this policy outlines the requirements for the content of course syllabi, which outlines the mode of course delivery as well as the format and weighting of final examinations.
- University Council: “prescribes methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations” (delegated through the academic courses policy); and “prescribes dates for beginning and ending lectures” c.U-6.1 61(1)(g);(k).

**Action(s)**

**University Council, as approved by the Coordinating Committee: “Grants authority to instructors to alter syllabi for their classes for the duration (timeframe as determined by the President) of the COVID-19 pandemic to allow for alternate modes of course delivery and examinations.”**

**Approval****Approved on March 13, 2020, by:**

Governance Committee of Council

Coordinating Committee of Council (chairs of all Council committees)

President’s Executive Committee

*Authority*

- Under the authority of the Board of Governors, USask’s [Emergency Measures Policy](#) designates the president the responsibility to provide an effective response.
- As per the [University of Saskatchewan Act, 1995](#), University Council has the authority to “do any other thing that the council considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act.”
- The Governance Committee has assigned responsibility to the Coordinating Committee of Council to “take necessary measures in light of COVID-19 in the best interest of the university to deliver on the core academic mission while also ensuring the health and safety of the campus community.”





**MINUTES OF UNIVERSITY COUNCIL**  
**2:30 p.m. Thursday, February 20, 2020**  
**Neatby-Timlin Theatre, Arts 241**

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

**1. Call to Order**

The meeting was called to order at 2:35 pm.

**2. Tributes**

There were no tributes for the February Council meeting.

**3. Adoption of the Agenda**

Motion: (Aitken/Brook) *That the agenda be approved as circulated.*

CARRIED

**4. Opening remarks**

The vice-chair, Dr. Pamela Downe, acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another.

Dr. Downe reminded those in attendance of the usual protocols for discussion and debate.

She informed Council of the recent President's Executive Committee and Council chairs' breakfast topics: the university's wellness strategy and graduate student tuition and funding.

Dr. Downe also noted that the second call for Council member nominations was held from February 6<sup>th</sup> to February 13<sup>th</sup>, 2020. An election will be conducted through PAWS starting the first week of March 2020.

**5. Approval of Minutes of the meeting of January 16, 2019**

Motion (Bruni-Bossio/Aitken): *That the minutes be approved as circulated.*

CARRIED

**6. Business Arising from the Minutes**

None.

**7. Report of the President**

From his report, President Stoicheff noted in particular the opening of the USask Community Centre, which took place on January 29, 2020. He reported that the centre will allow students to find sense of belonging, build mental health, and seek support and education around health and wellness. He

thanked vice-provost, teaching learning and student experience, Dr. Patti McDougall, Peter Hedley and those who worked on the launch of the centre. He also reported that at the Universities Canada meeting in Ottawa in November 2019, the agenda exclusively about wellness and mental health, and at the April 2020, it will again be a major focus of the agenda.

The president also reported on the USask's "Research Junction" partnership with the City of Saskatoon, which was an outcome of the MOU that was signed two years ago by the university and the city. He stated that all great cities deserve a great university in their midst and that we have a role to play in a strong way. He acknowledged the contributions of the city and an anonymous donor, which bring together researchers and members of City Council to illuminate many challenges that the city may face, e.g. pharmaceuticals in city wastewater, educating food producers, public policy implications for downtown higher density development, access to dental care for the homeless, reducing LGBTQ homelessness (also in partnership with OutSaskatoon).

The president highlighted that it is an important time of year for the USask Huskies, i.e. especially for the women's basketball team, men's hockey, track and field, the wrestling team, and the volleyball team.

The president followed-up the announcement of the departure of provost Tony Vannelli, recalling that he is leaving to Wilfred Laurier this summer to serve as their provost. He expressed sadness that Dr. Vannelli is leaving, but he was also pleased that this move allows him to be closer to his family. He acknowledged Dr. Vannelli's collegial leadership style, and deep respect for and engagement with university governance, students, faculty, and deans' council.

There was a question about what is being done at this university to support students who have very high levels of stress and burnout. The Council member noted that studies published since 2014 indicate it is a common issue in medical education in particular. What are we doing to identify those stressors, reduce them, or providing opportunities for wellness?

The president responded that Dr. McDougall had given a presentation to Council on the topic and that an update would be provided at a future Council meeting [table 1].

On behalf of Council, Dr. Downe also thanked Dr. Vannelli for his contributions as provost and wished him the best going forward.

## **8. Report of the Provost**

The chair invited Dr. Vannelli to present the report of the provost. Dr. Vannelli thanked the university community for helping him to be the best leader he could be.

Along with Dr. Trevor Crowe, interim dean of the College of Graduate and Postdoctoral Studies (CGPS), Dr. Vannelli presented details for proposed graduate student financial support and tuition rates up to 2024-25 [appendix b].

The provost indicated that consultations with GSA student leadership, faculty, and decanal leadership teams would be ongoing. The provost committed to return to Council in March with an update, and to report back following the information item to the Board of Governors [table 1].

There was a round of Q&A.

There were two questions about where the matching research funding will come from. The provost responded that these represent funds that faculty receive from Tri Agencies, and that the strategy will encourage faculty to increase Tri Agency research grants.

There was a comment that fees plus tuition represent the total cost to students, but that only the tuition was reflected in the examples provided. Dr. Crowe responded that tuition- and fee-setting processes are not linked, and that this presentation was only focused on tuition.

A Council member inquired as to whether there was evidence that the tuition increases would result in more attractive programming and higher quality. She also commented that this level of increase, over this timeframe, is well over what others have done. Furthermore, she is not convinced that the tuition increase will result in better quality.

The provost responded that some students have expressed dissatisfaction with program quality, and that this is the effect of the low tuition rates. The additional funds will go back to the students, which will result in improvements. The faculty member asked that the provost report back on increased number of faculty, improvements in program quality, and student satisfaction and experience. The provost responded that the government grant also affects these outcomes.

There was a comment that two thirds of the tuition was being reinvested, so why not simply increase tuition by the percent needed to get to the one third of that net tuition revenue. In addition, that tuition is increasing for all graduate students but that the bursaries and scholarships are only going to thesis-based students.

A student guest posed a question about how the principles of predictability and transparency were being addressed in the strategy. There was also a question regarding the exact percentage of historical tuition increases for international vs. domestic students. Dr. Crowe replied that they are reporting a three-year average, and that he would follow up with the student on the specifics.

Another student asked what efforts were made to increase faculty attendance at this Council meeting, given that it is also a forum for consultation. She asked about the rationale of aiming to reach the U15 median for tuition rates and for international differential fees. She expressed a concern that with this funding strategy, rich students are going to get richer while poorer students will get poorer, and overall the average student will be disadvantaged. She also asked if the student stipends would remain constant over the five-years while tuition is increasing. The provost responded that the intent is to get the funding levels right and that this is important feedback to consider.

A Council member noted that NSERC expects 1:1 funding, usually of \$10K per student. Therefore, NSERC will expect \$10K from the University for each \$10K grant not \$8K. Another Council member asked how many Tri-Agency funded faculty we have, as this will impact the number of funded graduate students, and advantages some faculty but not others. The provost responded that the objective is to get highly qualified students who are well supported.

A Council member asked about the risks to supervisors and students with “guaranteed bursaries.” He noted that maintenance of funding for graduate students can increase stress and recommended contingency plans be put in place under the new strategy.

## **9. Student Societies**

### **9.1 Report from the USSU**

Carlos Munoz-Pimentel, vice-president of the USSU, presented the February 2020 USSU report. He reported that in the coming months, the USSU will be finishing off the year with two signature events: *Experience in Excellence* and *Women in Leadership*.

The USSU also had the opportunity to join its counterparts, the student unions from the top research universities in Canada, to lobby the federal government in Ottawa and advocate on the behalf of students.

The USSU also recently released '*Be What Students Need*', which highlights six requests for the next provincial budget including making post-secondary education more affordable and accessible.

### **9.2 Report from the GSA**

Mery Mendoza, president of the GSA, presented the February 2020 GSA report. She reported that the GSA is focused on four main areas this month, three of which celebrate the research, philanthropy and leadership of graduate students: the Graduate Research Conference (GRC) 2020; the Three-Minute Thesis competition; and the Annual Gala, which will be held on April 4, 2020 at the Remai Modern art museum.

Lastly, she expressed disappointment in the university's proposed tuition strategy. She stated that the principles of affordability and accessibility need to be respected to ensure we are not adding more stress for graduate students, many of whom may already be struggling. She stated that we need to protect the core of the university, which is the research, and that graduate students embody this core mandate. She argued that the tuition strategy will lead to a decrease in research productivity, and will put more stress on graduate supervisors and students to cover the costs. She further recommended that increases to student stipends should be commensurate with tuition increases.

## **10. Governance Committee**

Dr. Stephen Urquhart, chair of the governance committee, presented one request for decision.

### **10.1 Request for Decision: Council Bylaws amendment – monthly meetings**

(URQUHART/Mousseau): *It is recommended that Council approve an amendment of the Council bylaws to eliminate the annual February meeting of Council as Part One III.5(b), effective February 29, 2020.*

Dr. Urquhart noted that the February Council meeting falls during reading week and quorum is difficult to reach. He reported that in consultation with the University Secretary's office it was determined that it would be difficult to re-coordinate the standing committees in line with a rescheduled February Council meeting. The Coordinating Committee had also consulted with University Registrar's office and determined from an academic calendaring standpoint that the proposed cancellation would be workable. He reported that reaching quorum challenging in February, but that a review of attendance records over the last few years indicates that attendance is lowest in February, May and June.

CARRIED

## 11. Nominations Committee

Dr. Vicki Squires, chair of the Nominations Committee, presented two requests for decision.

### 11.1 Request for Decision Nomination to the University Review Committee (URC)

(SQUIRES/Urquhart): *It is recommended that Council approve the nomination of Joshua Lawson, College of Medicine, to serve as member of the University Review Committee effective immediately and continuing until June 30, 2022.*

The chair called for nominations from the floor three times. There were none.

CARRIED

### 11.2 Request for Decision: Nomination to the Policy Oversight Committee

(SQUIRES/Urquhart): *It is recommended that Council approve the nomination of Keith Walker, Department of Education Administration, to serve as member of the Policy Oversight Committee effective immediately and continuing until June 30, 2022.*

The chair called for nominations from the floor three times. There were none.

CARRIED

## 12. Academic Programs Committee

Dr. Ryan Brook, vice-chair of Academic Programs Committee, presented five requests for decision and one report for information as provided in the agenda materials as follows.

### 12.1 Request for Decision: Admissions Qualifications change – Biochemistry, Microbiology and Immunology graduate programs.

(BROOK/Fatoui): *It is recommended that Council approve the proposed changes to the admissions qualifications for Biochemistry, Microbiology, and Immunology, effective the 2021-22 admissions cycle.*

CARRIED

### 12.2 Request for Decision: Admissions Qualifications change – Master of Physical Therapy (MPT) program

(BROOK/Fatoui): *It is recommended that Council approve the proposed changes to the admissions qualifications for the Master of Physical Therapy (MPT) program, effective the 2021-22 admissions cycle.*

CARRIED

### 12.3 Request for Decision: Admissions Qualifications change – Doctor of Dental Medicine (DMD) program – pilot

(BROOK/Fatoui): *It is recommended that Council approve the proposed changes to the admissions qualifications for Doctor of Dental Medicine (DMD) program, as a pilot starting the 2021-22 admissions cycle and continuing for three (3) years.*

CARRIED

#### 12.4 Request for Decision: Doctor of Philosophy (PhD) in Precision Oral and Systemic Health

(BROOK/ Fatoui): *It is recommended that Council approve the proposed Doctor of Philosophy (PhD) program in Precision Oral and Systemic Health, effective May 2020.*

CARRIED

#### 12.5 Request for Decision: Master of International Public Management and Administration (MIPMA)

(BROOK/Fatoui): *It is recommended that Council approve the proposed Master of International Public Management and Administration (MIPMA) degree program, effective May 2020.*

CARRIED

#### 12.6 Report for Information: Deletion of the Postgraduate Diploma in Biochemistry

Approval for this decision is delegated to APC, which approved the deletion at its meeting on January 29, 2020. Dr. Brook reported that no students had been enrolled in the program for last 20 years.

### 14. Other business

None.

### 15. Question period

There was a comment that USask's data on administrative staff levels are no longer available to the researchers at Alex Usher's blog, given they recently reported that it is now password protected. There was a suggestion to the president that this be fixed, which he committed to look into and then to report back at the next Council meeting [table 1].

There was a suggestion that consideration should be given to how the proposed tuition strategy can support affordability and accessibility, particularly for Indigenous students in PhD programs. The provost replied that the strategy will be customized as we go along, in particular for Indigenous students. In addition, that domestic student support needs to be increased. E.g. in the next round of devolved scholarships from CGPS, and next round of deans' scholarships, Indigenous students should be prioritized in those processes.

A Council member commented that if the effect of a 10% increase is that 6.5% goes to support, the net increase is 3.5%, so why not raise tuition by 3.5% or by the net increase. The provost replied the status quo strategy does not give funding back to students. Dr. Crowe responded that we do not have enough money for all the graduate students, therefore are prioritizing research funding for students in thesis-based programs.

A student asked how and when was graduate students were informed of the townhall that occurred for tuition consultation. Dr. Crowe indicated he would report back on this [table 1].

There was a question for clarification about who the tuition increases apply to and to whom the funding applies. Dr. Crowe responded that the tuition increases apply to thesis, project, course-based graduate programs, but they do not apply to programs with non-standard tuition like the MBA, MPH, or MPAcc.

He reiterated that the funding applies to thesis-based students in support of the research mission of the university.

## 16. Adjournment

(Urquhart): The meeting was adjourned by motion.

Table 1. Action items

Section	Action item	Responsible
p.2 s.7	Update on the University's wellness strategy for students	Dr. Patti McDougall
p.2 s.8	Report back on tuition consultations	Dr. Tony Vannelli
p.6 s.15	Review restrictions on external access to USask administrative costs data	Dr. Peter Stoicheff
p.6 s.15	Provide dates of notice for graduate student townhall	Dr. Trevor Crowe

### Attachments

1. Appendix A – Attendance from the meeting of February 20, 2020
2. Appendix B – Proposed Graduate Student Financial Support and Tuition presentation

*Next meeting March 19, 2020 – Please send regrets to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca).*

*Deadline for submission of motions to the coordinating committee: February 24, 2020.*



## COUNCIL ATTENDANCE 2019-2020

## Attendnace Summary - Voting Participants

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
Aitken, Alec	R	P	P	P	P	P				
Alcorn, Jane	A	A	A	A	A	P				
Bell, Scott	n/a	n/a	n/a	P	P	P				
Berry, Lois	R	P	R	P	P	R				
Blakley, Jill	R	P	R	P	P	A				
Boland, Mark	P	P	P	P	P	A				
Bonham-Smith, Peta	P	P	P	P	R	P				
Brook, Ryan	P	P	P	R	A	P				
Brothwell, Doug	R	P	P	R	P	P				
Bruni-Bossio, Vince	A	P	R	P	P	P				
Buhr, Mary	P	R	R	P	A	P				
Burgess, David	P	P	P	P	R	R				
Card, Claire	P	P	P	P	P	P				
Carter, Mark	P	P	P	A	A	A				
Chernoff, Egan	A	A	A	A	A	A				
Chibbar, Ravindra	P	R	P	P	P	R				
Crowe, Trevor	P	P	P	P	P	P				
D'Eon, Marcel	P	P	A	P	A	P				
Dawson, DeDe	P	P	P	R	P	P	Sabbatical (Jan-Jun 2020)			She will attend if in the city
de Boer, Dirk	P	P	R	P	R	P				
Delbaere, Marjorie	P	R	R	P	P	R				
Deters, Ralph	P	P	P	P	A	P				
Detmer, Susan	P	P	P	P	P	R				
Dick, Rainer	P	P	P	P	P	P				
Dobson, Roy	P	R	P	P	P	R				
Downe, Pamela	P	P	R	P	R	P				
Elias, Lorin	P	P	P	R	P	R				
Engler-Stringer, Rachel	P	R	P	P	P	R				
Eskiw, Christopher	A	A	A	A	A	A				
Fonseca, Alejandra	P	P	P	P	A	P				
Flynn, Kevin	P	P	R	P	P	P				
Foley, Sarah	P	R	P	P	R	R	R	R	R	R
Fotohui, Reza	R	P	R	P	P	A				
Freeman, Doug	R	R	P	P	R	R				
Gabriel, Andrew	A	P	A	P	P	A				
Gillis, Glen	P	P	P	P	Sabbatical (Jan-Jun 2020)					
Gjevre, John	P	R	R	P	P	P				
Harrison, William	A	A	A	P	A	P				
Henry, Carol	R	A	P	A	P	R				
Illing, Kate	A	R	A	A	A	A				
Jamali, Nadeem	P	P	P	P	R	R				
Jensen, Gordon	P	R	A	P	R	R				
Jones, Paul	R	P	P	P	P	R				
Just, Melissa	R	R	P	P	P	R				
Kalra, Jay	P	A	P	R	R	R				
Kelly, Timothy	P	P	P	P	P	P				
Khandelwal, Ramji	P	R	P	P	R	P				
Klassen, Lauren	A	A	A	A	P	A				
Ko, Seok-Bum	P	P	R	R	R	A				
Kresta, Suzanne	P	R	A	A	R	P				
Kumaran, Arul	P	A	P	A	A	R				
Lamb, Eric	P	P	P	P	P	R				
Lane, Jeffrey	P	A	P	P	P	R				
Langhorst, Barbara	R	R	R	P	R	R				
Lanovaz, Joel	P	P	P	P	P	R				
Lindenschmidt, Karl	P	P	A	P	P	P				
London, Chad	P	P	P	P	R	P				
Luke, Iain	R	A	R	R	R	A				

She will attend if in the city

Regrets for Feb-Jun meetings-may

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
Macfarlane, Cal	A	R	A	A	A	A				
MacLean, Jason	R	A	A	R	A	A				
Manley-Tannis, Richard	P	R	P	A	P	R				
Markham, Taylor	A	A	A	A	A	A				
McEwen, Alexa	A	R	R	P	R	A				
Mousseau, Darrell	P	P	P	P	P	P				
Murphy, JoAnn	P	P	P	P	P	R				
Neufeld, Matthew	P	P	P	P	P	P				
Papagerakis, Petros	A	A	P	P	P	P				
Phillipson, Martin	P	P	P	P	A	P				
Pocha, Sheila	P	A	A	A	A	A				
Poettcker, Grant	A	A	A	A	A	A				
Power, Sarah	A	A	A	A	A	A				
Prytula, Michelle	P	R	P	P	R	R				
Racine, Louise	R	R	R	R	R	A				
Reaser, Isaac	A	A	n/a-resigned as of Nov 2019 and replaced by Celeste Robillard							
Risling, Tracie	P	P	R	R	P	P				
Robillard, Celeste	n/a	n/a	A	R	P	A				
Sarty, Gordon	P	P	P	P	P	R				
Saxena, Anurag	A	P	A	P	R	A				
Shevyakov, Alexey	P	A	P	R	P	P				
Shin, Hyunjung	P	P	P	R	P	R				
Singh, Jaswant	A	P	P	P	P	R				
Smith, Charles	P	A	A	A	A	A				
Smith, Preston	R	A	P	R	P	P				
Smith, Martha	P	P	P	P	P	P				
Soltan, Jafar	P	P	P	P	P	P				
Somerville, Kara	P	R	P	R	P	A				
Spurr, Shelley	P	P	P	P	R	R				
Squires, Vicki	P	A	P	P	R	P				
Stoicheff, Peter	P	R	P	P	P	P				
Stuart, Glenn	P	P	A	P	P	P				
Swidrovich, Jaris	P	R	P	R	P	R				
Urquhart, Stephen	P	P	P	P	P	P				
Vannelli, Tony	P	P	P	P	P	P				
Waldner, Cheryl	P	P	P	P	R	R				
Walker, Keith	P	R	P	P	R	P				
Willenborg, Christian	P	R	R	P	P	P				
Willness, Chelsea	P	P	n/a-resigned as of Oct 31, 2019 and will be part of non-voting as of Jan 1, 2020							
Willoughby, Keith	P	P	P	P	P	R				
Wilson, Jay	P	P	P	P	P	R				
Wilson, Lee	P	A	P	P	P	P				
Woods, Phil	P	P	P	P	P	P				
Wotherspoon, Terry	P	P	P	P	P	R				
Yao, Yansun	Sabbatical (Sep-Dec 2019)				A	P				
Zello, Gordon	R	R	R	P	A	P				
Zhang, Chris	P	P	P	P	P	P				

**COUNCIL ATTENDANCE 2019-2020**

**Attendance Summary - Non-voting participants**

<b>Name</b>	<b>Sept 19</b>	<b>Oct 17</b>	<b>Nov 21</b>	<b>Dec 19</b>	<b>Jan 16</b>	<b>Feb 20</b>	<b>Mar 19</b>	<b>Apr 16</b>	<b>May 21</b>	<b>June 18</b>
Bilson, Beth	P	P	P	P	Jan 2020-B. Bilson has moved from the OUS Dept					
Chad, Karen	P	P	P	P	P	A				
Doig, Anne	n/a	n/a	P	P	P	P				
Ezekwesili, Chiamaka	n/a	n/a	A	A	A	A				
Fowler, Greg	A	P	A	A	P	A				
Isinger, Russell	P	P	P	P	P	A				
McDougall, Patricia	P	A	P	P	R	A				
Mendoza, Mery	P	P	P	R	P	P				
Morrison, Karen	R	P	P	P	P	P				
Munoz Pimentel, Carlos	P	P	P	R	P	P				
Osburn, Debra Pozega	P	P	R	P	P	P				
Ottmann, Jacqueline	P	A	A	A	A	P				
Ratt-Misponas, Regan	P	A	P	P	R	A				
Still, Carl	P	R	R	P	P	R				
Willness, Chelsea	n/a-C. Willness started with OUS Jan 1, 2020				P	P				

# Proposed Graduate Student Financial Support and Tuition

**Tony Vannelli – Provost and Vice-President Academic**

**Trever Crowe – Interim Dean, College of Graduate and Postdoctoral Studies**

**Consultation with University Council  
February 20, 2020**

# Agenda

- Rationale
- Proposed Financial Support
- Proposed Tuition
- Examples
- Next Steps

# Rationale

- Conducted a review of student support across Canada – USask continues to be one of the lowest within the U15
  - Looked at total support (bursaries, awards, scholarships, fellowships, employment-based income) provided to thesis-based students and current levels were unacceptable to the university
- Need to ensure a sustainable student financial support strategy to retain and attract the best students
- USask commitment to research excellence and innovation requires a commitment to recruit more strong students into grad studies

# Proposed Financial Support

- \$2M in new support added annually
  - Results in \$10M put directly into student support by 24/25 which is two thirds of the annual incremental tuition
  - Remainder of incremental tuition will be used to support excellence in research, teaching and learning, and the graduate student experience at USask
- To ensure students currently enrolled in graduate programs at USask are not disadvantaged by this tuition increase, they will receive bursaries to offset the increase
  - bursaries will be provided to **every current graduate student** for one year and up to three years for students in a PhD program
- Implement in September 2020 tuition scholarships for new domestic students
  - These scholarships will be available for 20/21 and 21/22 and will cover the difference between an average tuition increase and the proposed increase



# Proposed Financial Support

- Implement international differential tuition scholarships in September 2020 for all new students in a thesis-based program
  - Value of the scholarships will cover difference between tuition amount assessed to an international student and amount assessed to a domestic student therefore **international students will pay equivalent of domestic tuition**
  - Roughly 80% of new international thesis based students will qualify for this support
- September 2022, offer scholarships to new graduate students registered in thesis-based programs and receiving stipends from Tri-Agency (NSERC, SSHRC, CIHR) research funds
  - Provide scholarship awards that would match student tri-agency stipends to a predetermined maximum

# Principles of Tuition Rate Setting

- Enabling Quality
- Affordability and Accessibility
- Comparability
- Predictability
- Transparency Through Consultation

# Proposed Tuition

- To be applied over the next five years (2020-21 to 2024-25) - ***subject to approval in March 2020:***
  - Standard per-term rate assessed to students in project-based and thesis-based programs: 10% per year increase
  - Standard per-credit-unit rate assessed to students in course-based programs: 14.75% per year increase
  - International differential multiplier: increase by 6.9% per year

# Proposed Tuition

- Rates are set in advance of the annual provincial budget announcement; are not set in relation to provincial funding but in relation to our tuition principles
- Provides colleges and schools with resources to improve services for students and provide attractive academic programming compared to our peers
- Continuing to maintain the lowest levels of graduate student supports, due to the lowest graduate tuition rates among U15 universities, will continue to disadvantage the university in maintaining student support, program quality, student services, and faculty recruitment

# Examples

- No typical scenario for graduate students - outlined how five common student profiles may be affected by financial support and corresponding tuition increase
- Assumptions:
  - PhD student completes program in 48 months
  - Stipend – amount shown for illustrative purposes as amount can vary by student/program/supervisor
  - Teaching Assistantship - subject to changes in the negotiated collective agreement with PSAC
  - Not all financial support scenarios are shown as students are often eligible to receive other internally or externally funded bursaries/scholarships/awards

# Continuing Domestic Student

PhD program; started September 2019; 48 months to complete

## Example – 20/21 Support

Stipend =	\$12,000
Bursary =	\$298
Scholarship =	
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$4,686</b>

**NET Support = \$11,460**

## Example – 22/23 Support

Stipend =	\$12,000
Bursary =	\$1,015
Scholarship =	
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$5,670</b>

**NET Support = \$11,193**

\* Change in NET support between years is due to average 3% annual tuition increase

# Continuing International Student

PhD program; started September 2019; 48 months to complete

## Example – 20/21 Support

Stipend =	\$12,000
Bursary =	\$777
Scholarship =	
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$7,919</b>

**NET Support = \$8,706**

## Example – 22/23 Support

Stipend =	\$12,000
Bursary =	\$2,903
Scholarship =	
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$10,943</b>

**NET Support = \$7,808**

\* Change in NET support between years is due to average 6.1% tuition increase



# New Domestic Student

PhD program; started September 2020; 48 months to complete

## Example – 20/21 Support

Stipend =	\$12,000
Bursary =	\$
Scholarship =	\$298
Teaching assistantship =	\$3,848
(minus) Tuition =	\$4,686

**NET Support = \$11,460**

## Example – 23/24 Support

Stipend =	\$12,000
Bursary =	\$
Scholarship =	\$
Teaching assistantship =	\$3,848
(minus) Tuition =	\$6,237

**NET Support = \$9,611**

\* Bursary provided for 20/21 and 21/22

# New International Student

PhD program; started September **2020**; 48 months to complete

## Example – 20/21 Support

Stipend =	\$12,000
Bursary =	
Scholarship =	\$3,233
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$7,919</b>

**NET Support = \$11,162**

## Example – 23/24 Support

Stipend =	\$12,000
Bursary =	
Scholarship =	\$6,611
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$12,848</b>

**NET Support = \$9,611**

\* Net of tuition and bursary is equivalent to the domestic rate (\$4,686 20/21; \$6,237 23/24)

# New Student – Tri-Agency Match

PhD program; started September **2022**; 48 months to complete

## Domestic Example – 22/23 Support

Stipend =	\$12,000
Bursary =	\$
Scholarship =	\$
Tri-Agency match scholarship =	\$8,000*
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$5,670</b>

**NET Support = \$18,178**

## International Example – 22/23 Support

Stipend =	\$12,000
Bursary =	\$
Scholarship =	\$5,273
Tri-Agency match scholarship =	\$8,000*
Teaching assistantship =	\$3,848
<b>(minus) Tuition =</b>	<b>\$10,943</b>

**NET Support = \$18,178**

\* Consultations will occur with colleges to determine amount and process for application of this matching scholarship

# Next Steps

- CGPS Dean will answer questions raised by individual students and faculty
- Continued GSA consultation:
  - Meeting with GSA Executive tomorrow
  - GSA Executive meeting with Dean's Council – date TBD
- CGPS Dean and Provost will be communicating plan to the Board at March meeting
- Consultations regarding tri-agency match scholarship
- Issues being considered:
  - Completion of current students – ensure strong graduate experience
  - Terms of support (ie: New Domestic Students) and time of completion (MSc and PhD)
  - Other gaps in funding scenarios
- Five year plan that will require ongoing monitoring, consultations and adjustments

## PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

March 2020

**SPECIAL MESSAGE TO COUNCIL MEMBERS: USask response to COVID-19**

The University of Saskatchewan has been closely monitoring, preparing for and responding to the quickly evolving COVID-19 situation, which was recently declared a pandemic by the World Health Organization. Our efforts at the University of Saskatchewan are focused on ensuring the health and safety of our campus community while maintaining, as appropriate and as best we can, our operations. As we evaluate how we do operate during the COVID-19 situation, we will continue to provide updates to the university's responses. All recommendations will follow the best health-related, governmental and post-secondary sector advice and information available, and will be implemented to keep our campus community safe with as little disruption as possible to our students and employees. All updates are available at [updates.usask.ca](https://updates.usask.ca).

Each of us is experiencing much pressure and uncertainty at the moment, given the rapid developments of the pandemic. These are indeed challenging times for everyone in the world, and it is important that we remain as calm, clear in our thinking, informed by evidence, and communicative as possible. Being aware of the decisions being made by other sectors, and our own, is equally important. None of that is easy.

It is equally important for us all to support each other and to share concerns and advice and experiences. I can see that the Covid-19 pandemic is not only about physical health. As we increase the social distance between ourselves, and see the number of opportunities for socializing become drastically reduced around us and at the university, our mental health and that of our colleagues and friends will be impacted. I encourage you to find opportunities to keep yourselves mentally healthy and to take advantage of them — walking and exercising, staying connected with friends and colleagues and family.

Because I was in the U.S. until Sunday for university business, I am currently in self-isolation for the recommended two weeks. Many of the events and meetings I would otherwise have attended are now being held remotely, such as Council this week. I will be connected continually by email, text, phone and all other means available to me. Please do not hesitate to be in touch about anything of importance to you that you would otherwise have met with me or contacted me about.

I reiterate my appreciation to all of you for your understanding, and your continuing rapid responses to necessary changes being implemented at the university during these challenging times: I know that faculty, students, staff, and administrators have had to make, and endure, enormous changes to their work and personal lives. I and we are also indebted to the work that the Crisis Management Team and the Crisis Operations Team have undertaken to help ensure we are in the responsible and accountable place we are currently in. I understand this is a time of uncertainty and concern, but please be reassured by our planning process in this situation, and know that the health and safety of our campus community is our top priority. Difficult and unprecedented decisions will continue to be required of us. I thank you for your understanding, for making these decisions, for your support of these decisions, and for your support for each other in these difficult times.

Best regards,  
Peter

## **VIDO-InterVac-led research team at USask awarded funding to fight coronavirus**

The University of Saskatchewan is at the forefront of the international effort to fight the coronavirus. A USask research team lead by Darryl Falzarano of VIDO-InterVac, along with collaborating scientists from across the country, were awarded almost \$1million to develop animal models and test vaccine candidates for effectiveness and safety. VIDO-InterVac's Containment level 3 facility was built specifically for these types of situations and is ideally positioned to lead this type of project. The facility is also recognized for having developed animal models for other human diseases, including tuberculosis. To help improve Canada's response and emergency preparedness, VIDO-InterVac is building a pilot-scale vaccine manufacturing facility. Other VIDO-InterVac researchers involved in the project include Dr. Vladi Karniychuk, Qiang Liu and Sylvia van den Derk.

## **Third annual māmowī āsohtētān Truth and Reconciliation Forum a success**

On Friday, February 27<sup>th</sup>, I had the opportunity to attend the third annual māmowī āsohtētān 'Let's Cross this Together' Internal Truth and Reconciliation Forum hosted by our Office of Indigenous Engagement. It was a true honor to be a part of this event and to be able to hear from distinguished Indigenous leaders including Phil Fontaine and the Lieutenant Governor of Saskatchewan, the Honorable Russ Merasty. Members from across our campus community had the opportunity to attend and be a part of this very important discussion. I want to extend a sincere thank you to Dr. Jackie Ottman and her organizing committee for the hard work invested in delivering on such a successful event.

## **College of Medicine receives top accreditation results**

I want to congratulate the College of Medicine, and specifically Dean Preston Smith, for achieving strong results from the Committee on Accreditation of Canadian Medical Schools (CACMS). The College of Medicine has now earned the approval of the accrediting body across all 93 areas CACMS reviewed and will not be required to host another site visit until 2025 or 2026. I am proud of this achievement, given the efforts of faculty and staff to ensure this positive outcome.

## **\$1.7M awarded by Health Canada for USask pilot project on opioid use**

In early March, I had the opportunity to host the Honorable Jim Carr on campus to announce \$1.7M in research funding to implement and assess a new pharmacist-led interprofessional model for chronic pain management aimed at helping to reduce opioid use and improve patient health. USask pharmacy researchers Drs. Derek Jorgenson and Katelyn Halpape will lead a team to implement and test the new approach. This will particularly benefit people at high risk of harm from opioids by identifying those who are good candidates for tapering down opioid doses.

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March 19, 2020

In the loom of the provincial budget, the USSU has been advocating for six demands that could help make post-secondary more affordable and more accessible for students. These included:

- Increase to Unrestricted Institutional Funding
- Reasonable and Predictable Tuition Policy
- Open Educational Resources from the Saskatchewan Advantage Scholarship
- Scholarships, Grants and Bursaries for International Students
- Elimination of Interest on Student Loans
- Tuition Waiver for Students in Foster Care

On February 27, 2020, the USSU hosted a Rally for Students in front of Administration Place to highlight these points, and met with the Honourable Tina Beaudry-Mellor, Minister of Advanced Education that same evening to advocate having these included in the newly released budget.

We were happy to host Women in Leadership, an annual event that celebrates the achievements of amazing leaders within our community. This month also saw the presenting of our organization budget to the University Students' Council. Joseph Naytowhow, our USSU Indigenous Knowledge Keeper, spent the day in the College of Engineering on February 24 where he spoke to students at the noon hour in the Saskatoon Engineering Students' Society, spoke to a classroom of students, and faculty with Dean Kresta in attendance.

Here's what to expect for the remainder of March:

On March 25 and 26, students will be deciding on who serves them as their new USSU Executive Team. We are pleased to see many wonderful candidates running in this election and hope to have many students participate in this new election process.



University of Saskatchewan Graduate Students' Association

**University Council Report, March 2020**

Dear Members of University Council,

The GSA is focused on the organization of the **Three-Minute Thesis competition and Annual Gala**. Three Minute Thesis competition will be held on **March 27th** at the GSA Commons. We encourage faculty and members of the University to join us to celebrate with us the research and scholarly activity of our graduate students. The Annual Gala will be held on **April 4th, 2020** at the Remail Modern Museum. We are hopeful that members of the campus community will join us on this day to celebrate our graduate students and their successes. We thank each of our financial supporters as these events could not be possible without their support.

Additionally, the GSA has released a statement describing the GSA's position with regards to the proposed tuition hikes. See document attached.

The GSA is open to discuss concerns, ideas/initiatives that graduate students, faculty member and the campus community may have. We look forward to continue working with all of you for the betterment of our graduate students.

Mery Mendoza

President, Graduate Students' Association



**GRADUATE STUDENTS'  
ASSOCIATION**  
University of Saskatchewan



Emmanuel and St. Chad Chapel  
1337 College Drive  
Saskatoon, SK, S7N 0W6  
(306)-966-8471  
gsa.admn@usask.ca

For Immediate Release  
March 5, 2020

## **Graduate Students' Association against Proposed Tuition Hikes**

SASKATOON - The Graduate Students' Association is strongly against the proposed five year graduate tuition hikes of:

- **14.75%** for course-based graduate programs;
- **10%** for project/thesis-based graduate programs;
- **6.9%** in the international differential multiplier.

After 5 years, this proposal will see:

- **Course-based** domestic students pay an additional **99%** tuition, and international students pay an additional **177%** tuition;
- **Project/thesis-based** domestic students pay an additional **61% tuition**, and international students pay an additional **124%** tuition.

Graduate students are critical to scientific discovery, innovation, technology, and play an important role in the research and teaching productivity of our institution. More than 2000 graduate students are in thesis/project-based programs, working in interdisciplinary research, collaborating with facilities and institutions nationally and internationally, and publishing quality research. Unfortunately, close to 40% of those graduate students do not receive any type of stipend for the work they perform, and more than 50% of our graduate students have a second or third part-time job to balance the financial costs of tuition and living expenses.

This proposal creates even more barriers to our graduate students, threatens the quality of research and teaching at the university, and forces students to turn down prospective research supervisors that may have drawn them to the University of Saskatchewan. Furthermore, as a result of these tuition hikes, education becomes increasingly more unaffordable and inaccessible, exacerbating the socioeconomic element with respect to obtaining higher levels of education; thus, impacting career choices, and ultimately adversely influencing the ability of our future generations to contribute to the economy of this province and country.

Let us not focus our attention on increasing tuition to reach the U15 median, but instead realign our goals to increasing supports, stipends, scholarships, teaching assistantship salaries and fellowships so that our graduate students are financially secure.

*The University of Saskatchewan Graduate Students' Association represents over 4000 graduate students distributed over the 17 schools and colleges.*

For more information, please contact Emerita Mendoza at gsa.pres@usask.ca or 306-966-8471.

**UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Vicki Squires, chair, nominations committee of Council

**DATE OF MEETING:** March 19, 2020

**SUBJECT:** Nomination to the search committee for the provost and vice-president, academic

**DECISION REQUESTED:**

*It is recommended that Council approve the nomination of the following individuals to the Provost Search Committee effective immediately:*

*One (1) Council member appointed by Council; must hold a senior administrative position*

*i. Keith Willoughby, dean, Edwards School of Business*

*Four (4) GAA members appointed by Council*

*ii. Loleen Berdahl, professor and department head, Political Studies*

*iii. Jaswant Singh, professor, Dpt. of Veterinary Biomedical Sciences*

*iv. Donna Goodridge, professor, College of Medicine*

*v. Bonita Beatty, associate professor, Dpt. of Indigenous Studies*

**DISCUSSION SUMMARY**

Keith Willoughby is nominated as a Council member who also holds a senior administrative position.

The other four individuals are nominated as members of the GAA appointed by Council.

All nominees were selected based on rank, representation of departments and disciplines, diversity, and gender.

**ATTACHMENT(S):**

1. Search and Review Procedures Appendix B

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Susan Detmer, chair, Academic Programs Committee

**DATE OF MEETING:** March 19, 2020

**SUBJECT:** **Language Teacher Education Program (LTEP) for the Bachelor of Education (B.Ed.) degree program**

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the Language Teacher Education program  
for the Bachelor of Education program, effective May 2021.*

**PURPOSE:**

Council has responsibility for approving new degrees and degree-level programs.

**CONTEXT AND BACKGROUND:**

The College of Education is proposing a new route for the B.Ed. program: the Language Teacher Education Program (LTEP). The program will focus on teacher preparation for teachers of Cree and French and will include new methods courses for each language stream, taught in that language. The new courses will focus on second language pedagogy, curricula, and assessment knowledge.

The program route is developed in response to continued increases in second or additional language education programs, including a steady growth in immersion enrolment. Though the College of Education has attempted to meet the needs of serve the need for trained teachers in French and Cree through the Modern Languages teaching area, this has not allowed students the opportunities for training in planning, curricula, pedagogy or assessment in the language of instruction. The program will be offered initially in French and Cree, but there is the intent of adding Michif as well as additional Indigenous and Heritage languages over time. This multi-lingual approach is unique in Canada.

This program aligns with the needs of the Ministry of Education and Saskatchewan school boards, particularly those in the central and northern regions of the province. While the University of Regina offers a baccalaureate program through its Faculty of Education, it acknowledges that it does not have capacity to meet demand for French language teachers in the province.

The LTEP is a four-year, 120 credit unit degree program leading to a B.Ed. degree. Students in the LTEP program will take four education methodology courses in either French or Cree (depending on their focus). All students in the LTEP program will also enroll in the newly developed ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners.

The Academic Programs Committee reviewed the proposed program at its February 12, 2020 meeting. The committee is supportive of the program and the program design that will allow it to grow to include additional languages. The committee voted to recommend that Council approve this program.

**FURTHER ACTION REQUIRED:**

Tuition associated with this program will be approved as per the Tuition and Fees Authorization Policy.

**ATTACHMENTS:**

- 1. Proposal for Academic or Curricular Change – Language Teacher Education Program (LTEP) route for the College of Education Bachelor of Education Degree**



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Language Teacher Education Program (LTEP) Route for the College of Education Bachelor of Education Degree

Degree(s): Bachelor of Education

Field(s) of Specialization: Early/Middle Years

Level(s) of Concentration: Undergraduate

Option(s): N/A

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Dawn Wallin, Associate Dean of Undergraduate Programs, (306) 966-7560, [dawn.wallin@usask.ca](mailto:dawn.wallin@usask.ca)

Proposed date of implementation: September 2021

### Proposal Document

#### 1. Academic justification:

##### Academic Justification

Within the Province of Saskatchewan, there exists a variety of opportunities for Pre-Kindergarten to Grade 12 students to learn a second or additional language in immersion, bilingual, intensive or core settings. Provincial school divisions and Indigenous communities have experienced an increase in demand for fluent and trained teachers to deliver these programs. Some of the reasons for this demand include Saskatchewan's growing immigrant population, language revitalization efforts in response to the Truth and Reconciliation Commission of Canada: *Calls to Action* (2015), and growing concerns from the francophone community that language programming is a vital Constitutional and cultural right that should not be eroded. Senior administrators and Tribal Council leaders have had to recruit teachers from outside of the province to address the lack of qualified language teachers within the province of Saskatchewan.

The proposed LTEP route responds to the needs of practicing professionals in school systems where second-language programs (immersion, bilingual, and core) are currently delivered or in the development stages. Courses within the new program will focus on second language pedagogy, curricula and assessment knowledge as well as specific attention to culture, identity, and language revitalization. Providing Cree and French Education courses will deepen the professional study for teacher candidates and respects the Saskatchewan Professional Teacher Regulatory Board (SPTRB) requirements for teacher certification in Saskatchewan. In Saskatchewan: Registered teachers are “qualified, competent and trustworthy; the public has confidence in the teaching profession; students achieve their highest learning potential” (SPTRB, 2017).

The College of Education does not offer any methodology courses in a language other than English within the current Bachelor of Education program routes. Teacher candidates choosing Modern Languages as a teaching area receive no teaching methodology courses in their language of instruction. The Language Teacher Education Program (LTEP) route will support these teacher candidates by offering methodology courses in Cree or French, as well as coursework that focuses on teaching in second language settings. The LTEP route will focus on teacher preparation for teachers of Cree and French streams in its initial design, with the intent of adding Michif, additional Indigenous languages (hopefully Dakota and Saukteaux in time), and heritage languages as courses become available. This program would result in targeted teacher training that responds to the demands and needs of:

- University of Saskatchewan current and prospective students.
- Future employers, school divisions, and Tribal Councils in Saskatchewan.
- Pre-Kindergarten to Grade 12 students who would receive improved learning experiences in language programs and classroom settings.
- Communities interested in language preservation and revitalization.

Within the LTEP route, the College of Education has developed nine three-credit unit Education methods courses offered by the Curriculum Studies Department. One course will be taught in English, four in Cree and four in French depending on the language stream of choice for Teaching Area 1 (or major). These courses will be open to Education students only. The remaining courses are already created and offered through the College of Education or the College of Arts and Science that are currently offered in other Bachelor of Education program routes.

### **Student Demand**

Within the Province of Saskatchewan, there is currently a variety of opportunities for Pre-Kindergarten to Grade 12 students to learn a second or additional language in an immersion, bilingual, intensive or core setting. Data provided to the College of Education in October 2018 from surrounding school divisions indicate that student enrolment in language programs has steadily increased over the last five years. Projections for the next five years indicate a continuous increase (Table 1). Due to this increase in student enrolment, provincial school divisions and Indigenous communities have experienced an increase in demand for fluent and trained teachers to deliver these programs. The College of Education has attempted to serve the needs of students who have Cree or French as their primary focus with the Modern Languages Teaching Area by placing them in field experiences in schools that offer these language programs. However, these students are not trained in planning, curricula, pedagogy or assessment in their language of choice, which is a significant limitation of our attempts to “make do” with these students. We lose students, or potential students, each year who choose other programs that can provide teacher education methods courses in other languages.

Unfortunately, those potential students in central and northern Saskatchewan who would most likely choose the University of Saskatchewan for their preparation program relocate to other regions to enroll in language-focused teacher education programs. They tend to remain in those areas because they obtain employment from the schools in which they have completed field experiences, and do not return to central and northern Saskatchewan. We are continually losing the potential market of student demand for those interested in becoming language teachers, and as a consequence, we are not serving the market needs of the local employers and educational partners whose language programs are growing.

<b>Table 1</b> <i>Student Enrolment in Current Language Programs Based on Letters of Support (November 2018)</i>		
<b>School Division or School</b>	<b>Student Enrolment Increase in the Last 5 Years</b>	<b>Projected Student Enrolment Increase in the Next 5 Years</b>
Northern Lights School Division	Continually rising in both Indigenous and French	No data provided
Greater Saskatoon Catholic School Division	+ 754 French +192 Cree -63 Ukrainian	+600 French +243 Cree -13 Ukrainian
Saskatoon Public School Division	+928 French +141 Cree	+650 French
Light of Christ School Division	+28 French	+19 French
Ile-à-la-Crosse School Division	Currently 400 Michif	No data provided
Sun West School Division	No language programs	No language programs
Conseil des écoles fransaskoises	Currently 2,000 French	+180 French
Lloydminster Catholic School Division	+79 French	+102 French
Prairie Spirit School Division	New French Immersion Program Currently 28 students Cree program in 2 schools	
Saskatchewan Rivers School Division	Currently 650 French Exploring Cree Bilingual program	+100 French
Northwest School Division	Currently have French and Cree programs No data provided	No data provided
Lloydminster Public School Division	Currently 2,486 French Currently 149 Cree	No data provided

## **Alignment with College and University Plan, Vision, Mission, Values**

### **Priorities of the College Plan and Integrated Plan**

The proposed LTEP is a strategic and visionary plan that aligns with the College of Education Strategic Plan, the University Plan as well as the Ministry of Education Sector Plan. This program route also responds to the *Vision 2030: Saskatchewan's Post-Secondary Education in French Strategic Areas of Focus* and, as previously mentioned, the Truth and Reconciliation Commission of Canada's *Calls to Action*. Nowhere else does there exist a language teacher education program that allows for a multi-lingual approach to teacher preparation. This program

would be one of a kind, and would provide learners with opportunities to study with teacher candidates in their language of choice, with learners who have chosen a different language, and with students in other program routes who are studying in English. Such diversity would bring English, French, and Indigenous language learners together with a focus on language revitalization and culture. It also allows the College of Education to reduce costs and increase efficiency in programming options as students are placed in flexible programming options in courses that exist across multiple program routes. To that end, we have created innovative programming that is educationally sound from a learning perspective, supports diversity and cross-cultural learning across multiple cultures and language groups, and is programmatically efficient.

### **Alignment with the College of Education Mission, Vision, and Strategic Plan**

This program is *innovative* and will *impact* our social fabric in important ways as teacher candidates are prepared to teach in Cree or French language settings, with the potential for other languages to be added once capacity is developed. The focus on language revitalization, transformational pedagogy and cross-cultural competencies will assist teacher candidates in “*building a positive foundation for a stronger and healthier future*” (College of Education Strategic Plan 2025). The presentation and development of pedagogical practices and linguistic fluency acknowledge the province’s *cultural and linguistic diversity*. This program responds to provincial and national linguistic and cultural priorities for Indigenous, non-Indigenous, and newcomer communities.

### **Alignment with the College of Education 2025 Strategic Plan:**

- Area 1: Intensify research and discovery: This program will make a *local and global difference* by producing teachers exposed to and comfortable teaching in language settings that incorporate cultural responsive pedagogies, language methodologies, and cross-cultural settings. Its unique multi-lingual design offers possibilities for research in the area of quality teacher preparation programming that has never before been available as this program would be the first of its kind.
- Area 2: Create and champion excellence in teaching and learning: Teacher candidates will be *immersed* in Cree or French during course work and field experiences in order to improve individual *language proficiency* and *methodological prowess*. Teacher candidates will develop the capacity to plan, instruct, differentiate, and assess in a language other than English. Teaching and learning will be enhanced as the College better serves this unique group of students who currently are underserved by our undergraduate program.
- Area 3: Elevate respect, reputation, and engagement: There are currently limited Cree and no French methodology courses in second or first language teaching. This program route will respond to the needs of the *student, community, and the profession*. It will elevate respect from our public, Catholic, and First Nations educational partners, enhance our reputation for serving the linguistic needs of our diverse province, and foster engagement not only from potential employers, but also from undergraduate students who will be more likely to enroll in additional certificate or graduate programs.

### **Alignment with the University of Saskatchewan Plan 2025**

- Courageous Curiosity: It takes courage for students to wish to become language teachers. Many are not as fluent as they might hope to be in their language of choice.



Taking classes in a language other than English, and then learning to teach the language to others is not an easy task. The College is exhibiting courageous curiosity in this programmatic experiment to design the first-ever multi-lingual language teacher preparation program that has much research potential.

- **Boundless Collaboration:** The program addresses the provincial and national shortage for trained teachers in Cree and French language schools. The College has collaborated with our educational partners to learn more about their language teaching and learning needs. In fact, this particular program route arguably has been based on more consultation with different cultural, linguistic, and educational partners than any of our other program routes. The consultation list is added as an appendix to this proposal to demonstrate the extensive consultation that has been done (Appendix A). Appendix B provides letters of support from a number of educational partner groups. Students in the program will be enrolled in language streams as cohorts. To that end, language learners will collaborate in their programs with students who are learning their language of choice, those who are learning other languages, and those who are learning in English. Ongoing collaboration and consultation with school divisions, Tribal Councils and First Nations language keepers has occurred during the curricula writing stage. Surrounding provincial school divisions, Tribal Councils and First Nations Education Authorities have provided feedback outlining the need for teacher training in the areas of Cree and French language and culture. Visits to various communities that offer Cree, Michif, and French language programs have been very helpful for needs assessments and for creating relationships with key language keepers/experts who have helped to shape the design of the program route. These partnerships will continue as the need for field placements, professional development opportunities, and program renewal evolve.
- **Inspired Communities:** Students in this program will be embracing *manacihitowin* (respect for one another as they learn side by side). A portion of the program may occur in the communities where Cree or French is spoken. Students will be encouraged to participate in land-based experiences as well as language camps. Elders and cultural leaders will be incorporated in the interdisciplinary studies. Because language cannot be separated from culture, the opportunities to engage with linguistic communities can inspire language revitalization efforts and offer sustained academic programming support for the communities that are currently under-served.

### **Alignment with the Visions and Focus of External Bodies**

The course design aligns with the Ministry of Education's *Sector Strategic Plan, 2014-2020*. It will prepare teacher candidates to engage in language settings that demand of them curricular knowledge, differentiated instructional strategies, culturally and linguistically appropriate pedagogies, and authentic linguistic assessments. Community partnerships, First Nation, Métis, and Inuit perspectives and ways of knowing will be integrally embedded in all course outlines and resource selection.

The program responds to the *Visions 2030: Saskatchewan's Post-Secondary Education in French Strategic Areas of Focus* (January 31, 2017) by acknowledging French as an area of emerging demand; by providing resources and supports for credit programming in French; by responding to the call to meet the needs of French students; by promoting post-secondary education in French, and by creating opportunities for collaborative programming with other

universities to access French opportunities. It also aligns with a document created by the Department of Canadian Heritage from the Government of Canada entitled, *Investing in Our Future—2018-2023 Action Plan for Official Languages* that advocates for strengthening linguistic communities, strengthening access to linguistic services, and promoting a bilingual Canada.

Finally, the program aligns with the *Calls to Action* of the Truth and Reconciliation Commission:

- #13: *We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rites.*
- #16: We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

### **Student Demographic**

The LTEP route is designed for students who wish to teach pre-Kindergarten to Grade 8 educational programs that offer Cree and French. This program will attract students from Indigenous communities as well as French communities within the province and nation. This route is designed specifically for students in the College of Education.

### **Relationship to Other Programs**

**University of Saskatchewan College of Education:** This program is designed as a new Early/Middle Years program route for the existing Bachelor of Education degree. As noted earlier, students can currently enroll with a Modern Languages teaching area focusing on Cree or French, but there is no dedicated education coursework that supports them to learn to teach in language settings.

No current program routes within the college will be deleted or duplicated as a result of this offering. Eight new methodology courses have been developed in the language of instruction: four courses in Cree and four in French. Collaboration has occurred with instructors from the Curriculum Studies Department to reflect the methodological and teaching area focus of the current English methods courses. A ninth new course, ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners will be a compulsory course for all LTEP students.

**Other Universities:** This proposed program is unique by design and will be delivered in a cohort model of language learners (Cree and French) based on a linguistic stream (Cree or French). Students in the cohort will take some courses and participate in learning communities as a cohort group (Cree and French). These students will eventually branch out into language specific courses (Cree or French) as well as participate in field experience opportunities in their specific language. There is a proposed exchange or off-site learning experience for the cohort to support linguistic, cultural and teaching experiences. Some possibilities include an exchange agreement with a university that offers courses in French, or it could occur in a community-based setting where Cree language and culture are taught. We have been strategic in the vision for opportunities to study at other institutions or communities that can support language learning. We are aware that many language programs increase tuition significantly because of the opportunity to study in another site. However, we also know that many of our potential students live in communities of poverty, and many of them already have family commitments that would preclude them from studying at another site. To that end, we have created this program to provide an optional possibility for studying in another language site, but the program does not require it. This flexibility allows us to keep tuition the same as our other B.Ed. program

routes. If students are able to afford the costs associated with studying at another site, we would create that opportunity for them as we currently create them for study abroad opportunities. These opportunities will have the expectation that students cover their own costs for accommodation and travel similar to how we expect this of students who are in their extended practica. We have been in preliminary discussions with Faculté St. Boniface and a host of local Indigenous communities (e.g., Meadow Lake Tribal Council, etc.) that are interested in partnership agreements for supporting the delivery of the program.

Due to the unique design, there is no other university that currently offers a multilingual approach to language teacher education. There do exist a number of universities that provide French language teacher training such as University of Regina, Faculté St. Jean - University of Alberta, Faculté St. Boniface - University of Manitoba, University of Victoria, University of Calgary, and University of British Columbia. Some programs allow for Cree or Dene to be a major of study, but not all of the following have created language curricula and methodology courses: University of Regina (B.Ed. Indigenous), First Nations University (Dene Teacher Education Program), University of Alberta, University of Brandon (Program for the Education of Native Teachers), University College of the North, Blue Quills University, and University of Victoria (Indigenous Language Revitalization).

The main concern over duplication of program exists with the University of Regina. Our program route is designed as a multi-lingual, second language teacher education route, and not directly as a French teacher education program. However, the letter provided by the Dean of the Faculty of Education at the University of Regina, included in Appendix B, notes that the University of Regina's program is at capacity and is not meeting the demand. Thus, the U of R program will not serve the demonstrated need across the province. In addition, as noted above, we have lost students, and the potential local student market, for those in our central/northern area who move to other regions for programs and gain employment in those regions (particularly Regina/south). Employers and communities whose language programs are increasing cannot fill their needs for qualified teachers, and have been going out of province to hire. Finally, there are no plans underway to offer Dene language programming that is the language offered by First Nations University. Cree and Michif are of primary interest for this program route.

## 2. Admissions

The admission requirements for the LTEP route are the same as the Bachelor of Education, Early/Middle Years and Secondary program routes.

### Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
  - Grade 12 standing or equivalent.
  - Minimum average of 70% on five-subject high school average
  - Proficiency in English
  - One prerequisite subject from each of the following subject areas\*:
    - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30
    - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30
    - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30

- **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art

*\*An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.*

- **Regular Admission – post-secondary (18 credit units or more of transferable post-secondary):**
  - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
  - Proficiency in English.
  - No high school prerequisites required.
- **Special Mature Admission (less than 18 credit units of transferable post-secondary):**
  - 21 years of age by the first day of classes;
  - Have not previously attended university or college;
  - Have attempted or completed less than 18 credit units of post-secondary coursework;
  - Do not meet the standards for regular admission (this includes not having a Grade 12 standing, and/or not having a minimum admission average of 70%, and/or having deficiencies in the required Grade 12 courses/pre-requisites).
  - Proficiency in English

**Note: A student who meets the minimum admission average but is deficient in the required courses of study can hold Special (Mature) student status.**

### **Selection Criteria:**

Competitive ranked admission (top down by average) is in place to manage enrolment in the college.

- Academic record – 100% weighting but with the option for applicants to include information for subjective consideration by the College of Education, Admissions Subcommittee where circumstances might otherwise deem them inadmissible.
- Average is calculated on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution. Preference may be given to post-secondary applicants (18 credit units or more of transferable post-secondary coursework) with undersubscribed teaching areas, as determined by the College of Education Admissions Subcommittee. All applicants must meet minimum admission qualifications.

### **Special Consideration**

- Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant's admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they

choose to do so. Applicants who provide an optional statement may also be asked to provide contact information for two references who can attest to the applicant's knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.

### **3. Description of the program**

#### **Description of the Program**

As with the existing Bachelor of Education, the LTEP route is a four-year degree program comprised of 120 credit units. The Course and Program Catalogue entry can be found in Appendix C.

Nine new Education courses have been developed for the Language Teacher Education Program, eight of which are Education methodology courses. Four of the courses will be taught in Cree and will focus on Cree teaching methods for Early Years learners. Students in the Cree stream of the program will be required to take these four courses:

- ECUR 304.3: Cree Literacy in the Early Years
- ECUR 315.3: Cree Mathematics in the Early Years
- ECUR 321.3: Cree Science in the Early Years
- ECUR 384.3: Cree Social Studies in the Early Years

Four new courses will be taught in French and will focus on French teaching methods for Early/Middle Years learners. Students in the French stream of the program will be required to take these four courses:

- ECUR 306.3: Methods in Teaching Early/Middle Years French Language Arts
- ECUR 319.3: Methods in Teaching Early/Middle Years French Mathematics
- ECUR 329.3: Methods in Teaching Early/Middle Years Science in French
- ECUR 385.3: Methods in Teaching Early/Middle Years French Social Studies

All students in the LTEP program will be required to enrol in the newly developed ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners. An overview of the program and descriptions of the new courses that comprise the LTEP route are included below.

Years 1 & 2	
External Component (48 credit units) / Professional Study Component (12 credit units)	
<p><b>R C [R= Registered, C = Completed]</b></p> <p><input type="checkbox"/> <input type="checkbox"/> English 1 ____ .3*</p> <p><input type="checkbox"/> <input type="checkbox"/> Indigenous Studies <u>INDG 107.3</u><sup>^</sup> (or equivalent)</p> <p><input type="checkbox"/> <input type="checkbox"/> Mathematics/Statistics ____ .3*</p> <p><input type="checkbox"/> <input type="checkbox"/> Science ____ .3*</p> <p><input type="checkbox"/> <input type="checkbox"/> Social Sciences/ Social Studies ____ .3<sup>^</sup></p> <p><input type="checkbox"/> <input type="checkbox"/> Fine Arts ____ .3*</p> <p><input type="checkbox"/> <input type="checkbox"/> Kinesiology ____ .3*</p> <p><i>*If any course above is part of Teaching Area 2, then the requirement is fulfilled by courses within the Teaching Area.</i>  <i><sup>^</sup>If Social Studies or Indigenous Studies is the Teaching Area 2, then <b>one</b> of the requirements above is replaced with an external elective</i></p> <p><b>Professional Study Component:</b></p> <p><input type="checkbox"/> <input type="checkbox"/> EFDT 101.3: Introduction to Education</p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 163: Mathematical content Knowledge for Teaching School Mathematics <b>OR</b> ECUR 164.3: This is a Course about Science?</p> <p><input type="checkbox"/> <input type="checkbox"/> EPSE 202.3: Psychology Foundations of Teaching and Learning</p> <p><input type="checkbox"/> <input type="checkbox"/> EFDT 265.3: Foundations for FNMI Teaching and Learning  <b>OR</b> ECUR 265.3: Teaching for Reconciliation in the K to 12 Curricula</p>	<p><b>R C Teaching Area 1 (18 credit units) [Cree or French]</b></p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><b>Teaching Area 2 (12 credit units)</b></p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><input type="checkbox"/> <input type="checkbox"/> ____ .3</p> <p><b>Education Learning Communities:</b></p> <p><b>Year 1</b></p> <p><input type="checkbox"/> <input type="checkbox"/> EDLC 101.0: Community on Campus – Fall Term</p> <p><input type="checkbox"/> <input type="checkbox"/> EDLC 102.0: Community in the City – Winter Term</p> <p><b>Year 2</b></p> <p><input type="checkbox"/> <input type="checkbox"/> EDLC 201.0: Discovering Saskatchewan – Fall Term</p> <p><input type="checkbox"/> <input type="checkbox"/> EDLC 202.0: Global Community – Winter Term</p>
<p><b>Year 2 - Spring Session</b></p> <p><input type="checkbox"/> <input type="checkbox"/> EDST 213.0: Student Teaching in Rural and First Nations Schools</p>	
Professional Study Component (60 credit units)	
Year 3 (30 c.u.)	
<p><b>R C [C = Cree; F = French]</b></p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 307.3: Early Literacy Prekindergarten to Grade 3 <b>[C]</b> or ECUR 308.3: Reading and Writing Development in Prekindergarten to Grade 3 <b>[C]</b> OR ECUR 309.3: Introduction to Elementary English Language Arts <b>[F]</b></p> <p><input type="checkbox"/> <input type="checkbox"/> EFDT 301.3: Educator Identity in Contexts Anti Oppressive and Ethical Beg.</p> <p><input type="checkbox"/> <input type="checkbox"/> EPSE 348.3: Essentials of Assessing Student Learning</p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 384.3 <b>[C]</b> or ECUR 385.3 <b>[F]</b>: Methods in Social Studies</p> <p><input type="checkbox"/> <input type="checkbox"/> EDST 321.3: Field Experience Learning in Contexts</p>	<p><b>R C [C = Cree; F = French]</b></p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 304.3 <b>[C]</b> or ECUR 306.3 <b>[F]</b>: New Language Arts Methods</p> <p><input type="checkbox"/> <input type="checkbox"/> EFDT 313.3: Pedagogies of Place Context Based Learning Elementary</p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 315.3 <b>[C]</b> or ECUR 319.3 <b>[F]</b>: Methods in Mathematics</p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 321.3 <b>[C]</b> or ECUR 329.3 <b>[F]</b>: Methods in Science</p> <p><input type="checkbox"/> <input type="checkbox"/> EDST 322.3: Field Experience Relational Curriculum Making</p>
Year 4 (30 c.u.)	Term 2
<p><b>Term 1</b></p> <p><b>R C</b></p> <p><input type="checkbox"/> <input type="checkbox"/> EXPR 422.15: Professional Extended Practicum</p> <p><b>OR</b></p> <p>Alternative Field Experiences Practicum</p> <p><b>Part I</b> <input type="checkbox"/> <input type="checkbox"/> EXPR 423.3: Adult Learning/Community Based Settings  <b>OR</b> EXPR 424.3: International Opportunities</p> <p><b>Part II</b> <input type="checkbox"/> <input type="checkbox"/> EXPR 425.12: Saskatchewan Schools</p>	<p><b>R C</b></p> <p><input type="checkbox"/> <input type="checkbox"/> EADM 303.3: Structures, Systems &amp; Stakeholders</p> <p><input type="checkbox"/> <input type="checkbox"/> EPSE 390.3: Exceptional Learners</p> <p><input type="checkbox"/> <input type="checkbox"/> Methods Elective <b>ONE of:</b> EART 304.3 or EART 303.3; <b>OR</b> ECUR 353.3 or ECUR 352.3; <b>OR</b> ECUR 451.3 or ECUR 450.3</p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 362.3: Principles and Practices of Second Language Teaching</p> <p><input type="checkbox"/> <input type="checkbox"/> ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners</p>

The courses developed for the Language Teacher Education Program route are:

### **ECUR 304.3: Cree Literacy in the Early Years**

**Description:** This course focuses on teaching Cree Language Arts in the Early Years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-oriented course which provides students with opportunities to participate in instructional methods and approaches that reflect the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate's Cree language proficiency.

#### **Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design instruction that is play-based and language rich, including invitations, storytelling, dramatic play, and child-centered lesson and unit plans.
3. demonstrate understanding of Cree curriculum documents and professional resources that guide the teaching of Cree language learning across the curriculum in culturally responsive ways.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the Cree classroom.
5. locate and select appropriate Cree resources to support listening, speaking, reading, writing, viewing and representing while considering diverse learning needs and the profile of a Cree language learner.
6. formulate and express – articulate literacy-teaching philosophy in a Cree language setting.
7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree language settings.

### **ECUR 315.3: Cree Mathematics in the Early Years**

**Description:** Situated in early childhood philosophy and pedagogy and an Indigenous worldview, helps prospective early years school teachers develop instructional techniques that reflect current knowledge of mathematics, learning theories such as constructivism, principles of early learning, and classroom practice. It includes the early years mathematics curriculum and useful resource materials including intelligent materials, loose parts, manipulatives, textbooks and other print material, computer software, videos, calculators, and children's literature. This course will focus on Indigenous mathematics and teaching concepts.

#### **Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design instruction based on the Cree Immersion Mathematics curriculum outcomes that is play-based and language rich, and that reflects a child-centered approach to the

creation of invitations, explorations, lessons, units, and the use of various instructional techniques.

3. create a Cree mathematics unit plan within a guided PLC (Professional Learning Community) environment while considering diverse learning needs and culturally responsive ways of knowing.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching mathematics to second language learners.
5. locate, create and implement appropriate Cree resources to be used in teaching mathematics in Cree.
6. reflect upon and represent how issues and topics presented in class impact teaching mathematics in Cree.
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

### **ECUR 321.3: Cree Science in the Early Years**

**Description:** Students will be introduced to teaching science in Cree and to the Saskatchewan science curriculum for early years learners. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, methods and resources needed to teach the curriculum and respectfully include additional Indigenous ways of knowing at this level will be demonstrated. Relevant contemporary issues related to science education will be explored. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate's Cree language proficiency.

#### **Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design and demonstrate play-based and inquiry activities and lesson plans using a variety of learning experiences including classroom-based and out of classroom.
3. design and share a unit plan based on the inquiry-based approach to science education using the (Cree) science curriculum.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching Cree Immersion science to second language learners.
5. locate, create and implement appropriate Cree resources to be used in teaching science in Cree while considering additional Indigenous ways of knowing and diverse learning needs.
6. reflect upon and share how issues and topics presented in class impact teaching science in Cree.
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

### **ECUR 384.3: Cree Social Studies in the Early Years**

**Description:** This course focuses on teaching Cree Social Studies in the early years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-



oriented course which provides students with opportunities to participate in instructional methods and approaches for young children reflective of the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate's Cree language proficiency. The cognitive benefits of incorporating music in language learning are integral to Cree culture, for nêhiyawak are a singing nation. nêhiyawak have been singing since the beginning of time and this is how the ceremonial lodges are able to pass on stories, prayers and history. There are songs for all occasions from lullabies to thanksgiving and celebration. Cree Songs help memorize the Creation Story, treaties, teach phonetics, create long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". The worldview and connection to the universe is taught in this fashion.

### **Curricular Objectives:**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. recognize and utilize the major themes in the Early Years Cree social studies curriculum to design and present lesson plans reflective of play-based and child-centered pedagogy.
3. design an interdisciplinary unit plan integrating Cree culture while considering diverse learning needs.
4. examine, analyze and synthesize the Treaty Education Outcomes & Indicators to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives.
5. implement a variety of instructional and assessment strategies in teaching social studies content to achieve learning and language outcomes.
6. access and select appropriate Cree resources that align with the outcomes and provide extended cultural learning.
7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree settings.
8. demonstrate familiarity with the importance of Song in Cree Culture.
9. demonstrate an understanding and how to implement traditional and contemporary song, ceremony and dance.

### **ECUR 306.3: Methods in Teaching Early/Middle Years French Language Arts**

**Description:** This course focuses on teaching French Language Arts in the Kindergarten to Grade 8 French Immersion settings. Teacher candidates will develop a philosophical foundation to inform their planning, teaching, learning, and assessment of the strands (reading, writing, speaking, listening, viewing, and representing) presented in the French Language Arts curricula. This course will offer opportunity for lesson and unit planning of literacy across the curriculum with specific attention to First Nations, Métis, and Inuit ways of knowing. Particular emphasis will be placed on approaches and strategies to support community and family engagement while learning about the French language and culture. This French Language Arts course addresses three of the six semester hours required by the Ministry of Education related to reading and language methodology content for early/middle years teacher candidates. This course will be taught in French.

## **Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies**

Course participants will:

1. demonstrate understanding of the Kindergarten to Grade 8 French Saskatchewan Language Arts curriculum and Saskatchewan Ministry of Education resource documents to guide the teaching of French as a second language. (TECC 2.3, 2.4, 2.5, 4.1, 4.2)
2. create literacy-based lesson plans and unit plans while considering the balanced literacy and interdisciplinary approaches to teaching a reading, writing and speaking in a second language. (TECC 1.1, 1.2, 4.1)
3. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the French Immersion classroom. (TECC 3.1, 3.2, 3.3)
4. consider, analyze, and plan pedagogical practices that promote community, family, and student engagement in developing a language-rich classroom environment. (TECC 1.1, 2.5)
5. evaluate and integrate appropriate French resources and technology to support listening, speaking, reading, writing, viewing, and representing while considering diverse learning needs, First Nations, Métis, and Inuit resources, and the profile of a French language learner. (TECC 1.3, 2.1, 2.6, 4.3)
6. compare and consider second-language acquisition models and research that promotes student motivation and learning. (TECC 1.4, 2.7, 4.3)
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

### **ECUR 319.3: Methods in Teaching Early/Middle Years French Mathematics**

**Description:** Students will be introduced to pedagogy, approaches and experiences in teaching French Mathematics within the French Immersion setting based on the Kindergarten to Grade 8 Saskatchewan Mathematics Curricula. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second-language context.

Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

## **Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies**

Course participants will:

1. explore pedagogical approaches for mathematics content appropriate to French Immersion Kindergarten to Grade 8. (TECC 1.4, 2.3, 2.7, 4.1)
2. use the French Saskatchewan Mathematics Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and unit planning. (TECC 1.1, 2.3, 2.6, 3.2, 3.3, 4.1, 4.2, 4.3)
3. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching mathematics content to achieve learning and language outcomes. (TECC 2.5, 3.1, 3.2, 3.3, 4.1)

4. explore and demonstrate mathematical related concepts while considering the processes of communication, making connections, mental mathematics and estimation, problem solving, reasoning, and visualizing, along with the use of technology. (TECC 1.2, 2.3, 2.6, 4.1, 4.3)
5. evaluate and select appropriate French resources that promote, differentiation, family involvement, linguistic and cultural responsiveness, and represent Indigenous perspectives and ways of knowing. (TECC 1.3, 2.2, 2.3, 2.5, 4.2, 4.3)
6. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

### **ECUR 329.3: Methods in Teaching Early/Middle Years French Science**

**Description:** Students will be introduced to approaches and experiences in teaching French science based on the Kindergarten to Grade 8 Saskatchewan Science Curriculum. Teacher candidates will develop understanding of science, scientific literacy and language learning. There will be a focus on inquiry teaching and learning within the domains of Indigenous knowledge, life science, physical science, earth and space science. Relevant contemporary issues related to Science Education will be explored with attention given to place-based learning and community engagement. This course will be taught in French.

#### **Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies**

Course participants will:

1. examine and develop a deeper theoretical understanding of what science is and how to teach science in a French Immersion context. (TECC 1.4, 2.3, 2.5, 2.7)
2. use the Kindergarten to Grade 8 French Saskatchewan Science Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and inquiry-based unit planning. (TECC 1.2, 1.4, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3)
3. explore and demonstrate science related concepts focusing on Life Science, Physical Science, and Earth and Space Science using a variety of in school and out of school learning experiences, including community and family engagement opportunities. (TECC 1.1, 1.2, 2.3, 2.6, 2.7, 4.1, 4.3)
4. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching science content to achieve learning and language outcomes. (TECC 2.5, 2.6, 3.1, 3.2, 3.3, 4.1)
5. explore the nature of science in relation to Western and First Nations, Métis, and Inuit knowledge content and perspectives. (TECC 2.1, 2.2, 2.3, 4.2)
6. evaluate and select age and language appropriate science resources that promote differentiation, and linguistic and cultural responsiveness. (TECC 2.2, 2.3, 2.5, 3.3, 4.1, 4.2, 4.3)
7. reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

### **ECUR 385.3: Methods in Teaching Early/Middle Years French Social Studies**

**Description:** This course focuses on teaching French Social Studies in the Kindergarten to

Grade 8 French Immersion settings. Teacher candidates will engage with pedagogy, linguistic, and cultural theory that support French as a second language student learning, as well as strengthen self-identity and responsible citizenship. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second language context. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

### **Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies**

Course participants will:

1. establish a French learning community by exploring and experiencing social studies concepts in the place-based environments of the immersion classroom, school, home, and community. (TECC 1.1, 1.2, 1.3, 1.4, 2.4, 2.7, 4.3)
2. use the Kindergarten to Grade 8 French Saskatchewan Social Studies Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and interdisciplinary unit planning. (TECC 2.3, 3.2, 3.3, 4.1, 4.2, 4.3)
3. examine, analyze, and synthesize the *Treaty Education Outcomes and Indicators* to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives. (TECC 1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 4.2)
4. understand and apply differentiated student engagement strategies, historical and critical thinking concepts as well as culturally responsive pedagogy to curriculum implementation. (TECC 1.3, 2.1, 2.2, 2.6, 4.1, 4.2)
5. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching social studies content to achieve learning and language outcomes. (TECC 2.5, 3.1, 3.2, 3.3, 4.1)
6. evaluate and select age and language appropriate French resources that align with curriculum outcomes and provides extended cultural learning as well as a deepened consideration of gender, sexual orientation, class, ability, ethnic and racial differences. (TECC 1.3, 1.4, 2.6, 3.3, 4.3)
7. reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French settings. (TECC 1.3, 2.5, 2.7, 4.3)

### **ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners**

**Description:** This course examines the influences of place, purpose, program design, and proficiency levels on student success in a language education program. Students will take an introspective look at their own language journey and the role of *place* (including family, community, and environment) in creating an inherent identification with the language(s) of one's childhood. An analysis of the various *purposes* for language learning and related *proficiency levels* will be discussed, followed by a review of current research on bilingualism, cultural identity, language retention, and language loss. An analysis of program design follows, targeting the relationship between language outcomes and expectations in specific delivery models. Finally, students will delve into instructional planning for language teaching that considers differential instruction, assessment, resource selection, and culturally responsive practices. The

course concludes with an opportunity to plan a lesson for a selected delivery model, with attention to scaffolded language strategies for students at various levels of proficiency.

### **Curricular Objectives**

Course participants will:

1. describe the impact of place (including family, community, and environment) and purpose on one's motivation to learn an additional language.
2. examine current research on bilingualism, language retention, language loss, and cultural identity as factors that inform the design and delivery of language programs in K-12 education.
3. compare the pedagogy of teaching language as a subject with the pedagogy of integrated language and content instruction.
4. write language outcomes that respond to diverse proficiency levels in specific program models.
5. develop a sound philosophy for monitoring language progress using a reference scale that describes what students know and can do in the target language.
6. create an instructional plan that demonstrates an understanding of language scaffolding, differentiated instruction, and culturally responsive pedagogy.

### **Modes of Delivery**

The courses will be scheduled as face-to-face classes. Some alternative scheduling options may be made available similar to other College of Education courses (evening, weekend, Spring and Summer, etc.). Currently there is no plan to put any of the methods courses online, though this is always a possibility in the future. There is likely to be opportunities to engage in community-based programming for all, or portions, of the program. Community based programming will be particularly beneficial as we could enhance cultural enrichment with collaboration with local language and cultural experts.

### **Curriculum Mapping**

The new courses in the LTEP route have been designed based on the SPTRB's Teacher Education Classification and Certification (TECC) competencies in relation to the Saskatchewan Ministry of Education curricula and resources. The TECC competencies within the domains of professionalism, knowledge, instruction and curriculum have been embedded in the design of the coursework. Course developers also aligned their courses to the Curricular Mapping targets that have been created by the College of Education in collaboration with the Gwenna Moss Centre for Teaching and Learning. Course developers conducted a jurisdictional scan of Canadian universities offering Language Programs and consulted with Ministry of Education language consultants. A committee consisting of an Indigenous Curriculum Studies Faculty member, Michif Elder and Special Lecturer, EAL Program Specialist and a French Language Specialist worked to outline common course outcomes and elements based on the curriculum mapping process. Specific course objectives were developed based on the specific subject and language needs. Course developers gathered input from selected faculty and department heads who have expertise in specific subject areas. Continual input was gathered from Indigenous elders and leaders in Indigenous communities as well as school and division-based educational language specialists and leaders. The list of individuals, academic institutions, and community partners that were consulted is provided with this in Appendices A and B.

### **Opportunities for Synthesis and Problem-Solving**

The LTEP route provides teacher candidates with the opportunity to discover more about their own cultural identity and further enhance their language proficiency skills. The courses are designed to expose teacher candidates to second language acquisition theories in relation to teaching specific subject areas. Course participants will gain experience in cooperative planning, assessment, and teaching. Students will develop or deepen their philosophical and pedagogical thinking by participating in self-reflection tasks as well as group discussions. Course assignments will offer some student choice and an invitation to explore creative ways to represent their thinking and learning.

### **Breadth of Program**

The intended impact of this new LTEP route on student learning is to meet the needs of prospective students planning to teach in a language other than English. The courses will assist teacher candidates in developing a pedagogical understanding of second language acquisition as it pertains to teaching specific subject areas within the Saskatchewan curricula. It will also deepen their understanding of language, culture and identity to foster language revitalization, gain proficiency in the language of instruction and develop cross-cultural awareness.

### **Addressing Goals of the Learning Charter**

The LTEP overarching goals and specific course outcomes align with the *University of Saskatchewan Learning Charter*. Students within this program will (all language speakers) will become a cohort of learners where they will collaboratively be in *Pursuit of Truth and Understanding*. The courses will provide life-long learning opportunities in respect to identity, culture, and language revitalization. As previously mentioned, the Cree stream aligns with the Calls to Action of the Truth and Reconciliation Commission specifically #13 and #16. All courses focus on First Nation, Métis, and Inuit perspective and ways of knowing. Students within this program will develop a comprehensive knowledge of second language learning pedagogy and practice, which aligns with the *Pursuit of Knowledge* goals within the *Learning Charter*. Indigenous and non-Indigenous students in this program will develop increased knowledge in their language and culture to better serve the Indigenous and non-Indigenous communities in Saskatchewan and beyond. There is a strong focus on the *Pursuit of Integrity and Respect* throughout the courses, as they have been purposefully designed to focus on diversity, Indigenous perspectives and collaborative learning. Students will develop an understanding and appreciation for their own language and culture but also learn more about the diversity in the classroom and the importance of respecting these perspectives. Graduates of this program will continuously develop teacher *Skills and Practices* in language acquisition, instruction and assessment within the context of learning a language other than English. The courses focus on inquiry-based learning and translation opportunities. Finally, *Individual and Community Pursuits* are achieved in this program by committing to revitalizing language and culture identity. The intent of this program is to produce language teachers who can serve in Indigenous or non-Indigenous communities. As part of the immersion program, teacher candidates will have the opportunity to learn in community-based locations. Graduates of this Language Teacher Education Program will attain the skills to authentically work with young learners and families by delivering culturally responsive pedagogy with an emphasis on language revitalization and culture awareness.

### **Success**

The program will be deemed successful when the LTEP cohort reaches a capacity of at least 20 teacher candidates with a Teaching Area 1 of Cree and 20 teacher candidates with a Teaching Area 1 of French. We actually surmise that the uptake of this program will likely increase much beyond this number over time as we market and communicate to partners that not only does the

program exist, but that we could potentially deliver it as a community-based program in rural or Northern contexts.

#### **4. Consultation**

##### **Relationship to Other Programs**

The LTEP is designed as an additional route within the existing Bachelor of Education program. College of Education students will benefit from this new program route as they will study within the language (Cree or French in the initial stages) to gain training in specialized language methodologies, language curricula, and assessment practices. The new courses will complement the existing course offerings from the Curriculum Studies Department (ECUR). There will be no changes in courses offered in the Departments of Educational Administration (EADM), Educational Foundations (EFDT), and Educational Psychology and Special Education (EPSE).

##### **Summary of Consultation Process**

Extensive consultation for the development of this program route occurred in the needs analysis and course design phases. A committee of College of Education senior administration, faculty and staff led the process and met several times to plan, analyze, reflect, and develop plans of action. The list of consultations with individuals, academic institutions, educational partners and community organizations is provided as an attachment. Although school division partners and students entering the College of Education verbalized the need for a language program, the committee wanted concrete data. Once the data were collected and collated, focus was directed toward consultation for the purpose of program designing with University Extension Units as well as departments within the College of Education. Once a program design was determined, continued consultation occurred with Tribal Council members, school divisions, community partners, and the Saskatchewan Ministry of Education representatives to gather information and best practices in the areas of pedagogy, relevant resource selection, and culture and language content. The consultative process extended to collaborating with faculty within the College of Education as well as other professionals in other Canadian universities.

**Educational Partners.** Letters were sent to the Directors of Education of School Divisions and Tribal Council Educational Units from within the Saskatoon area and the northern part of the province requesting current and projected language teacher needs and student enrolment. The following organizations have provided letters of support (Appendix B) for this program route: Ile-a-la-Crosse School Division, Northern Lights School Division, Northwest School Division, Lloydminster Public School Division, Lloydminster Catholic School Division, Light of Christ Catholic Schools, Saskatchewan Rivers Public School Division, Greater Saskatoon Catholic Schools, Saskatoon Public Schools, Conseil des écoles fransaskoises, and Prairie Spirit School Division. Based on consultations with these educational partner groups, four of the most common reasons for lobbying the College of Education at the University of Saskatchewan to move in the direction of language teacher education preparation include: (a) an increase in language program student enrolments; (b) the need for qualified language teachers; (c) a desire for the recruitment of teachers who understand local communities, cultures, and territories, and; (d) access to language teacher preparation in proximity to employment and linguistic communities for students and employers.

Information was gathered from presentations delivered on behalf of the St. Francis Cree Bilingual Program in Greater Saskatoon Catholic School Division, the Métis cultural program, as well as meetings with the principal from Confederation Park School in the Saskatoon Public

School Division. Throughout the course design stages, conversations, meetings and email communications took place with First Nations, Métis, and Inuit (FNMI) and French consultants.

**University Extension Units.** In the initial stages of the program design, consultation and discussions occurred with the Vice-Provost, Teaching, Learning and Student Experience, as well as the Dean and Associate Deans of the College of Education. The Gwenna Moss Teaching and Learning Centre was instrumental in providing course writing workshops and guidance. Meeting with the Multilingual, Immersion and Community Art Programs Director provided background and specific information about language proficiency assessments. Discussions also took place with the Manager of the International Student and Study Abroad Centre (ISSAC) to explore the possibility of international study in Cree or French.

We have consulted with colleagues and departments in the College of Arts and Science since they are valued and significant partners in the delivery of all of our Bachelor of Education program routes. Included in Appendix B are letters of support from Dr. Stella Spriet, Head, Department of Languages, Literature and Cultural Studies and Dr. Winona Wheeler, Acting Department Head, Department of Indigenous Studies.

**Indigenous Communities.** Extensive consultation occurred with Treaty 4 and Treaty 6 Tribal Council educational leaders, Elders and Knowledge Keepers. Dr. Kevin Lewis participated in ceremony and presented Elders with tobacco for the knowledge they shared. In-person visits to Onion Lake First Nation, Ministikwan Lake Cree Nation, Ochapowace First Nation, and Lac La Ronge Indian Band provided instrumental knowledge for the Cree courses. The director of the Nêhiyawêwin Summer Language Experience Camp provided Cree resource ideas as well as community-based language and culture learning options.

**Resource-based Consultations.** Course writers reached out to various organizations and personnel in seeking appropriate resources for the methods courses. The Ministry of Education and Saskatchewan Teachers' Federation Pathways director was consulted about French resources and the alignment with French curricula. The Stewart Resource Centre provided resources that course writers could review and reference. The Librarian, Education and Music Library, was consulted and has offered assistance throughout the process (Appendix D). As previously mentioned, school visits provided course writers with resource ideas for the course writing but also as supportive resources for students who would be studying in the specific language. In addition, communication also transpired with several book distributors and the Saskatchewan Mathematics Teachers' Society.

**Other Universities.** The following universities were contacted for information about programming: First Nations University of Canada, Faculté St. Boniface, and the University of Regina. Further meetings and conversations have been planned with faculty members from the University of Victoria as well as the University of Sherbrooke in Montreal regarding language – based research.

Consultations have been undertaken with the University of Regina for two purposes. First, to explore potential intersections and possibilities for collaboration, and secondly, to ensure that the programs are not duplicated. Opportunity for collaboration on this program are limited due to the programs being quite different. The program at the U of R focuses on French only, and involves a partnership with the University of Laval. Our program focuses on immersion broadly, with the intent to partner more locally. Opportunities may be available at a later date.



The letter received from Dr. Jerome Cranston from the U of R, included in Appendix B, speaks to the consultations that were held. While Dr. Cranston understands that more immersion programming is needed to meet the needs of the province, he is concerned that some Heritage Canada funding may come to the U of S to support programming here as well as the U of R, and as such, levels of funding may be affected. While we cannot guarantee that funding for all programs in the province remains static, the College has not applied to receive funding from the main grant until more is understood about the federal government's appetite to increase the funding pool. The program at the U of S is designed to be sustainable without external funding.

### **Concerns and Solutions**

The primary concern of many partner groups is that the college cannot develop the program fast enough to have qualified teachers for existing language programs in schools across the central/northern areas of Saskatchewan. The second concern is that many groups advocate for even more languages to be included. The college has decided to initially develop the Cree and French streams with the intent of adding Michif, additional Indigenous languages, and additional heritage languages as curricula and capacity to teach languages develop. Currently, French language capacity is available, curricula is provincially written from K-Grade 12, and resources are plentiful. Cree language is spoken, but is being lost, and there is a real need to develop speakers. Curricula is currently being created in many sites, but it tends to be locally developed curricula dependent on the traditions and territory in which it is spoken. The need to attend to culture along with language development is ever-present, and is a key priority in the course design, and the offering and instruction of the courses. The Conseil des Écoles Fransaskoises administration affirmed the need for fluent and trained language speakers but highlighted the importance of including pedagogy and practice for teacher candidates who aspire to teach in programs where French is the first language. Each French course syllabus includes attention to the specific curriculum used in Francophone schools.

Course writers were guided to include theoretical underpinnings as well as pedagogical practices within each methods course. Courses were modified and restructured to include the feedback provided. In order to be culturally responsive and respectful of Indigenous perspectives and ways of knowing, the Cree and French courses include some common elements but are culture and language specific. Some Tribal Council education leaders indicated the importance of having Indigenous students study within their own communities. To that end, the LTEP route includes an option for off-campus experiential learning and may be offered as community-based programming should community partners desire to partner with the college to offer a program of this nature. Given our historical success in offering community-based partnership programs, the LTEP has great potential to serve rural and Northern communities.

**Education and Music Library.** Correspondence and communication has occurred between one course designer and the administrative team from the University of Saskatchewan's Education and Music Library. The library currently has limited resources in Cree or French. The overall availability of Cree resources is an issue but course creators have extensively collaborated with Indigenous communities and schools that have offered access to materials. Students in the LTEP program will have access to the Stewart Resource Centre of the Saskatchewan Teachers' Federation as well as open access where applicable. Many of the resources required are located on line or through the Ministry of Education documentation. See Appendix D for the Library Form.

**Accreditation Organizations.** A letter of support from the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is found in Appendix B. The SPTRB is responsible for

issuing teaching certificates in Saskatchewan. According to their website<sup>1</sup>, “The SPTRB serves the public interest by ensuring registered teachers meet professional standards for certification, conduct and competence.” The SPTRB has noted a willingness to support this program route as its design meets teaching certification requirements for Saskatchewan and fulfils a notable need for language teachers that is currently lacking.

## **5. Budget**

This program route is designed within the existing structure of a well-established and successful Bachelor of Education program in order to maximize success as well as minimize additional costs to the college and the students who enroll. No courses or programs are being eliminated with the addition of this new program route. The College of Education received a Curriculum Innovation grant to support the development of new courses. The grant totaling \$39,909.00 is allocated for course writing, translation, purchasing resources, and consultation expenses. There is an ongoing effort to obtain additional grant funds through Heritage Canada for the program development.

Of the 40 three-credit-unit courses that constitute a College of Education degree, the new Language Education Teacher Program route will offer nine new courses for a total of 72 Education-specific credit units. The remaining courses are offered within the existing various departmental offerings. The Language Teacher Education Program route will be considered as part of the current faculty Assignment to Duty (ATD). However, instruction in Cree and French will be necessary for program delivery. The position of Language Specialist (ASPA, Specialist Professional, Phase 2) is currently being funded by a College of Education operating fund.

This new program route will not require new space, renovations, nor equipment. Sufficient classroom space is currently available within the College of Education. Efficiencies for space and scheduling have been considered such that LTEP students will enroll in a majority of courses that are part of the current classroom complements in other program routes and therefore will not require new space or scheduling options. A smaller number of courses will be specific to the language group (Cree and French), and the methods courses are language specific. There will be additional costs for library resources in both Cree and French. The college has agreed to cost share these resources with the Education and Music Library. The Library form is attached with this proposal (Appendix D). The College will manage marketing and communication with its existing personnel.

No current courses will be deleted or duplicated but rather nine new courses have been developed, eight of which are in the language of instruction (four in Cree and four in French). These courses have been adapted from current offerings in the Curriculum Studies Department. Other program requirements include courses currently being offered within each of the four departments in the College of Education: Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education.

**Instructors and Staffing.** Current faculty will teach many of the required Education courses that are instructed in English. Alumni or qualified sessional instructors who work in language programs for our educational partners (i.e., school divisions, etc.) will be recruited to teach some of the newly developed language methods courses and support field experiences in language settings.

As is current practice, current faculty in the College of Education, Arts and Science and Kinesiology will teach the remaining courses for the program route. The new language courses

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<sup>1</sup> <https://www.sptrb.ca/web/Default.aspx>

will initially be taught by sessional lecturers and/or faculty members as required, who are fluent in the languages (i.e., Cree or French). Instructor capacity exists in these two languages. Administrative support for this new program route will be delivered by the College of Education's Undergraduate Programs Office and the Curriculum Studies Department. An advising and recruitment position (ASPA, Specialist Professional Phase 2) is anticipated; however, the current ASPA phase 2 position will no longer be needed once the program is developed, thus funds will be available for advising and recruitment.

**Anticipated Enrolment.** This program route will consist initially of two language streams—one in Cree, and the other in French, primarily due to the accessibility of language courses and curricula resources already available for these languages. It is anticipated that enrolments could be as high as 20 for each stream, for a total of 40 students enrolled in this program route annually. Given the consultation involved in this program, it is likely that the college can reach this target in the first two years, and it is also likely that the program will actually have more applicants than its initial capacity. We continually engage in enrolment planning across all of our program routes to ensure that enrolment targets are met, if not exceeded. Minimum course sizes for Education courses taught in English tend to be set at 75 for first- and second-year courses, and 40 for third- and fourth-year courses. Language-specific courses will be set at 20, and this will be balanced across other program routes to ensure sustainability

Enrollment targets of 40 new students (20 enrolled in each language stream) in each course, per year, are anticipated for the four-year program. Tuition for 40 new students will be assessed at the standard tuition category 2 for the College of Education. Any additional costs for travel and accommodation for study abroad, exchange or practica placement would be borne by the student, as is the current practice.

In summary, there is an expectation that, except for the language-specific courses, program class sizes will be 40 students each, as is customary within the College of Education. The language-specific methods courses will be an exception, with an anticipated enrolment of 20 students each. The new program route consists of 120 credit units with 72 credits units of Education courses and 48 credit units of external courses (i.e., courses offered by the Colleges of Arts and Science and Kinesiology).

**Tuition.** Courses will be assessed at a Category 2 Tuition to remain equitable with all of our other Bachelor of Education program routes. Any plans to create an optional term of study delivered in partnership with a university that delivers programming in French, or community-based programming in settings that offer Indigenous language programs will consider whether there exists a need to request an additional fee structure. For the proposed program, we intend to use the structure we use for international opportunities including the study abroad and the international alternative extended practica, or for other opportunities for transfer credit or credit at off-campus locations. For all these endeavours, students assume their own costs for accommodation and travel.

**Scholarships.** Students enrolled in this program will be able to apply for all applicable scholarships, bursaries, and awards offered by the College of Education or the University of Saskatchewan. Students could also apply for financial aid in ways similar to other programs at the University of Saskatchewan. LTEP students will be notified about bursary and other award opportunities for language learning.

**Library Resources.** As mentioned above, some additional library materials will be required to ensure that resources aligned with Saskatchewan curricula are available to students in the language of instruction. Communication with the Education and Music Library has already taken place to highlight suggested resources. The College of Education will commit funds gained from tuition revenue to purchase resources for the library. Since all teacher candidates have access to the Stewart Resource Center at the Saskatchewan Teachers' Federation, additional language resources may be shared as a collaborative option. The methods courses will utilize online provincial curricular resources, particularly in French, though limited for Cree.

Using the Resource Allocation Scenario Analysis Tool for the TABBS Model, the expected revenue per year less the indirect costs for the target enrollment of 40 students each year is indicated in Table 2 below.

**Table 2**

*Projected Revenue for the Language Teacher Education Program Using the Resource Allocation Scenario Analysis Tool (November 2019)*

Year One ( 6cu)		Year 2 (6cu)	
Tuition Revenue/Restricted Operating Grant:	109,669	Tuition Revenue/Restricted Operating Grant:	109,669
Total Revenues:	109,669	Total Revenues:	109,669
Indirect Expenses:	85,475	Indirect Expenses:	10,771
Lecturer:		Lecturer	
Sessional	16,000	Sessional	32,000
ASPA	-	ASPA	
Non Salary Costs:	5,000	Non Salary Costs:	5,000
Total Expenses:	106,475	Total Expenses:	47,771
Surplus/(Deficit):	3,194	Surplus/(Deficit):	61,898

Year 3 (30cu)		Year 4 (30cu)	
Tuition Revenue/Restricted Operating Grant:	300,701	Tuition Revenue/Restricted Operating Grant:	462,812
Total Revenues:	300,701	Total Revenues:	462,812
Indirect Expenses:	28,819	Indirect Expenses:	34,020
Lecturer		Lecturer	
Sessional	48,000	Sessional	64,000
ASPA	93,270	ASPA	93,270
Non Salary Costs:	5,000	Non Salary Costs:	5,000
Total Expenses:	175,089	Total Expenses:	196,290
Surplus/(Deficit):	125,612	Surplus/(Deficit):	266,522

## College Statement

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

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

## Related Documentation

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

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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

## Consultation Forms

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

### Required for all submissions:

- Consultation with the Registrar form – **Appendix E**
- Complete Catalogue entry, if proposing a new program – **Appendix C**

### Required for all new courses:

- New Course Proposal forms – **Appendix F**
- Calendar-draft list of new and revised courses

### Required if resources needed:

- Information Technology Requirements form – **not applicable**
- Library Requirements form - **Appendix D**
- Physical Resource Requirements form - **not applicable**
- Budget Consultation form – **not applicable**

## Appendix A: List of Consultations

### Summary of Consultation and Discussions for LTEP Plan and Cree or French Course Development

Kevin Lewis, Nadia Prokopchuk, Norman Fleury, Gisèle Jean-Bundgaard  
October 2018 – December 2019

Consultations & Discussions Focusing on Overall LTEP Plan				
Date	Contact Person	Role or Responsibility	Topic of Discussion	Committee Member *primary lead
Oct 23/18	Patti McDougall	Vice-Provost, Teaching, Learning and Student Experience, U of S	-Vision 2030 –SK Post-Secondary Education in French -Needs assessment for L2 Teaching	Gisèle
	Chris Scribe	Director, ITEP	-Introduction to LTEP Plan -Update on Cree Course Development	Gisèle, *Kevin
	Sheila Pocha	Program Head, SUNTEP Saskatoon	-Introduction to LTEP Plan	Gisèle
Multiple meetings	Maha Kumaran	Librarian, Education and Music Library	-Review of Cree and French resources -Assistance with resource & research based articles	Gisèle
	Adele Charpentier	Supervisor, Education and Music Library		
Feb 7/19 Various discussions	Joanne Weninger	Superintendent GSCS	-Immersion in GSCS -Teacher need	Gisèle, Michelle
Feb 2019	Pirita Mattola	Manager, International Student and Study Abroad Centre	-Opportunities for international study	Gisèle
	David Burgess	Associate Dean, Research, Graduate Support, and International Initiatives		
Feb 2019	Greg McJannet	Field Experience Coordinator	-Field experience process -Learning communities	Gisèle
Multiple meetings	Wendy James Heather Ross Aditi Garg	Gwenna Moss Centre for Teaching and Learning	-Syllabus writing -Course feedback -Course resources -Curriculum Innovation Grant	Gisèle

College of Education Department Heads	Lynn Lemisko Jay Wilson Shaun Murphy Paul Newton	Department Head, EPSE Department Head, ECUR Department Head, EFDT Department Head, EADM	-Gather initial feedback and questions -Share LTEP overview	Gisèle
College of Education Departments	Department Heads as listed above	-ECUR – Aug 27/19 and Sept 13/19 -EFDT – Sept 27/19 -EADM – Oct 1/19 -EPSE – Oct 8/19	-Sharing LTEP overview -Gathering questions and considerations	Nadia, Kevin, Gisèle
College of Education – Department of Curriculum Studies Sept 13 – Oct 18/19	Jay Wilson	Curriculum Studies Department Chair	-Request for feedback on proposed new courses	Nadia, Kevin, Gisèle
Book Distributors	-Chenelière -Nelson -Pearson -Modulo -CASLT-ACPI -Éditions CEC	Representatives	-Resource selection -Instructor and student resources	Gisèle
Oct 15/19	Gisèle Piché	Multilingual, Immersions & Community Art Programs Coordinator	Language proficiency assessment options	Nadia, Gisèle
Letters of support received Oct – Dec/18	Directors of Education – Provincial School Divisions	Ile-a-la-Crosse School Division, Northern Lights School Division, Northwest School Division, Lloydminster Public SD, Lloydminster Catholic SD, Light of Christ RCSSD, Saskatchewan Rivers Public School Division, Greater Saskatoon Catholic Schools, Saskatoon Public Schools, Conseil des écoles fransaskoises, and Prairie Spirit School Division.	Letters include current and projected enrolments and teacher staffing needs	Gisèle
Verbal support but no letters received to date	Tribal Council – Directors of Education	-Heather Merasty (Meadow Lake TC) -Valerie Harper (Saskatoon TC) -Rosalie from Prince Albert TC	Support for Indigenous teacher training	Gisèle

Letter of support Oct/19	Trevor Smith	Saskatchewan Professional Teachers Regulatory Board	Language program to address teacher shortages in French and Cree	Michelle
Program Proposal Consultation Nov 22/19	Gordon DesBrisay	Vice-Dean, Academic and Associate Professor of History, College of Arts and Science	LTEP program proposal	Michelle, Arvelle
	Alexis Dahl	Director, Programs Office, College of Arts and Science		
Letter of support Dec 12/19	Stella Spriet	Head, Department of Languages, Literature and Cultural Studies	French stream of the LTEP	Michelle, Gisèle, Arvelle
Letter of support Dec 13/19	Robert Innes	Head, Department of Indigenous Studies	-Cree stream of the LTEP -Development of new Cree courses at the 200+ level	Kevin, Gisèle, Arvelle
	Bonita Beatty	Faculty Member, Department of Indigenous Studies		
	Randy Morin	Faculty Member, Department of Indigenous Studies		
Multiple Committee Meetings	Michelle Prytula	Dean, Education	Ongoing updates on LTEP specifics	Committee Meeting Chair Gisèle
	Dawn Wallin	Associate Dean, Undergraduate Programs, Partnerships, and Research		
	Kevin Lewis	Associate Professor		
	Nadia Prokopchuk	EAL Pgm Specialist & Academic Advisor		
	Norman Fleury	Elder, Guest Lecturer		
	Jay Wilson	Curriculum Studies Dept. Head & Associate Professor		
	Arvelle Van Dyck	Director, Undergraduate Programs		
	Gisele Jean-Bundgaard	Language Specialist		



<b>Consultations &amp; Discussions Focusing on Cree/French Course Development</b>				
<b>Treaty – Tribal Council -Organization</b>	<b>Contact Person</b>	<b>Role or Responsibility</b>	<b>Topic of Discussion</b>	<b>Committee Member *primary lead</b>
Ministry of Education & STF Stewart Resource Center -several communications	Ronald Sirois	Director – Pathways Program	-Resource selection as aligned with K-12 curriculum	Gisèle
Jan 15/19	Hyunjung Shin	Assistant Professor, Curriculum Studies	-ECUR 362 content on L2 Teaching	Gisèle
GSCS Various discussions	Barbara Alberton Brian Boutin	French Language Consultants	-Resource selection -Teacher needs	*Gisèle, Kevin
Ministry of Education Reps April 2 & 30/19, various emails	-Naomi Forcier-Frecon -Yasmina Lemieux -Linda Osborne	-French Curriculum Consultants  -Educational Consultant	-Resources for teachers -Curriculum K-12  -Indigenous K-12 programs	Gisèle
GSCS Math June 5/19	Claire McTavish	K-12 Math Consultant	-Instructor and student resources -Teacher needs	Gisèle
SPSD Math & French June 19/19	Paul Bazin-Webster	French Immersion Coordinator	-Instructor and student resources -Teacher needs	Gisèle
U of S Curriculum Studies -several meetings	Beverly Brenna	Professor, Curriculum Studies	-ECUR 309 & 310 (Language Arts) -Course design, resources, and best practices	Gisèle, Kevin, Nadia
U of S Curriculum Studies June 17/19 & email	Egan Chernoff	Professor, Curriculum Studies	-ECUR 312 (Math) -Course design, resources, and best practices	Gisèle, Kevin
U of S Curriculum Studies -several communications	Bonnie Mihalicz	Curriculum Studies Early Learning Instructor & Course Designer	-Program proposal process -Course development due to ECE Certificate	Gisèle
U of S Curriculum Studies	Debbie Pushor	Professor Curriculum Studies	-Early Learning integration in courses	Gisèle
U of S EPSE, FDT June 26/19	Lynn Lemisko	Department Head, EPSE; Professor EFDT	-ECUR 382 (Social Studies) -Course design, resources, and best practices	Gisèle

U of S Curriculum Studies July 3/19, Nov.1	Tim Molnar	Assistant Professor	-ECUR 322 (Science) -Course design, resources, and best practices	Gisèle
U of S Curriculum Studies July 4/19	Stephanie Ives	Instructor Curriculum Studies	-ECUR 382 (Social Studies) -Course design, resources, and best practices	Gisèle
U of S Curriculum Studies / Gwenna Moss Centre for Teaching & Learning July 4/19	Ryan Banow	Instructor Curriculum Studies & Education Development Specialist	-ECUR 322 (Science) -Course design, resources, and best practices	Gisèle
The Variable SK Math Teachers' Society	-Ilona Vashchyshyn -Nat Banting	-Editor & Vice-President -Editor & Director -ECUR 312 Instructor	-Math research articles -Course design	Gisèle
Treaty 6 Meadow Lake Tribal Council	Richard Ben	Tribal Chief	Cree course development	Kevin
Treaty 6 Onion Lake First Nation	Brian MacDonald	Elder	-Cree course development -Language revitalization -Protocol	Kevin
Treaty 6 Onion Lake First Nation  March 6/19 ongoing	Marilyn McDonald	Principal of Onion Lake Immersion School	-Cree Course Development -Language Revitalization -LTEP Plan -Best Practices & Needs in Teacher Training	*Kevin, Gisèle
Treaty 6 Onion Lake First Nation March 6/19 ongoing	Irene Carter	Coordinator of Gift of Language Curriculum	-Curriculum Develop for Cree Immersion -Resources	*Kevin, Gisèle
Treaty 6 Ministikwan Lake Cree Nation  (Meadow Lake Tribal Council)	-Matilda Lewis -Elder -School Staff	Principal of Ministikwan Cree Immersion School	-Cree Course Development -LTEP Plan -Best Practices & Needs in Teacher Training -Resource Development	*Kevin, Gisèle
Treaty 6 Meadow Lake Tribal Council	-Leslie Crookedneck -MLTC Council	Chief	-Cree Course Development -LTEP Plan	Kevin

			-Best Practices & Needs in Teacher Training -Resource Development	
Treaty 6 FN University - Regina	-Angelina Weenie	FN University of Canada Program Coordinator	-Cree Language Proficiency Tool	Kevin
Treaty 4 Ochapowace First Nation	-Larry Oakes -Julie Fox	-Elder -Principal of Kakisiwew School	-Requested Information about Cree Immersion Program	Kevin
Treaty 4 Ochapowace First Nation	Margaret Bear	Chief and Council	-Requested Information about Cree Immersion Program	Kevin
Treaty 6 Lac La Ronge Indian Band	Tammy Cook Searson	Chief	-LTEP Plan -Cree Immersion	Kevin
Treaty 6 Lac La Ronge Indian Band Education unit	-Simon Bird -Minnie McKenzie	-Director of Education -Cree Curriculum and Resources Developer	-LTEP Plan -Cree Resources -Teacher Training Needs	Kevin
U of S  Sept 20/19	Dr. Marie Battiste	Professor, Educational Foundations	-LTEP Plan -Cree Language Proficiency -Cree Course Development -Eskasoni Mi'kmaw Immersion School	*Kevin, Gisèle, Nadia
Treaty 6 GSCS FNMI Team -St. Frances Cree Bilingual School -Feb. 11/19	-Gord Martel (by phone & email) -Cornelia Laliberte -Rhonda Smallchild  -Pearleen Kanewopasikot	-Superintendent  -FNMI Coordinator -FNMI Consultant  -Vice-Principal St. Frances	-Presentation regarding current Indigenous language programs and needs in GSCS -LTEP plan shared	*Kevin, *Gisèle, Nadia, Norman
Métis Cultural Program -St. Michael School  Jan. 22/19	-Cort Dogniez - Sam Lamontagne  -Michael Thorson -Cristin Dorgan-Lee	-GSCS FNMI Consultant -School Teacher Leader  -St. Michael Principal -Vice-Principal	-Gather information about Michif program -Teacher needs	Norman, Gisèle
SPSD June 18/19	-Pete Chief  -Darryl Isbister	-Principal of Confederation Park School  -Coordinator FNMI Education	-LTEP Plan -Resources – suggestions, sharing -Best practices and needs in teacher training	*Kevin, Gisèle

	(by phone & email)			
SPSD April 6/19	Belinda Daniels	-Nêhiyawêwin Summer Language Experience Camp Director, Teacher at Mount Royal Collegiate & U of A, PHD student -U of S	-Language Camp information -Resources for teaching Cree	Kevin, Gisèle
SUNTEP August 20/19	Angie Caron	SUNTEP Instructor	-ECUR 382 -Course design, resources, and best practices	Gisèle
Opaskwayak Educational Authority De Pas, Manitoba	Oscar Lathlin Collegiate and Joe A. Ross Elementary Schools	Representatives from the Education Unit	-Course content and best practices for teaching Cree Immersion	Kevin
University of Sherbrooke Phone meeting Nov 7/19	Dr. Johanne Patry	-Professeure de l'Université de Sherbrooke	-Research based content in teaching science in French	Gisèle
University of Victoria  Upcoming meeting in Nov/19	Dr. Onowa Mclvor	-Associate Professor of Indigenous Studies – U of Victoria -Co-Lead NETOLNEW Research Partnership	-Information gathered from the Language Keepers' Gathering (November, 2018)	*Kevin, Gisèle

## **Appendix B: Letters of Support and Consultation**



July 12, 2019

To whom it may concern,

Please accept this letter in support of the development of a Language Teacher Education Program route (LTEP) in the College of Education. The LTEP program is an innovative approach to teacher preparation specifically designed to not only meet the demand for French Immersion teachers province-wide, but is also being designed to address the Truth and Reconciliation Commission (TRC) Calls to Action focusing on Indigenous language supports through education. Initially, the program will focus on Cree and French streams, with the goal of adding other heritage languages, including Michif, in the future.

Increased student enrolments in immersion programming in French has resulted in immersion language teacher shortages province-wide. Although these shortages have, in the past, been addressed through the recruitment of teachers from other provinces, that supply of teachers is no longer stable, with other provinces also experiencing similar immersion demand.

Increased attention to and demand for Indigenous language immersion programming in provincial and First Nation schools, and which was brought to our attention through partnerships with First Nation leaders and through the TRC Calls to Action, presents a unique opportunity for the College to develop innovative programming with an immersion focus in general, with the goal of meeting immersion language programming needs across a variety of languages.

The College of Education's mandate is to respond to and serve the needs of schools, school divisions, First Nations and communities throughout the province and on sovereign nations. The province is experiencing a high demand for and a shortage of supply of immersion teachers broadly, specifically in French and Cree, but also in other languages as well. Through a well-designed program that combines second language teaching and learning methodology (across all language groups) as well as methods classes in specific languages, the College is designing and planning a program that will meet the needs of learners and communities from a variety of language groups, with a focus on language revitalization and language proficiency.

The LTEP is directly aligned to the mission and vision of the College of Education, as well as to the College's strategic plan, specifically identified in the College's direct goal to diversify immersion language offerings (Indigenous and second) and programs on- and off-campus. The LTEP is aligned to the University Strategic Plan through contributing to the plans goal of achieving "growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples".

The LTEP addressed directly the TRC Call to Action #16, which reads “we call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages”.

The LTEP also aligns with the province’s plans for French Language through its Vision 2030.

The financial structures within the RCM model will support the LTEP’s ongoing sustainability. In order to support the program, along with supporting its development through a language specialist, the College will provide for the purchase of resources for the library, instructors to teach the courses, and will continue to work with the provost’s office for strategic funding supports. Lastly, the College’s strong connections to the field will ensure support for the practicum components of the program, offered in years two, three and four.

The College of Education strives to advance its reputation locally as a valued partner in education, and globally as a premier institution for teaching and learning. At the college, we realize that our reputation rests on the collaborative and interdisciplinary efforts we make to engage in the work we do with Indigenous, local, and international communities. This program is an important part of that work.

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

Respectfully,

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

Michelle Prytula  
Dean, College of Education



January 14, 2020

To whom it may concern,

On behalf of the Department of Languages, Literatures and Cultural Studies (U of S), please accept this letter in support of the development of the Language Teacher Education Program (LTEP) in the College of Education.

This new program will be greatly appreciated by the local francophone community who wish to see French language education developed in our schools and consider the availability of high-quality education for our instructors to be a priority.

The diverse francophone community in Saskatchewan combines the significant cultural heritage of the Fransaskois community with communities from Quebec, France and several African countries and has supported the development of a theatre (La Troupe du jour), meeting places (Le Relais, for example), a film festival, and a variety of associations that foster discussion (ACFAS: Association francophone pour le savoir), etc.

It is this vitality that has contributed to the expansion of the French section of the Languages Department through the restructuring of our course offerings and the development of exchange programs, as well as the revitalization of our M.A. program and the creation of a Ph.D. program, as we strive to establish our department as an important member of both the national and international academic community.

The program proposed by the College of Education will be beneficial to our students as well, as many among them hope to teach French but cannot currently receive the type of education that is offered at other Canadian universities. It is a wonderful opportunity for us to collaborate with the College of Education to offer an interdisciplinary program. We will do our utmost to support the students who choose this new program and will make the necessary arrangements in regard to course offerings and scheduling to ensure the program's success.

Respectfully,

Stella Spriet, Head

Department of Languages, Literatures and Cultural Studies





142 Kirk Hall, 117 Science Place  
Saskatoon, SK S7N 5C8 Canada  
Telephone: (306) 966-6209  
Facsimile: (306) 966-6242

Arvelle Van Dyck, BComm, MEd  
Director, Undergraduate Programs  
University of Saskatchewan  
College of Education

24 January 2020

**Re: Language Teacher Education Program (LTEP) Route for the College of Education Bachelor of Education Degree**

Please consider this letter of support for the above mentioned program proposal.

The College of Education, represented by Kevin Lewis, Gisele Jean-Bundgaard, and Arvelle Van Dyck, met with representatives of the Indigenous Studies Department, Dr. Rob Innes, Dr. Bonita Beatty and Randy Morin, to discuss the new LTEP program proposal.

At the meeting, the Indigenous Studies Cree Culture and language certificate (in progress) was discussed and there was an understanding that the new Indigenous Studies Cree classes (200-300-400 levels) could mutually benefit students in the certificate program and the proposed Language Teacher Education program (LTEP). Indigenous 212 Cree Cultural histories class was also identified.

The Department of Indigenous Studies supports the LTEP proposal in its own right and for the potential opportunities for inter-College collaboration and benefits that arise from it.

Respectfully,

Dr. Winona Wheeler  
Acting Department Head

4 December 2019

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

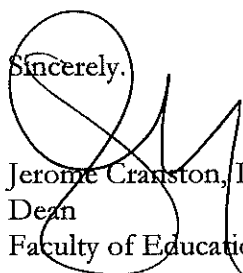
Dear Dr. Prytula,

Upon review of the proposed Language Teacher Education Program (LTEP), that the College of Education, University of Saskatchewan has proposed to offer, I do not perceive that the Language Teacher Education Program to be a duplication of the distinctive Baccalauréat en Education program that is offered through the Faculty of Education, at the University of Regina.

Le Baccalauréat en Education has an almost forty-year history of success in preparing qualified teachers for the Elementary and Secondary grade-levels who can effectively teach in French-Language education minority contexts and/or settings, and in French Immersion contexts or teach French in Anglophone contexts. Le Baccalauréat en Education has been funded in part by both the Government of Canada and the Province of Saskatchewan through the l'Entente Canada-Saskatchewan relative à l'enseignement dans la langue de la minorité et à l'enseignement de la seconde langue officielle 2013-2014 à 2017-2018 and the funding extensions, and the University of Regina. These ongoing financial commitments have been the foundation of a program that is recognized as excellent across the country.

If I understand the proposal correctly, and at its simplest form, the proposed Language Teacher Education Program, appears to be a language instruction program, designed for teachers to teach the languages of French and Cree; at this point in time, with the future proposal of adding Michif and other Indigenous languages.

Thus, provided the approval of the Language Teacher Education Program does not redirect the current or potential future federal or provincial financial support required to effectively operate le Baccalauréat en Education, and as described and outlined in your emails to me November 11, 2019, I offer my support for the establishment of the College of Education, University of Saskatchewan's Language Teacher Education Program.

Sincerely,  
  
Jerome Cranston, PhD  
Dean  
Faculty of Education

October 7, 2019

Planning and Priorities Committee  
c/o Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan  
[michelle.prytula@usask.ca](mailto:michelle.prytula@usask.ca)

Dear Planning and Priorities Committee,

**RE: Language Teacher Education Program – Letter of support**

On behalf of the Saskatchewan Professional Teachers Regulatory Board (SPTRB), please accept this letter of support for the College of Education's proposed Language Teacher Education Program.

Established in 2015, the SPTRB serves and protects the people of Saskatchewan by administering the standards for teacher certification, conduct and competence.

The SPTRB supports the College of Education in its efforts to establish a Language Teacher Education Program because this program will address the shortage of French and Cree Immersion teachers in Saskatchewan. Furthermore, this visionary approach to teacher education is readily adaptable to include additional languages of instruction. The SPTRB is particularly interested in the potential contribution of this program to the preservation of Aboriginal languages in Saskatchewan.

If you require further information about Saskatchewan Professional Teachers Regulatory Board or this letter of support, please do not hesitate to contact me via: telephone – 306-352-2230 or email – [registrar@sptrb.ca](mailto:registrar@sptrb.ca).

Sincerely,



Trevor Smith  
COO/Registrar

cc: Jennifer Kovar, [jennifer.kovar@usask.ca](mailto:jennifer.kovar@usask.ca)



## **NORTHERN LIGHTS SCHOOL DIVISION No. 113**

Bag Service #6500

La Ronge, Saskatchewan

S0J 1L0

Telephone: (306) 425-3302

Fax: (306) 425-3377

October 12, 2018

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan

Dear Dr. Prytula,

We in Northern Lights School Division strongly support the development of language immersion programming for teachers at the University of Saskatchewan. We have over four thousand students in our division and we strive to have them all receive Indigenous language instruction. Unfortunately, it is extremely challenging to hire teachers who are speakers of both Cree and Dene. Of our over three hundred teachers, only a handful are fluent speakers. In some communities, we have non-speakers doing their best to revitalize Indigenous languages. We also employ elders to assist with language instruction. If, in fact, the vision of the University of Saskatchewan is to "respond actively and collaboratively to emergent provincial, national and international priorities", then having more post-secondary programming for Indigenous language teachers would not only support reconciliation and the TRC's Calls to Action, but would also align perfectly with your own vision statement.

In our division, we also have French Immersion programming at two of our schools. There are approximately 175 students and we employ nine teachers. Our program has been in jeopardy in the past because of our inability to hire French-speaking teachers. This year in fact, we are short one high school French Immersion teacher and students may have to take classes online, which is not a good option for language acquisition. Most of the French teachers that we hire come from the east coast. The graduates from the U of R have guaranteed employment in southern communities and have not shown any interest in moving north, despite our efforts to recruit them. Having another option in our province for a French Education program would improve our chances of recruiting the highest quality teachers from within our own province. This would allow us to not only keep our program running, but possibly expand it as well since the demand is quite high and enrolment has been steadily climbing over the past five years.

In closing, I once again want to emphasize the need for more language immersion programming at the University of Saskatchewan. I am confident that it would have a positive impact on not only our school division, but others throughout the province as well as the shortage of teachers who are fluent speakers is one that is felt province-wide.

Sincerely,

Dawn Kuppenbender  
Superintendent of Curriculum & Instruction  
NLSD113

Meadow Lake Office  
525 5<sup>th</sup> Street West  
MEADOW LAKE SK S9X 1B4  
Phone: 306-236-5614 Fax: (306) 236-3922  
E-mail: [davin.hildebrand@nwsd.ca](mailto:davin.hildebrand@nwsd.ca)



November 5, 2018

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

Re: Language Immersion Program

The purpose of this letter is to endorse the development of a Language Immersion Program in the College of Education at the University of Saskatchewan. The Northwest School Division currently offers a French Immersion Program in the community of Meadow Lake and offers Cree classes in a number of schools. Both of these programs have varied enrollment and continue to be popular with students and their families. Recruitment and retention of certified teachers is always a priority for the Northwest School Division and a Language Immersion Program has the potential to support this important work.

Sincerely,

A handwritten signature in blue ink, appearing to read "Davin Hildebrand", with a long, horizontal flourish extending to the right.

Davin Hildebrand  
Superintendent of Human Resources





P.O. BOX 89 ILE-A-LA CROSSE, SASKATCHEWAN S0M 1C0 PHONE (306) 833-2141 FAX (306) 833-2104

October 25, 2018

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

Dr. Prytula,

I write this letter as a follow up to your letter of October 12, 2018 requesting support for the implementation of language programs at the U of S. Assuming that "teacher formation" is synonymous with teaching training, I have the following to offer.

Ile-a-la-Crosse is an isolated Metis community in northern Saskatchewan that is over 200 years old. It has developed its own unique language – Michif – in that time. The Michif spoken here is not to be equated to that spoken in Metis communities in Manitoba or that spoken in some areas of southern Saskatchewan. The language of instruction in Ile-a-la-Crosse is English. We do however, offer some Michif instruction from grades Pre-K to 9 that is then followed at the high school level with locally developed Michif 10L. This is the first year that Michif 10L is being offered as a compulsory subject in our high school. We will be adding Michif 20L and 30L next semester and next fall respectively.

At present we have several teachers that grew up in Ile-a-la-Crosse delivering the Pre-K to 9 programming and one teacher that is/will be teaching the 10L, 20L and 30L programs. As our entire student population in Ile-a-la-Crosse S.D. is under 400 students, we have no need for any more Michif teachers than we have presently. We have no intention to implement an immersion program as the value of doing so would be quite limited due to the uniqueness of the language spoken here. Having said that, we would be supportive of language course offerings in Cree and Michif if those programs were consistent with the dialects spoken here.



P.O. BOX 89 ILE-A-LA CROSSE, SASKATCHEWAN S0M 1C0 PHONE (306) 833-2141 FAX (306) 833-2104

I hope this explains our position here in Ile-a-la-Crosse. If you require more information please do not hesitate to give me a call at 306-843-8464 (Cell) at any time. Thanks you.

Sincerely,

Dave Dornstauder  
Director of Education  
Ile-a-la-Crosse School Division #112

October 31, 2018

Dr. Michelle Prytula  
Dean of Education  
University of Saskatchewan

Dear Dr. Prytula,

Saskatchewan Rivers Public School Division fully supports the University of Saskatchewan's proposal to develop a language immersion program.

Our School Division currently offers a French Immersion program in four schools to approximately 650 students. Our French Immersion enrolment has increased 137% over the last ten years. In response, we have expanded our French Immersion programming to a second location in the city of Prince Albert. With this expansion, we anticipate continued growth with a projected enrolment of approximately 750 students in 2023. The growth of the French Immersion Program and the addition of another school has resulted in an increased demand for teachers within our Division. In response to this growth, we have increased our FTE by 18.5 teachers over the last 10 years. In the past five years, we have had to recruit seven teachers from out of province. A U of S language immersion program within the College of Education would address this need and facilitate the recruitment and retention of locally trained French Immersion teachers. This would also align with the commitment by the provincial government in the 2017 Throne Speech to identify initiatives to support the recruitment of French language teachers.

Saskatchewan Rivers Public School Division is also currently exploring the concept of a Cree Bilingual School. The most fundamental requirement of a high quality program of this type will be teachers. It is exciting for us to consider the possibility of an Indigenous language school within our Division growing at the same time as the University of Saskatchewan develops a program specifically designed to train language specific teachers.

The majority of Saskatchewan Rivers Public School Division's French Immersion Graduates that plan to be teachers currently attend the University of Regina. We also have a number of graduates from Debden who choose to enroll in the education program at the Faculté St-Jean in Edmonton. Providing these students with another option closer to home would be appreciated by them immediately, and would benefit the students of Saskatchewan Rivers Public School Division in the long term.

Yours in education,



Robert Bratvold  
Director of Education





**Saskatoon Public Schools**  
Inspiring Learning

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Tel: (306) 683.8200 Fax: (306) 657.3900  
[saskatoonpublicschools.ca](http://saskatoonpublicschools.ca)  
Barry MacDougall, Director of Education

October 18, 2018

To the Academic Programs Committee of Council,

Saskatoon Public Schools has prospered due to a long-term, collaborative working relationship with the College of Education at the University of Saskatchewan. This relationship has resulted in thousands of students training in our classrooms and developing into dedicated and innovative teachers in our community. Our two institutions have worked together to address emerging trends in education and to meet the needs of students and families in Saskatchewan.

One of the challenges our school division has faced in recent years is a lack of trained French teachers. With our French Immersion program growing annually, we are struggling to recruit adept teachers for this program. Our human resources department has worked to recruit teachers from across Canada, and, in some cases, internationally but there are not enough skilled teachers in this area to meet the high demand.

To give you an idea of the growth we are facing, look no further than our French Immersion enrolments. In 2012, we had 1,735 students in French Immersion. Currently, we have 2,663 students enrolled – an increase of 928 students, or roughly 37 classrooms that need teachers. Our projections show this need will only grow; we are anticipating another 650 students to enrol in French Immersion over the next five years. There is no indication from our community that the demand for French Immersion will subside.

While French is our biggest pressure point, we have also struggled to recruit Cree teachers that have an education degree. In our Cree Language and Culture program at Confederation Park School, we have grown by 141 students since 2012. This doesn't count the Cree language classes offered in a handful of our elementary and high schools. These introductory Cree classes that are vital to our culturally responsive work could be offered in more schools if we had the trained teachers to lead them.

More professionally trained teachers to fulfill the demand for our growing language programs is essential. We cannot meet the needs of our community without being able to fill these teaching positions with appropriately trained and skilled educators.

Please accept this letter in support of the College of Education's proposal for teacher formation in second language schools.

Sincerely,

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

tat



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Phone: 306-683-2800  
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[www.spiritsd.ca](http://www.spiritsd.ca)

October 29, 2018

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

Dear Dr. Prytula:

Thank you for your recent letter which described your intention to submit a proposal for teacher formation in second language schools to the Academic Programs Committee of Council for language immersion program development. On behalf of Prairie Spirit School Division, I am sending this letter to demonstrate our support for this important work.

Prairie Spirit's French Immersion programming began this year at école Traditions Elementary School in Warman. In its inaugural year, our new program has 28 Kindergarten students and 18 Grade 1 students, with two French Immersion classroom teachers. As we plan for the future of this program, we know maintaining and attracting new French Immersion teachers will be a priority and a challenge for our Division. The College of Education's proposal would support our needs as we plan to expand our French Immersion program to include Kindergarten to Grade 8 over the next several years. With a proposed expansion to Grade 8, we will need to dedicate over 15 teachers to the French Immersion program at école Traditions Elementary School.

As well, we offer Cree language programs in both Stobart Community School (Duck Lake, SK) and Leask Community School when a teacher is available and student uptake warrants.

Prairie Spirit supports the College's proposal and we applaud the College for identifying the need for this type of program. If we can be of any further assistance, please let me know.

Sincerely,

Lori Jeschke  
Director of Education

LJ/nm



5017 - 46 Street  
Lloydminster, AB T9V 1R4  
Phone (780) 875-5541  
Fax (780) 875-7829

November 5, 2018

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan

Dear Dr Prytula,

Lloydminster Public School Division recognizes the growing demand to address specific language programs that is occurring in our schools. The requirement for specialized language teachers currently exceeds the supply of qualified professionals.

Classes in our division are at capacity with 2486 students enrolled in French programs with only 20 teachers handling this load. We also offer Cree in our schools with 149 students enrolled and at present only have 2 teachers delivering this curriculum. With the current shortage of qualified teachers in these specialized areas we are challenged to meet the growing demand for these programs.

The Lloydminster Public School Division Board of Education fully supports the College of Education's proposal for language immersion program development. The development and implementation of this proposal will provide the framework to recruit and train more professionals in this specialized area.

If there is any way we can be of further assistance in your application please feel free to contact us.

Best Regards,

Todd Robinson  
Director of Education





October 17, 2018

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan

Dear Dr. Prytula,

This letter is in support of the proposal to the Academics Committee of Council for an immersion program development at the University of Saskatchewan. The French Immersion population across Canada is increasing. This observation was shared with us by the Ministry of Education of Saskatchewan in a recent conversation. Our support is specific to the French Immersion program development for teacher formation.

Light of Christ Catholic Schools has approximately 2100 students in seven schools in North Battleford, Unity and Spiritwood. We have a single track French Immersion school and a dual track high school in North Battleford.

Please see below the specific data to support the French Immersion program development.

Student Enrolment in Specific Language Programs:

Enrollments over the past five years in our French Immersion programs:

	Elementary	High School
14-15	303	97
15-16	333	95
16-17	334	100
17-18	337	86
18-19	339	89

Projected	Elementary	High School
19-20	345	110
20-21	351	112
21-22	351	115
22-23	354	115
23-24	357	117

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Pray • Educate • Serve | [www.loccsd.ca](http://www.loccsd.ca)

9301 19<sup>th</sup> Ave, North Battleford, SK S9A 3N5 Phone: (306) 445 – 6158 Fax: (306) 445 – 3993  
Email: [loccsd@loccsd.ca](mailto:loccsd@loccsd.ca)



Teacher Statistics in French Immersion Programs:

Current French Immersion teachers 18.83

Projected French Immersion Teachers 21.83

We project an increase of 5 teachers due to enrolment.

Projected retirements

We project 2 retirements in the next five years.

We have hired one teacher for French Immersion from the U of S in the last five years.

We feel that there is a definite need for the development of a teacher formation program specific for French Immersion teachers in Saskatchewan. At the current time, we have been traveling to eastern Canada and Alberta to recruit French Immersion teachers. Due to the demand as noted earlier, there is a shortage throughout the prairie provinces especially since graduates are usually hired before program completion.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Cory Rideout', with a stylized flourish at the end.

Cory Rideout  
Director of Education

---

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9301 19<sup>th</sup> Ave, North Battleford, SK S9A 3N5 Phone: (306) 445 – 6158 Fax: (306) 445 – 3993  
Email: [loccsd@loccsd.ca](mailto:loccsd@loccsd.ca)

## Lloydminster Catholic School Division

6611B-39 Street  
Lloydminster, AB T9V 2Z4

Phone: (780) 808-8585  
Fax: (780) 808-8787

www.lcsd.ca

October 29, 2018

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

Dear Dr. Michelle Prytula, Dean:

We appreciate the opportunity to respond to your letter of October 12<sup>th</sup>. In answer to your questions, we would like to provide the following information:

1. Student Enrolment in Specific Language Programs
  - a. Five-year student Enrolment – French Immersion  
2018 - 683, 2017- 672, 2016 - 649, 2015 - 625, 2014 – 604
  - b. Projected enrolment – we expect growth in enrolment for the French Immersion Program at 3% per year.
2. Teacher Statistics in Specific Language Programs
  - a. Language Teachers currently employed is 34
  - b. We project needing 8 teachers over the next 5 years
  - c. We have not hired Language Program teachers from the U of S in the last 5 years.

We see value in a University of Saskatchewan Language Program. We believe a Cree Immersion Teacher program would have a great benefit to our community as well as French Immersion Teacher Programming. We see the advantage of proximity and connection to high quality teacher offerings at the University of Saskatchewan.

We hope that we will see this new offering come to fruition at the University of Saskatchewan.

Sincerely,

  
Nigel McCarthy  
Director of Education



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"Where academics, faith, family, and community meet."

October 18, 2018

Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan

Dear Dr. Prytula,

Greater Saskatoon Catholic Schools is pleased to provide this letter of support to the College of Education to assist in the proposal to the Academic Programs Committee of Council for language immersion program development. The possibility of a second language teacher formation program at the University of Saskatchewan would help address the challenge our school division faces in filling positions in the area of second language and would provide collaborative learning opportunities for both our teaching staff and the university students.

Second language programs at Greater Saskatoon Catholic Schools have followed the similar provincial growth. Currently we offer Cree bilingual programming at St. Frances Cree Bilingual School, Ukrainian bilingual programming at Bishop Filevich Ukrainian Bilingual School, and French immersion at nine elementary schools as well as four of our high schools. Core French classes are offered in 12 elementary schools and four high schools. The attached charts display the growth within these programs during the last five years and projections for the next five years.

Currently, Greater Saskatoon Catholic Schools partners with post-secondary institutions from across Canada to ensure we have access to highly qualified second language teachers. The possibility of a second language program at the University of Saskatchewan would allow for collaborative partnerships that would benefit both the University of Saskatchewan student-teachers and Greater Saskatoon Catholic Schools' second language programs. We envision, teacher candidates, student teachers, University of Saskatchewan faculty and Greater Saskatoon Catholic Schools' staff working together towards high quality second language programming.

Greater Saskatoon Catholic Schools welcomes the opportunity to work with the University of Saskatchewan in the development of a language immersion program. It would be our pleasure to provide any additional information that would assist in strengthening this proposal.

Sincerely yours,



Greg Chatlain, Director of Education  
Greater Saskatoon Catholic Schools



Past Enrolment

Program	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
French Immersion	2,442	2,630	2,805	2,972	3,196
Cree Bilingual	262	346	413	431	454
Ukrainian Bilingual	254	223	216	202	191

Projected Enrolment

Program	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
French Immersion	3,346	3,496	3,646	3,796	3,946
Cree Bilingual	655	671	690	697	710
Ukrainian Bilingual	175	177	176	178	180

Staffing

Program	Staff (FTE)
French Immersion	102
Cree Bilingual	32
Ukrainian Bilingual	14





Conseil des écoles  
fransaskoises

1440, 9<sup>e</sup> Avenue Nord, Regina (SK)  
1 877 273-6661 • [ecolefrancophone.com](http://ecolefrancophone.com)

October 25, 2018

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan

**RE: Letter of Support**

Dear Dr Prytula,

On behalf of École St-Isidore de Bellevue, a school which is part of The Conseil des écoles fransaskoises, please accept this letter of support to the College of Education for their proposal for teacher formation in French.

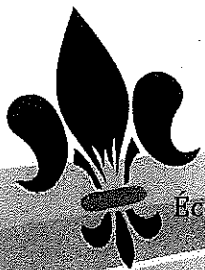
I am the school principal at École St-Isidore. There is an increasing need for French language teachers in Saskatchewan francophone schools. I convoked from the Uof S College of Education in 1989 which had a French program at the time. It provided me with the opportunity to acquire a bilingual degree in education for which I am eternally grateful. Even if it had always been my dream, I may not have been able to earn that degree if Regina had been the only option. I am fortunate to have worked my way up to being principal at École St-Isidore and appreciate the benefits of French education, witnessing bilingual students graduating with so many different opportunities.

There is an increased awareness of the benefits of bilingualism and there should be French education accessibility to as many students as possible. Canada is a bilingual country with French and English at an even status. It is difficult to achieve this goal as there is such a shortage of bilingual workers in every walk of life. As principal of a French school, I can testify to the frustrations we face in our search for qualified teaching personnel. It would be a great asset to have more French teachers educated and trained in Saskatchewan. Teachers from elsewhere are more transient and the turnover can be costly to the system in time, money and student success. Certified teachers who graduate from Saskatchewan Universities know the curriculum and the pedagogical approaches to teaching it therefore are accustomed to Saskatchewan school culture and can adapt more easily to the school community. They are much more likely to stay in a school long term and settle down in the province from which they graduate.

It is my hope that the University of Saskatchewan proposal to develop a teacher formation program in complete French fluency will be accepted and implemented as soon as possible. A program that will allow teachers to teach in both Francophone and French Immersion school systems will be a benefit to Saskatchewan schools and Saskatchewan students.

Sincerely,

Janine Bussière  
Principal  
École St-Isidore



École St-Isidore \* C.P. 459 \* St-Isidore de Bellevue, SK \* (306) 423-5354

\* <http://st-isidore.ecolefrancophone.com/>

École de langue première  
aujourd'hui...  
**Francophone**  
**bilingue**  
pour la vie!



October 25, 2018

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan

**RE: Letter of Support**

I am a school principal at École Père Mercure, a French as a first language K-12 school in North Battleford, with the Conseil des écoles fransaskoises, (CÉF), school division. I support program development efforts regarding French language teacher formation at the University of Saskatchewan. There is a need for French language teachers in Saskatchewan francophone schools.

The CÉF school division student enrollments have steadily increased in the last 5 years surpassing 2000 students for the first time ever this fall. This is an increase of 200 students in the last 3 years. Enrollments at École Père Mercure have climbed from 56 to 71 in the past 3 years, and 85 students are forecasted for the fall of 2020-2021.

The CÉF employs 180 French speaking teachers. This year the division hired 21 French teachers, 3 came from the University of Saskatchewan, 6 from the University of Regina and 12 from other provinces and other countries. École Père Mercure has 5 new teachers from that group, 1 from the University of Regina, 2 from Ontario and 2 from other countries. In the last 3 years École Père Mercure has hired 8 teachers. As principal, I would prefer that new teachers were formed in Saskatchewan. Professional A certified teachers who graduate from Saskatchewan Universities know the curriculum and the pedagogical approaches to teaching it. These teachers are accustomed to Saskatchewan school culture and can adapt more easily to the school community. They are much more likely to stay in a school long term. Teachers from elsewhere are more transient and the turnover can be costly to the system in time, money and student success.

It is my hope that the University of Saskatchewan proposal to develop a teacher formation program in complete French fluency will be accepted and implemented as soon as possible. A program that will allow teachers to teach in both Francophone and French Immersion school systems will be a benefit to Saskatchewan schools and Saskatchewan students.

Sincerely,

Julie Lemire  
Principal  
École Père Mercure



Regina, le 25 octobre 2018

Université de la Saskatchewan  
Madame Michelle Prytula, Doyenne  
28 Campus Drive  
Saskatoon Saskatchewan, S7N 0X1

PAR COURRIEL : [gisele.jean-bundgaard@usask.ca](mailto:gisele.jean-bundgaard@usask.ca)

OBJET : Appui – Programmes de langues (français, ukrainien, langues autochtones)


N./Référence : 1700

Madame la Doyenne,

La présente fait suite à la demande d'appui que vous nous avez fait parvenir. Nous croyons effectivement qu'une formation des maîtres sera la bienvenue par notre personnel.

Nous proposerons à nos enseignants toutes formations qui seront reliées à l'enseignement du français et surtout en langue première. Les formations qui répondront à notre spécificité ainsi qu'à la pédagogie en milieu minoritaire seront tout aussi bien accueillies par le Conseil des écoles fransaskoises. Nous profitons de cette occasion pour vous informer que le CÉF est prêt à participer à un comité consultatif francophone si vous le jugez à propos.

En espérant que notre appui répondra à vos attentes, nous profitons de cette occasion pour vous féliciter de cette initiative.

  
Bernard Roy,  
Directeur général à l'Éducation

BR/ch

c. c. : André Messier, directeur général adjoint à l'Éducation  
Janine Bussière, directrice de l'école St-Isidore  
Dominic Rivard, directeur de l'école Valois

**Translation of letter from Conseil des écoles fransaskoises to**

**Dr. Michelle Prytula – Dean, College of Education**

**October 25, 2018**

This letter is in response to your request for support. We do believe that teacher training will be welcomed by our staff.

We propose that teacher training be related to the teaching of French and especially in/as the first language. Training that will meet our specificity as well as pedagogy in a minority setting will be equally welcomed by the Conseil des écoles fransaskoises. We take this opportunity to inform you that the CÉF is ready to participate in a francophone advisory committee if you feel it is appropriate.

We are hoping that our support will meet your expectations; we take this opportunity to congratulate you on this initiative.

*Translated by Gisèle Jean-Bundgaard*

## Appendix C: Course and Program Catalogue Entry

### Years 1 and 2 (60 credit units)

#### Education Learning Communities

##### Year 1

- EDLC 101.0 Education Learning Community On Campus
- EDLC 102.0 Education Learning Community in Our City

##### Year 2

- EDLC 201.0 Education Learning Community Discovering Saskatchewan
- EDLC 202.0 Education Learning Community Global Community

#### Education Courses

- [ECUR 163.3](#) Mathematical Content Knowledge for Teaching School Mathematics or [ECUR 164.3](#) Is This a Course About Science
- [EFDT 101.3](#) Introduction to Education
- [EFDT 265.3](#) Foundations for First Nations Metis and Inuit Teaching and Learning or [ECUR 265.3](#) Teaching for Reconciliation in the K to 12 Curricula
- [EPSE 202.3](#) Psychological Foundations of Teaching and Learning

#### External Course Requirements

- **English**  
Choose 3 credit units of junior-level English  
Please Note: not required for a Teaching Area 2 of English Language Arts.
  - [ENG — 100-Level](#)
- **Indigenous Studies**  
Choose 3 credit units of Indigenous Studies  
Please Note: not required for a Teaching Area 2 of Indigenous Studies or Social Studies/Social Sciences.
  - [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
  - [HIST 265.3: Native Newcomer Relations in Canada 1880 to Present](#)
  - [HIST 315.3: Indigenous Health History](#)
  - [SOC 341.3: Institutional Racism and Indigenous People](#)
- **Mathematics/Statistics**  
Choose 3 credit units of Mathematics or Statistics  
Please Note: not required for a Teaching Area 2 of Mathematics.
  - [MATH — 100-Level, 200-Level, 300-Level, 400-Level](#)
  - [STAT — 100-Level, 200-Level, 300-Level, 400-Level](#)
  - [ECON 450.3 Strategic Choice](#)
  - [GEOG 302.3 Quantitative Methods in Geography](#)
  - [PLSC 214.3 Statistical Methods](#)
  - [PSY 233.3 Statistical Methods in Behavioural Sciences](#)



- [PSY 234.3 Statistical Methods in Behavioural Sciences](#)
- [SOC 225.3 An Introduction to Survey Research and Data Analysis in Sociology](#)
- [SOC 325.3 Applied Quantitative Research in Sociology](#)

- **Science**

Choose 3 credit units of Science

Please Note: not required for a Teaching Area 2 of Science.

\*PLSC 214.3 Statistical Methods is not acceptable toward this requirement.

- [ACB — 200-Level, 300-Level, 400-Level](#)
- [ARCH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ASTR — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [BIOC — 200-Level, 300-Level, 400-Level](#)
- [BIOL — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [BMSC — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [CHEM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [CMPT — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [EVSC — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [GEOL — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [HSC — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [MCIM — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [PHYS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [PLSC — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [GEOE 375.3 Engineering Hydrogeology](#)
- [GEOG 120.3 Introduction to Global Environmental Systems](#)
- [GEOG 125.3 Environmental Science and Society](#)
- [GEOG 233.3 Introduction to Weather and Climate](#)
- [GEOG 235.3 Earth Processes and Natural Hazards A Canadian Perspective](#)
- [GEOG 271.3](#)
- [GEOG 280.3 Environmental Geography](#)
- [GEOG 322.3 Introduction to Geographic Information Systems](#)
- [GEOG 323.3 Remote Sensing](#)
- [GEOG 325.3 Principles of Fluvial Systems](#)
- [GEOG 328.3 Groundwater Hydrology](#)
- [GEOG 335.3 Glacial Geomorphology](#)
- [GEOG 351.3 Northern Environments](#)
- [GEOG 423.3 Advanced Remote Sensing](#)
- [GEOG 490.3 Selected Topics in Physical Geography](#)
- [INDG 241.3 Weaving Indigenous Science and Western Science](#)
- [NUTR 120.3 Basic Nutrition](#)
- [PHPY 301.3 Fundamental Neuroscience Intercellular Communication](#)
- [PHPY 302.3 Human Physiology Transport Systems](#)
- [PHPY 303.3 Human Physiology Reproduction Growth and Energy Homeostasis](#)
- [PHPY 304.3 Pharmacology I](#)
- [PHPY 305.3 Pharmacology II](#)

- [PHPY 308.3 Experimental Basis of Physiology and Pharmacology](#)
- [PHPY 401.3 Animal Surgery and Experimentation](#)
- [PHPY 403.3 Physiological Genomics and Pharmacogenetics](#)
- [PHPY 405.3 Advances in Cardiovascular Physiology and Pharmacology](#)
- [PHPY 432.3 Research Project in Physiology and Pharmacology](#)
- [PHSI 208.6 Human Body Systems](#)
- [TOX 300.3 General Principles of Toxicology](#)

- **Social Sciences/Social Studies**

Choose 3 credit units of Social Sciences/Social Studies

Please Note: not required for a Teaching Area 2 of Social Sciences/Social Studies or Indigenous Studies.

Note: ECON 450.3 Strategic Choice, PSY 233.3 Statistical Methods in Behavioural Sciences, PSY 234.3 Statistical Methods in Behavioural Sciences, SOC 225.3 An Introduction to Survey Research and Data Analysis in Sociology and SOC 325.3 Applied Quantitative Research in Sociology cannot be used to fulfill this requirement.

- [ANTH — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [CMRS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [CTST — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ECON — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [HIST — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [IS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [PHIL — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [POLS — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [PSY — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [RLST — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [SOC — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [WGST — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [CLAS 110.3 Greek Civilization](#)
- [CLAS 111.3 Roman Civilization](#)
- [CLAS 220.3 Daily Life in Ancient Greece and Rome](#)
- [CLAS 225.3 Women in Antiquity](#)
- [CLAS 240.3 Ancient Art and Architecture I Bronze Age to Classical Greece](#)
- [CLAS 242.3 Ancient Art and Architecture II Graeco Roman World](#)
- [CLAS 248.3](#)
- [GEOG 130.3 Environment Health and Planning](#)
- [GEOG 202.3 Regional Geography of Canada](#)
- [GEOG 204.3 Geography of the Prairie Region](#)
- [GEOG 208.3 World Regional Development](#)
- [GEOG 240.3 Sustainable Cities and Regions](#)
- [GEOG 280.3 Environmental Geography](#)

- [GEOG 340.3](#)
  - [GEOG 364.3 Geography of Environment and Health](#)
  - [GEOG 381.3 Development in the Canadian North Issues and Challenges](#)
  - [GEOG 385.3 Analysis of Environmental Management and Policy Making](#)
  - [GEOG 386.3 Environmental Impact Assessment](#)
  - [GEOG 486.3](#)
  - [GEOG 491.3 Research Topics in Human Geography](#)
  - [PLAN 341.3 Urban Planning](#)
  - [PLAN 342.3 Demographic Analysis in Planning](#)
  - [PLAN 343.3 Legal Issues in Planning](#)
  - [PLAN 346.3 Introduction to Urban Design](#)
  - [PLAN 350.3 Transportation Planning and Geography](#)
  - [PLAN 442.3 Regional Planning](#)
  - [PLAN 446.3 Advanced Urban Design Studio](#)
- **Fine Arts**  
Choose 3 credit units of Fine Arts  
Please Note: not required for a Teaching Area 2 of Arts Education.
    - [ART — 100-Level, 200-Level, 300-Level, 400-Level](#)
    - [ARTH — 100-Level, 200-Level, 300-Level, 400-Level](#)
    - [DRAM — 100-Level, 200-Level, 300-Level, 400-Level](#)
    - [MUS — 100-Level, 200-Level, 300-Level, 400-Level](#)
  - **Kinesiology**  
Choose 3 credit units of Kinesiology  
Please Note: not required for a Teaching Area 2 of Physical Education.
    - [KIN 121.3 Functional Basis of Physical Activity](#)
    - [KIN 122.3 Social Behavioral Foundations of Physical Activity](#)
    - [KIN 146.3 Physical Activity and School Aged Children and Youth](#)
  - **Elective**  
Elective – For a Teaching Area 2 of Social Sciences/Social Studies or Indigenous Studies, choose 3 credit units of 100- to 400-level open electives.

### **Teaching Area 1 (18 credit units)**

Students must complete 18 credit units of Teaching Area 1.

Any 100-level language course taken after the first six credits of language course(s) will be counted as a senior course.

### **Cree:**

Choose 6 credit units from the following junior level Cree courses:

- CREE – 100-Level



Choose 12 credit units from the following senior level Cree courses:

- CREE: 200-Level, 300-Level or 400-Level
- EIND 220.6: Advanced Oral and Written Cree
- ECUR 428.3: Introduction to Master Apprentice Program
- ECUR 429.3: Root Word Method of nêhiyawêwin

### **French:**

Choose 6 credit units from the following junior level French courses:

- FREN 122.3 Intermediate French I and FREN 125.3 Intermediate French II (or approved equivalents)
- FREN 212.3 Advanced French I and FREN 218.3 Advanced French II (applies to Bilingual/Immersion students)

Choose 12 credit units from the following senior level French courses:

- FREN — 200-Level, 300-Level or 400-Level

### **Teaching Area 2 (12 credit units)**

Students must complete 12 credit units of Teaching Area 2.

Choose 12 credit units from the following:

- Early/Middle Years – Teaching Area 2 (*link to Early/Middle Years program route*)

### **Spring Term (after Year 2)**

- EDST 213.0 Student Teaching in Rural and First Nations Schools

### **Year 3 (30 credit units)**

#### **Education Courses**

- EFDT 301.3 Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- EFDT 313.3 Pedagogies of Place Context Based Learning Elementary
- EDST 321.3 Field Experience Learning in Contexts
- EDST 322.3 Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- EPSE 348.3 Essentials of Assessing Student Learning

<b>Cree Language Stream Education Methods Courses</b>	<b>French Language Stream Education Methods Courses</b>
ECUR 307.3 Early Literacy Prekindergarten to Grade 3 <b>OR</b> ECUR 308.3 Reading and Writing Developing in Prekindergarten to Grade 3	ECUR 309.3 Introduction to Elementary English Language Arts
ECUR 304.3 Cree Literacy in the Early Years	ECUR 306.3 Methods in Teaching Early/Middle Years French Language Arts

ECUR 315.3 Cree Mathematics in the Early Years	ECUR 319.3 Methods in Teaching Early/Middle Years French Mathematics
ECUR 321.3 Cree Science in the Early Years	ECUR 329.3 Methods in Teaching Early/Middle Years Science in French
ECUR 384.3 Cree Social Studies in the Early Years	ECUR 385.3 Methods in Teaching Early/Middle Years French Social Studies

#### **Year 4 (30 credit units)**

##### **Extended Practicum**

- EXPR 422.15 Professional Extended Practicum  
**OR**
- EXPR 423.3 Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings **AND** EXPR 425.12 Alternative Field Experiences Practicum II Saskatchewan Schools  
**OR**
- EXPR 424.3 Alternative Field Experiences Practicum I International Opportunities **AND** EXPR 425.12 Alternative Field Experiences Practicum II Saskatchewan Schools

##### **Education Courses**

- EADM 303.3 Education in Society Structures Systems and Stakeholders
- ECUR 362.3 Principles and Practices of Second Language Learning
- EPSE 390.3 Exceptional Learners
- Choose **3 credit units** from the following:
  - EART 303.3 Methods in Elementary Visual Art
  - EART 304.3 Arts Education in the Early Years
  - ECUR 352.3 Methods in Elementary Physical Education
  - ECUR 353.3 Physical Education in the Early Years
  - ECUR 450.3 Elementary Health Methods
  - ECUR 451.3 Health in the Early Years
- ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners

## **Appendix D: Library Requirements Form**



UNIVERSITY OF  
SASKATCHEWAN

## Library Requirements for New Programs and Major Revisions

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate [Liaison Librarian](#) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

### 1. Proposal Identification

Full name of program: Language Teacher Education Program (LTEP)  
Bachelor of Education, College of Education

Short form (degree abbreviation): B.Ed.

Sponsoring Department/College: Curriculum Studies Department

Degree Level: Undergraduate

### 2. Library Resources

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

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

The University of Saskatchewan Library supports all departments and units within the College of Education.

Although the collection has not focused on language teaching materials, there are selected language learning and teaching materials in the collection. There are instructional kits within the Aboriginal Education Collection on how to teach a variety of Indigenous languages and dialects. Some resources within the Curriculum Collection are written in Cree (5-6 series) and some are bilingual (Cree and English). The Curriculum Collection also has some children's literature in Cree accompanied by resource kits.

There are French reference materials such as dictionaries and a few French CDs with accompanying literature in the Curriculum section. There are also vocabulary acquisition kits for teaching core French teaching components of the French immersion interdisciplinary curricula to teacher candidates. French materials in the Historical Collection pre-date 1992.

2.3 Specify serial titles that are core to this program.

#### **Journals currently available are:**

- Language Teaching (Cambridge Journals, From 2001)
- Research Papers in Language Teaching and Learning (DOAJ, From 2010)

- Child Language Teaching and Therapy (various Sage collections dating back to 1985)
- Journal of language teaching, linguistics and literature (DOAJ, From 2006)
- LLT Journal: Journal on Language and Language Teaching (DOAJ, From 2016)
- Journal of French Language Studies (Cambridge University Press, From 2000)

There are no specific Cree language related journals. However, general language, education or linguistic journals publish articles on or about Indigenous languages. For example, The McGill Journal of Education (McGill) has published articles on Indigenous languages. There are also open resources such as (1) Cree: Language of the Plains (<https://www.uregina.ca/open-access/open-textbooks/titles/cree.html>); (2) the Federation of Endangered Languages of Canada (<https://www.felcanada.org/>); and, (3) the South Slave Divisional Education Council (<https://www.ssdec.net/aboriginal-language>), that hold language learning and teaching resources.

- 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).

There will be no additional costs to access other databases at this time. The current databases will offer theoretical and pedagogical resources required for LTEP students. However, it should be noted that subscription rates are determined based on user numbers and required access to users.

- 2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

The College of Education has agreed to allocate funding to the library for a portion of the required resources. Students in the LTEP route will also have access to the expanding collection of Cree and French resources at the Stewart Resource Center at the Saskatchewan Teachers' Federation.

Currently, the Library has an acquisitions fund that is divided among the disciplines. Without additional resources, the monies allocated to books, journals, and databases that support education will be used to purchase materials for this new program. However, this will result in diminished resources available to purchase materials in other areas of education. In 2019/20, the overall budget for education materials is \$49,284. Future funding is dependent upon the budget allocation from the university's central allocation to the library.

- 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.)?

The Education Librarian will be responsible for LTEP collections. She will also provide support and instruction for this program. However, she is not qualified to provide help in Cree and French languages. There is currently one French speaking library staff member and no Cree speakers on staff at the Education & Music Library.

### 3. Additional Library Resources Required

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

Resources are required to facilitate teacher candidate use in presentations and coursework. Such resources will include Cree and French children's literature as well as activity-based resources and materials specific to teaching language arts, mathematics, science, and social studies in Cree and French.

3.2 What new electronic resources/databases are required?

No new electronic databases will be required.

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

No new technology requirements are necessary.

3.4 Are there distance education service needs and costs?

No costs of this nature will be necessary at this time.

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

It is recommended that \$5,000 be allocated in the first year to purchase Cree and French resources such as children's literature, instructional materials within the subject areas of mathematics, science, literacy, and social studies, as well as recent second language learning pedagogical resources. In addition, providing \$2,000 annually would assist in creating an adequate collection of Cree and French resources.

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

The University Library has a strong collection for many of the Education resources. However, the collection has not focused on language learning and teaching materials needed for this program. A one-time expenditure of \$5,000 to establish a core collection for this new collection and an annual provision of \$2,000 to maintain this collection or add any new relevant journals as needed are recommended.

The Education librarian will provide instruction and support to students and faculty in this program. The new program addition should take into consideration the librarian's and staff workload distribution at the Education & Music Library.

Date:

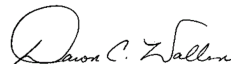
Liaison Librarian's Signature:



Library Dean's Signature



Faculty member (for the sponsoring college/dept)



## **Appendix E: Consultation with the Registrar Form**

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

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

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

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

5 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?

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

7 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:

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

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

10 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]

11 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?

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?

BED [Bachelor of Education]

3 What is the name of this new/revised program?

Language Teach Educ Prog [LTEP] - full name of program is "Language Teacher Education Program" but limited to 30 characters in Banner Student

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

BED-SEQMUS [Bach of Educ -Sequential Music], BEDKIN [Bach of Educ - Bach of Sc Kin], EDEM [BED - Early/Middle Years], EDEY [BED - Elementary/Middle], EDSY [BED - Secondary], ITEP [Indian Teach Educ Prog], NORTEP [Northern Teach Educ Prog], SUNTEP-PA [SK Urban Nat Teac Educ Prog-PA], SUNTEP-SK [SK Urban Nat Teac Educ Prog-SK], TV [Tech Vocational Educ]

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

ED [Education] / ED [Education (Dean's Office)]

6 Is this a replacement for a current program?

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Majors Available = 0000 [Undeclared], CREE [Cree] and FREN [Fren]  
Minors Available = AREL [Arts Education], ENLA [English Language Arts], INDG [Indigenous Studies], MATH [Mathematics], PED [Physical Education Studies], SCIE [Science], SSST [Social Sciences Social Studies]  
Concentrations Available = EAYR [Early Years], EMYR [Early/Middle Years], MYR [Middle Years]

### 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?

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).

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Term Abroad Program

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 or deleted) 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 or deleted) 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?

Yes

☒ X

No

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes

☒ X

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 - same as the current EDEM [BED - Early/Middle Years] and EDSY [BED - Secondary] programs

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?

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

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

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.)

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.)

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

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?)

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

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

13 Will the standard application fee apply?

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

15 Are international students admissible to this program?

#### 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?

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?

202109 [September 2021]

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.)

Numeric Year

2 Will students register themselves?

If YES, what priority group should they be in?

Yes

☒

No

☐**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?

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

Yes

Yes

☐

No

☒

## 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?

If yes, what is the name of the program?

Yes ☐ No ☒ X

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	<input checked="" type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

\* 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?

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.

Yes ☐ No ☐

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?

If YES, from which tuition code to which tuition code?

Yes ☐ No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, they will be required to pay the international tuition differential

6

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



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 / minor / concentration?	Yes	No
7 Has the Library been informed about this new / revised program?	Yes	No
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	No
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses 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: September 20, 2019

Registrar (Russell Isinger): [Signature]

College / Department Representative(s): [Signature]

IPA Representative(s): [Signature]

## **Appendix F: New Course Proposal Forms**



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 304**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Cree Literacy in the Early Years**  
Course Short Title (maximum 30 characters): **Cree Literacy Early Years**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFD 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFD 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course focuses on teaching Cree Language Arts in the Early Years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-oriented course which provides students with opportunities to participate in instructional methods and approaches that reflect the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidates' Cree language proficiency.

- 2.9 Do you allow this course to be repeated for credit? **No.**

3. Please list rationale for introducing this course:

This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. Please list the learning objectives for this course:

***Understand curriculum →Develop outcomes →Select/use instructional & assessment strategies  
→Differentiate/adapt →Access / select resources →Identity, language & culture***

**Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design instruction that is play-based and language rich, including invitations, storytelling, dramatic play, and child-centered lesson and unit plans.
3. demonstrate understanding of Cree curriculum documents and professional resources that guide the teaching of Cree language learning across the curriculum in culturally responsive ways.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the Cree classroom.
5. locate and select appropriate Cree resources to support listening, speaking, reading, writing, viewing and representing while considering diverse learning needs and the profile of a Cree language learner.
6. formulate and express – articulate literacy-teaching philosophy in a Cree language setting.
7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree language settings.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

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

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. **Course outline**

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

<b>Date</b>	<b>Subject</b>	<b>Resource/Due</b>
Class 1	Opening Smudge/Prayer (Pipe) -nêhiyawasinahikêwin -Review of Standard Roman Orthography -Historical accounts of the origins of the Cree syllabics & Star Chart	nêhiyaw nikamona
Class 2	-Using ASLA to teach the syllabics star chart  -Eastern, southern, western and northern syllabics, South-eastern, south western, north-western and north-eastern syllabics End consonants and w's (TPR-Cree Karate)	<b><i>Spelling Exam #1 SRO Reading Exam #1 SRO (recorded)</i></b>
Class 3	Vocabulary Development -High Frequency Words -Word Lists -Morphology and Compounding	Quiz 2
Class 4	Simple word sentences, prayer and SRO songs  Readings- Decision- Making on a Standard Orthography: The Betsiamites Case, Spelling Reform among the James Bay Cree, Reading and Writing in Rupert House	Writing Quiz
Class 5	-Reading Syllabics -Writing Syllabics  Readings- Teaching Cree in Fort Albany, Syllabic Literacy: The First Year, Style Manual for Syllabics	<b><i>Spelling Exam #2: SRO-Syllabics</i></b>
Class 6	Developing Complex Sentences-Transcribing Techniques	Reading Quiz Numeracy Booklet: Due
Class 7	Presentations- Syllabics: Workshop/seminar/unit	<b>Due (Changed to 3<sup>rd</sup>)</b>
Class 8	Readings- Orthography Choice for Cree Language and Education, A syllabary or and Alphabet: A Choice between Phonemic Differentiation or Economy	<b><i>Spelling Exam #3: Syllabics</i></b>
Class 9	Simple word sentences, prayer and Syllabics songs	<b><i>Spelling Exam #4: Syllabics-SRO</i></b>

Class 10	Teaching Polysynthetic Languages  Readings-Evaluating an Orthography, Morphophonemic Spelling for Pedagogical and Other Practical Purposes	<b>Reading Exam #2 SRO &amp; Syllabics (recorded)</b>
Class 11	New Words: Developing Terminology  Readings- Some Notes on Native Literacy Programs	
Class 12	Complex Sentences- Translating and Transcribing Techniques	
Class 13	Presentations LEA Examples and Assessments	

## 8. Enrolment

8.1 Expected enrollment: **20**

8.2 From which colleges? **College of Education**

## 9. Student evaluation

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

### Course Evaluation:

Syllabics Workshop/seminar/unit	20%
Syllabics Star Chart, End Consonant Quiz	10%
Simple to Complex Sentence Quiz	10%
SRO spelling exams (4)	20%
Language Experience Activities (LEA) Examples	20%
Language Assessment Tool Presentations	20%
<b>TOTAL</b>	<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage X**

*(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:*

9.2 Is the course exempt from the final examination? **Yes.**

## 10. Required text

Include a bibliography for the course.

Cree Books for Children

<https://creeliteracy.org/books-in-cree/cree-books-for-children-available-for-purchase/>

Okimāsis, J. Cree : Language of the Plains/ nēhiyawēwin : paskwāwi-pīkiskwēwin

[https://ourspace.uregina.ca/handle/10294/8401?fbclid=IwAR1zCYjra1TCI2jWm74mdJJ\\_0Gcly6oq6-F\\_avy7hDsMtxLkPuP-Df-MceM](https://ourspace.uregina.ca/handle/10294/8401?fbclid=IwAR1zCYjra1TCI2jWm74mdJJ_0Gcly6oq6-F_avy7hDsMtxLkPuP-Df-MceM)

Ratt, S. (1995). *How to Say it in Cree: Revised and Expanded*. SICC.

Wolvengrey, A. (2008). *How to Spell it in Cree: The Standard Roman Orthography*. Miywasin ink.

Available at the bookstore or online at: <http://creeliteracy.org>

### Additional Resources:

Selected Articles from: Burnaby, B. (1985) Promoting Native Writing Systems in Canada. OISE Press: Ontario Institute for Studies in Education. (Copy provided)

mâci-nēhiyawēwin / Beginner's Cree Preview: Solomon Ratt (y-dialect)

<https://creeliteracy.org/maci-nehiyawewin-beginners-cree/?fbclid=IwAR3LcFjgRZkBAolo1sJ3Xkq6hhe6zJ4QNR0QfaPb0X9YfLosPaWRo9knv0k>

Online resources: [www.creeliteracy.org](http://www.creeliteracy.org)

## 11. Resources

11.1 Proposed instructor: **TBD**

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>

**No.**

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: **No.**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program  
**College of Education, Language Teacher Education Program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFD 265.3 or ECUR 265.3; and, EPSE 202.3.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course  
**n/a**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course  
**n/a**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information



n/a

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**



### 1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

### 2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 306**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Methods in Teaching Early/Middle Years French Language Arts**  
Course Short Title (maximum 30 characters): **Methods in French Lang Arts**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course focuses on teaching French Language Arts in the Kindergarten to Grade 8 French Immersion settings. Teacher candidates will develop a philosophical foundation to inform their planning, teaching, learning, and assessment of the strands (reading, writing, speaking, listening, viewing, and representing) presented in the French Language Arts curricula. This course will offer opportunity for lesson and unit planning of literacy across the curriculum with specific attention to First Nations, Métis, and Inuit ways of knowing. Particular emphasis will be placed on approaches and strategies to support community and family engagement while learning about the French language and culture. This French Language Arts course addresses three of the six semester hours required by the Ministry of Education related to reading and language methodology content for early/middle years teacher candidates. This course will be taught in French.

2.9 Do you allow this course to be repeated for credit? **No.**

3. **Please list rationale for introducing this course:**

This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

In this course, you will learn to:

1. demonstrate understanding of the Kindergarten to Grade 8 French Saskatchewan Language Arts curriculum and Saskatchewan Ministry of Education resource documents to guide the teaching of French as a second language. (TECC 2.3, 2.4, 2.5, 4.1, 4.2)
2. create literacy-based lesson plans and unit plans while considering the balanced literacy and interdisciplinary approaches to teaching reading, writing and speaking in a second language. (TECC 1.1, 1.2, 4.1)
3. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the French Immersion classroom. (TECC 3.1, 3.2, 3.3)
4. consider, analyze, and plan pedagogical practices that promote community, family, and student engagement in developing a language-rich classroom environment. (TECC 1.1, 2.5,
5. evaluate and integrate appropriate French resources and technology to support listening, speaking, reading, writing, viewing, and representing while considering diverse learning needs, First Nations, Métis, and Inuit resources, and the profile of a French language learner. (TECC 1.3, 2.1, 2.6, 4.3)
6. compare and consider second-language acquisition models and research that promotes student motivation and literacy learning. (TECC 1.4, 2.7, 4.3)
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

Retrieved from <https://education.usask.ca/documents/fieldexperiences/PGP-COMPE%CC%81TENCES-POUR-LA-CERTIFICATION-DES-ENSEIGNANT-july2019-final.pdf>

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

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

6.1 Courses to be deleted? **None.**

- 6.2 Courses for which this course will be a prerequisite? **None.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.**

7. **Course outline**

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

**Proposed Class Schedule**

	<b>Content - Topic</b>	<b>Resources &amp; Readings</b>	<b>Learning Task</b>
<b>#1</b>	<ul style="list-style-type: none"> <li>▪ <b>Course Introduction</b></li> <li>-Language Learning Domains</li> <li>▪ <b>Literacy Profile Exploration</b></li> <li>-Self</li> <li>-Second-language learner</li> <li>▪ <b>Language and Culture</b></li> <li>-Exploring the Francophone arts</li> <li>-Plan pour vivre en français</li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a></p> <p>Roy, S. &amp; ACPI. (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> éd.). P. 1-6</p> <p>Heffernan, P. (2013). Faire bien communiquer la culture, c'est pourvoir vivre pleinement sa passion en immersion. Récupéré de <a href="https://www.acpi.ca/communications/blogue/entry/faire-bien-communiquer-la-culture">https://www.acpi.ca/communications/blogue/entry/faire-bien-communiquer-la-culture</a></p>	<ul style="list-style-type: none"> <li>- Exit Slip</li> <li>Reflection #1</li> <li>- 'Living in French' plan</li> <li>-Assign in-class</li> <li>Roy &amp; ACPI Ch. 2 reading</li> </ul>
<b>#2</b>	<ul style="list-style-type: none"> <li>▪ <b>Language Acquisition within the Canadian French Immersion Models</b></li> <li>-Interdisciplinary Approach</li> <li>▪ <b>Examining the Saskatchewan French Language Curricula</b></li> <li>-Stages of L2 learning – influences and challenges</li> </ul>	<p>Roy, S. &amp; ACPI. (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> éd.). (Ch. 2).</p> <p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a></p> <p>Gouvernement de la Saskatchewan Ministère de l'éducation. (2002). Alphabétisme chez les jeunes enfants <a href="https://publications.saskatchewan.ca/#/products/33540">https://publications.saskatchewan.ca/#/products/33540</a></p> <p>Ministères d'éducation provinces de l'ouest et du nord canadien. (2012). Cadre commun de français immersion (M-12).</p>	<ul style="list-style-type: none"> <li>-In class sharing of Roy &amp; ACPI Ch. 2</li> <li>-Explain Language Activity Teacher Portfolio</li> </ul>
<b>#3</b>	<ul style="list-style-type: none"> <li>▪ <b>Critical Learnings, Learning</b></li> </ul>	Gouvernement de la Saskatchewan	-Exit Slip

	<b>Outcomes and Indicators within French Immersion Curricula</b> <ul style="list-style-type: none"> <li>▪ <b>The French Immersion Student:</b> Research-based competencies and relevance to second language teaching</li> <li>▪ <b>Unit/Context and Lesson Planning</b> <ul style="list-style-type: none"> <li>-Backward planning by design</li> </ul> </li> </ul>	Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i> . Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a>  Lyster, R. (2016). <i>Vers une approche intégrée en immersion</i> . Anjou, QB : Les éditions CEC. (P. 4-7)  Pourquoi la planification à rebours? Récupéré de <a href="https://www.acpi.ca/communications/blog/ue/entry/pourquoi-la-planification-a-rebours">https://www.acpi.ca/communications/blog/ue/entry/pourquoi-la-planification-a-rebours</a>	Reflection #2
#4	<b>Assessment For/Of/As Learning Strategies &amp; Theories</b> <ul style="list-style-type: none"> <li>-Diverse learning needs</li> <li>-Language outcomes</li> <li>-<b>Literature-based instruction</b> <ul style="list-style-type: none"> <li>-Appropriate resource selection</li> <li>-First Nations &amp; Métis literature</li> <li>-Culturally responsiveness teaching</li> </ul> </li> </ul>	Roy, S. & ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3 <sup>e</sup> éd.). Ottawa, Ontario: Chenelière. (P. 7-12)  Sensicle, A. C. B. (2012). French as a second language (FSL) story times: Fostering language, literacy and lifelong love of reading. <i>Partnership: The Canadian Journal of Library and Information Practice and Research</i> , 7(1), 1-11. Retrieved from <a href="http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1898607723?accountid=14739">http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1898607723?accountid=14739</a>	Explanation of Webbing Assignment
#5	<ul style="list-style-type: none"> <li>▪ <b>French Immersion Pedagogy &amp; Practice</b> <ul style="list-style-type: none"> <li>-Input &amp; Output Hypothesis</li> <li>-Interactionist Theory</li> <li>-Innésisme</li> </ul> </li> <li>▪ <b>L'approche Intégrée en Immersion : Proactive &amp; Réactive</b></li> <li>▪ <b>Balanced Literacy in the French Immersion Classroom</b></li> </ul>	Roy, S. & ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3 <sup>e</sup> éd.). (Ch. 5) (p. 67-68)  Jacobson, J. et al (2014). <i>L'enseignement efficace d'une langue seconde</i> (T. Karsenti, Trans. Adapté). (p. VIII-IX)  Lyster, R. (2016). <i>Vers une approche intégrée en immersion</i> . Anjou, QB : Les éditions CEC. (p. 37-39)  Généreux, J. (2014). <i>Littérature équilibrée</i> . Documents non-publiés. (Partager en classe)	UbD Design Check in.
#6	<ul style="list-style-type: none"> <li>▪ <b>The Role of Oral Comprehension, Production and Interaction in the L2 Classroom</b> <ul style="list-style-type: none"> <li>-Socio-cultural theories</li> </ul> </li> </ul>	Roy, S. (2007). <i>Apprendre une langue seconde : Les théories socioculturelles et la sociolinguistique du changement</i> . Canadian Association Education. Récupéré de	-Exit Slip Reflection #3  -Video clips from

	<p>-Cross-language transference</p> <ul style="list-style-type: none"> <li>▪ <b>Creating a Rich Language Learning Environment</b></li> <li>▪ <b>Oral Communication Assessment Strategies</b></li> </ul>	<p><a href="https://www.edcan.ca/wp-content/uploads/EdCan-2007-v47-n1-Roy.pdf">https://www.edcan.ca/wp-content/uploads/EdCan-2007-v47-n1-Roy.pdf</a></p> <p>Roy, S. &amp; ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> édition). Ottawa, Ontario: Chenelière. (Ch. 6)</p>	<p>Lyster, Karsenti to assess oracy</p> <p>-Explain French song assignment</p>
#7	<ul style="list-style-type: none"> <li>▪ <b>Reading Comprehension, Production &amp; Interaction in the L2 Classroom</b></li> <li>-Reading strategies</li> <li>-Role of the teacher</li> <li>-Reading continuum</li> <li>▪ <b>Reading Assessment</b></li> <li>▪ <b>Creating a Rich Literature-based Learning Environment</b></li> </ul>	<p>Roy, S. &amp; ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> édition). Ottawa, Ontario: Chenelière. (Ch. 7)</p> <p>Saskatchewan Reads. (2017). <i>La Saskatchewan lit: Document d'accompagnement des programmes d'études de la 1<sup>re</sup> à la 3<sup>e</sup> année, Immersion française</i>. Récupéré de <a href="https://lasaskatchewanlit.wordpress.com/about/">https://lasaskatchewanlit.wordpress.com/about/</a></p> <p>Bourgoin, R. (2014). The predictive effects of L1 and L2 Early Literacy Indicators on reading in French Immersion. Retrieved from <a href="https://www.muse.jhu.edu/article/552748">https://www.muse.jhu.edu/article/552748</a></p>	<p>-UBD sketched plan due</p>
#8	<ul style="list-style-type: none"> <li>▪ <b>Writing Comprehension, Production &amp; Interaction in the L2 Classroom</b></li> <li>-Writing strategies</li> <li>-Writing process &amp; continuum</li> <li>-Role of the teacher</li> <li>▪ <b>Writing Assessment</b></li> <li>▪ <b>Creating a Rich Writing Environment</b></li> </ul>	<p>Roy, S. &amp; ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> édition). Ottawa, Ontario: Chenelière. (Ch. 8)</p> <p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a></p>	<p>Exit Slip Reflection #4</p>
#9	<ul style="list-style-type: none"> <li>▪ <b>Webbing Assignment Presentation</b></li> <li>▪ <b>Family &amp; Community Engagement in Language &amp; Literacy Learning</b></li> <li>-Indigenous storytelling</li> <li>-Supporting non-French speaking families in the Immersion classroom</li> </ul>	<p>Ackerman, N. &amp; Syliboy, A. (2009). <i>Vistas: Petit tonnerre</i>. Office national du film. Récupéré de <a href="https://www.onf.ca/film/vistas_petit_tonnerre/">https://www.onf.ca/film/vistas_petit_tonnerre/</a></p> <p>French Immersion in Manitoba. (n.d.) Working with Parents in French Immersion: Research based. Retrieved from <a href="https://www.edu.gov.mb.ca/k12/docs/fr_i">https://www.edu.gov.mb.ca/k12/docs/fr_i</a></p>	<p>-Webbing Assignment due</p> <p>-Webbing Assignment Presentation</p>

		<a href="#">mm_handbook/chap_6.pdf</a>	
#10	<p>▪ <b>Engagement and Interaction in the French Immersion Classroom</b></p> <ul style="list-style-type: none"> <li>-Technology</li> <li>-Gradual release of responsibility</li> <li>-Inquiry learning</li> </ul> <p>▪ <b>Opportunity for a School Visit</b></p>	<p>Frey, N. (2016). <i>50 stratégies efficaces pour gérer sa classe : Guide pour favoriser l'engagement et l'interaction</i> . (P. 7-20).</p> <p>Pellerin, M. (2013). E-inclusion in early French immersion classrooms: Using digital technologies to support inclusive practices that meet the needs of all learners. <i>Canadian Journal of Education</i>, 36(1), 44-70.</p>	-Language Activity due
#11	<p>▪ <b>Adaptations and Accommodations for Special Populations in French Immersion</b></p> <ul style="list-style-type: none"> <li>-Factors influencing language learning</li> <li>-Strategies for Success for at-risk learners</li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). Les programmes d'études. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumDocument?id=270&amp;section=1513">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumDocument?id=270&amp;section=1513</a></p> <p>Bourgoin, R. (2011). Les enfants à risque en immersion. <i>Journal d'immersion</i>, 33 (3). Récupéré de <a href="https://www.acpi.ca/documents/Journaux/Vol.33No.3_comp.pdf">https://www.acpi.ca/documents/Journaux/Vol.33No.3_comp.pdf</a> (P. 27-31).</p> <p>Le Bouthillier, J., et al. (2013). L'enseignement de la littératie dans les programmes de français langue seconde. Récupéré de <a href="https://manualzz.com/doc/18109076/l'enseignement-de-la-littératie-dans-les-programmes-de-fr">https://manualzz.com/doc/18109076/l'enseignement-de-la-littératie-dans-les-programmes-de-fr</a> (p. 19-28)</p>	-Exit Slip Reflection #5
#12	<p><b>UBD sharing -reflection</b></p> <ul style="list-style-type: none"> <li>-Overview of UBD</li> <li>-Collaborative feedback process</li> <li>-Challenges, successes in the planning process</li> </ul>		<ul style="list-style-type: none"> <li>-UBD assignment due</li> <li>-Sharing UBD in class</li> <li>-Providing feedback to peers</li> </ul>
#13	<p><b>Culminating Activity- Learning from each other</b></p> <ul style="list-style-type: none"> <li>-Sharing Class Dojo song and film reviews</li> </ul>		<ul style="list-style-type: none"> <li>-Film and Song assignment due</li> <li>-Sharing songs and film reviews</li> </ul>

## 8. Enrolment

8.1 Expected enrollment: **20**

8.2 From which colleges? **College of Education**

## 9. Student evaluation

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

### **Grading Scheme**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Exit Slips	5 Exit Slips x 2 marks each	10%
Webbing of One Piece of Literature	Class #9	20%
Language Activity Teaching Portfolio	Class #10	25%
UBD sharing and submission	Class #12	30%
Use of Song & Film in FLA	Class #13 on Dojo	15%
<b>Total</b>		<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage X**

*(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:*

9.2 Is the course exempt from the final examination? **Yes.**

### **10. Required text**

Include a bibliography for the course.

### **Required Textbook:**

Roy, S., & Association Canadienne des professionnels de l'immersion. (2017). *L'immersion en français au Canada : Guide pratique d'enseignement* (3<sup>e</sup> Ed.). Ottawa, Ontario: Chenelière.

\*This text will also support the French Math, Science and Social Studies courses.

### **Required Documents**

Conseil des ministres de l'Éducation, Canada (CMEC) (2010). *L'exploitation du cadre européen commun de référence pour les langues dans le contexte canadien*. Récupéré de <http://cmec.ca/docs/CECR-contexte-canadien.pdf>

CMEC. *Déclaration du CMEC sur l'apprentissage par le jeu*.

[https://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning\\_statement\\_FR.pdf](https://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning_statement_FR.pdf)



Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). Les programmes d'études. Récupérés de <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr>

Government of Saskatchewan Ministry of Education. (2013). *Treaty Education Outcomes – Étude sur les traités résultats d'apprentissage et indicateurs de réalisation* [https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938\\_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf](https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf)

Ministère de la Saskatchewan. (2002). *L'alphabétisme chez les jeunes enfants : Une ressource pour les enseignants et enseignantes*. Récupéré de <http://publications.saskatchewan.ca/#/products/33540>

Ministère de la Saskatchewan. (2017). *La pédagogie différenciée pour les élèves de la Saskatchewan maternelle à la 12e année*. Récupéré de [https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The\\_Adaptive\\_Dimension\\_FR.pdf](https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The_Adaptive_Dimension_FR.pdf)

Ministère de la Saskatchewan. (2017). *L'approche pédagogique inclusive dans les programmes de la petite enfance*. Récupéré de [https://www.edonline.sk.ca/bbcswebdav/orgs/MOE\\_resource\\_evaluation/Resource%20Files/Miscellaneous%20Screenshots/Approche%20p%C3%A9dagogique%20inclusive%20dans%20les%20programmes%20de%20la%20petite%20enfance\\_31\\_mars\\_2019\\_%C3%A9bauche%282%29.pdf](https://www.edonline.sk.ca/bbcswebdav/orgs/MOE_resource_evaluation/Resource%20Files/Miscellaneous%20Screenshots/Approche%20p%C3%A9dagogique%20inclusive%20dans%20les%20programmes%20de%20la%20petite%20enfance_31_mars_2019_%C3%A9bauche%282%29.pdf)

Saskatchewan Reads. (2017). *La Saskatchewan lit: Document d'accompagnement des programmes d'études de la 1<sup>re</sup> à la 3<sup>e</sup> année, Immersion française*. Récupéré de <https://lasaskatchewanlit.wordpress.com/about/>

## 11. Resources

- 11.1 Proposed instructor: **TBD**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**
- 11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

## 12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>  
**No.**

## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

### 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

#### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

#### 2.2 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)

### 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **No**.

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

#### **College of Education, Language Teacher Education Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

**n/a**

- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course  
n/a
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information  
n/a

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 315**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Cree Mathematics in the Early Years**  
Course Short Title (maximum 30 characters): **Cree Mathematics Early Years**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Situated in early childhood philosophy and pedagogy and an Indigenous worldview, helps prospective early years school teachers develop instructional techniques that reflect current knowledge of mathematics, learning theories such as constructivism, principles of early learning, and classroom practice. It includes the early years mathematics curriculum and useful resource materials including intelligent materials, loose parts, manipulatives, textbooks and other print material, computer software, videos, calculators, and children's literature. This course will focus on Indigenous mathematics and teaching concepts.

- 2.9 Do you allow this course to be repeated for credit? **No.**

3. Please list rationale for introducing this course:

This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

***Understand curriculum →Develop outcomes →Select/use instructional & assessment strategies  
→Differentiate/adapt →Access / select resources →Identity, language & culture***

By the end of the course, you should be able to:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design instruction based on the Cree Immersion Mathematics curriculum outcomes that is play-based and language rich, and that reflects a child-centered approach to the creation of invitations, explorations, lessons, units, and the use of various instructional techniques.
3. create a Cree mathematics unit plan within a guided PLC (Professional Learning Community) environment while considering diverse learning needs and culturally responsive ways of knowing.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching mathematics to second language learners.
5. locate, create and implement appropriate Cree resources to be used in teaching mathematics in Cree.
6. reflect upon and represent how issues and topics presented in class impact teaching mathematics in Cree.
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

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

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. **Course outline**

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

### Proposed Class Schedule

	Content - Topic	Resources (Instructor Resources and Student Readings)	Learning Task
<b>#1</b>  LO 5,6  TECC 1.2, 1.4, 2.4, 2.7	<b>Course Introduction</b> -Traditional Counting Systems -Math defined  <b>-Developing confidence in teaching and learning Math</b> <b>-Math and language in FI classroom</b> - Teaching/Learning Task of the Day assignment  Syllabics Star Chart	Student Resource -Bruchac, J., London, J. (1992) Thirteen Moons on Turtle's Back: A Native American Year of Moons. Penguin Young Readers Group. - Calendar Activity Worksheets (Teacher Copy for Ages 5 to 8) Written in Syllabics and SRO- Cree Resource Unit LLRIB Education	Autobiography assignment explained  Math Teaching/Learning Task of the Day sign up
<b>#2</b>  LO 1,2,5  TECC 2.1, 2.3, 3.1, 4.1, 4.2, 4.3	<b>-Overview of Curriculum or Program of Study K-12</b> <b>-Learning Outcomes and Indicators</b> -Principles of Immersion, CCC, BAC, Aims & Goals -Strands & Processes - Western and Northern Canadian Protocol (WNCP) Common Curriculum Framework <b>-Interdisciplinary Curricula K-2</b> <b>-Use of Math Journals</b>	Student Resource -Sask Curriculum -Syllabic Writing Practice Book (Ages 4-7) Cree Resource Unit LLRB Education  -Literature and Math <a href="https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1652">https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1652</a> -Math Journals: <a href="https://link-springer-com.cyber.usask.ca/article/10.1007/s10643-010-0390-4">https://link-springer-com.cyber.usask.ca/article/10.1007/s10643-010-0390-4</a> <a href="https://thecornerstoneforteachers.com/math-journals/">https://thecornerstoneforteachers.com/math-journals/</a>	Math Teaching/Learning Task of the Day  Explanation of Math Journal assignment  Explain Research Assignment
<b>#3</b>  LO 1,2,3,5  TECC 1.2, 1.3, 1.4, 2.5, 2.6, 4.3	<b>– Unit and Lesson Planning</b> <b>-Stages in learning math</b> <b>-Tensions in teaching math through L2</b> -Why teach Math in Cree? <b>-Leadership in Immersion</b>	-Barwell, R. (2010) Tensions in Teaching Mathematics Through a Second Language, ACIE Newsletter 13(3), CARLA, University of Minnesota <a href="http://www.carla.umn.edu/immersion/acie/vol13/no3/may2010_rr.html">http://www.carla.umn.edu/immersion/acie/vol13/no3/may2010_rr.html</a>	Math Teaching/Learning Task of the Day Explain PLC Unit Task- PLC and grade selection – Guided Session #1  Math Auto-biography due
<b>#4</b>	<b>Creating a positive L2</b>	Student Resource	Math

LO 1, 3, 4, 5  TECC 3.1, 3.2, 3.3, 4.1	<b>Math learning environment</b> - Learning Styles - Use of manipulatives - Cooperative Learning - Creating routine and opportunity for reflection  - <b>Balancing Language and Content</b> - <b>Learning Centers in Math</b> - Management, Organization - Literacy in Math - Types of Math Tasks	SK Curriculum – p. 19 The syllabics are also used as numeric symbols for counting Using syllabics to promote numeracy Creating Numeracy Activities Math & Science in Syllabics	Teaching/Learning Task of the Day  Math Journal Checkpoint
<b>#5</b>  LO 2, 4, 5,6  TECC 1.2, 1.3, 2.1, 2.2, 4.1, 4.2	- <b>Culturally Responsive Mathematics</b> - Land-based learning - Indigenous Perspective  - <b>Multiple Intelligences in Math Teaching</b>  - Working in a Math PLC – Session 2 for developing Guided PLC Math Unit	Instructor Resource Multiple Intelligences in Math <a href="http://blog.scientix.eu/2015/01/using-multiple-intelligence-theory-in-math-teaching/">http://blog.scientix.eu/2015/01/using-multiple-intelligence-theory-in-math-teaching/</a> - Infusing Indigenous Perspectives and Indigenous Ways of Knowing into Mathematics - <a href="https://www.otffeo.on.ca/en/learning/tlc/report/infusing-indigenous-perspectives-and-indigenous-ways-of-knowing-into-mathematics/">https://www.otffeo.on.ca/en/learning/tlc/report/infusing-indigenous-perspectives-and-indigenous-ways-of-knowing-into-mathematics/</a>  - Dispelling Mult Intel theory <a href="https://www.psychologytoday.com/ca/blog/unique-everybody-else/201311/the-illusory-theory-multiple-intelligences">https://www.psychologytoday.com/ca/blog/unique-everybody-else/201311/the-illusory-theory-multiple-intelligences</a> - Nolan & Weston - Aboriginal Perspectives and/in Mathematics – retrieved from <a href="https://ineducation.ca/ineducation/article/view/195/788">https://ineducation.ca/ineducation/article/view/195/788</a> - The Learning Exchange – Ruth Betty – Culturally Responsive Math <a href="https://thelearningexchange.ca/culturally-responsive-mathematics/">https://thelearningexchange.ca/culturally-responsive-mathematics/</a>	Math Teaching/Learning Task of the Day  Video: Real World Math <a href="https://thelearningexchange.ca/real-world-math-the-garden-stone-problem/">https://thelearningexchange.ca/real-world-math-the-garden-stone-problem/</a>  PLC work session 2
<b>#6</b>  LO 2, 3, 4  TECC 1.2, 1.3, 2.5,	<b>Tools to Gather Evidence of Math Learning – Assessment</b> <b>-8 Big Ideas in Assessment</b>  - Working in a Math PLC – Session 3 for developing	- performance based tasks - question, conversation - interview - portfolio	Math Teaching/Learning Task of the Day  PLC Work

2.6, 2.7, 3.2, 3.3	Guided PLC Math Unit		Session 3
<b>#7</b>  LO 1, 4, 6  TECC 2.5, 3.3, 4.1	<b>The Role of Conversation &amp; Language in the L2 Mathematics Classroom</b> -Math language, fluency (language preparation in Immersion) -Vocabulary development -Role of Discussions in Math Class	Student Resource -SK curriculum  Instructor Resource: -Smith, M. S., & Stein, M. K. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA: National Council of Teachers of Mathematics. - CAMMARATA, L., & TEDICK, D. (2012). Balancing Content and Language in Instruction: The Experience of Immersion Teachers. <i>The Modern Language Journal</i> , 96(2), 251-269. Retrieved from <a href="http://www.jstor.org/stable/41684072">http://www.jstor.org/stable/41684072</a>	Student Reading -  PLC Unit Task Guided Session #2  Math Journal Checkpoint
<b>#8</b>  LO 2, 3,  TECC 1.4, 1.2, 3.1, 3.2, 3.3	<b>Instructional –Assessment Strategies</b> -Tools for learning Math: concrete, visual, digital-technology -Role of drill and practice  -Working in a Math PLC – Session 4 for developing Guided PLC Math Unit	-Math & Technology– -Technology in Immersion	Math Teaching/Learning Task of the Day  -View 8 videos on  PLC Work Session 4
<b>#9</b>  LO 3, 4  TECC 2.7, 3.1, 3.3, 4.1	<b>-Instructional Strategies in Teaching Math</b> - Integration of Subject Areas -Inquiry in Math -Problem solving -Cooperative learning -Use of games in Math	Student Resource -SK Curriculum	Math Teaching/Learning Task of the Day
<b>#10</b>  LO 2,6  TECC 1.1, 1.4, 2.1, 2.2, 2.4, 3.3, 4.1, 4.2, 4.3	<b>-Diversity in the Classroom</b> <b>-Meeting the needs of diverse learners</b> -Adaptations and accommodations <b>-Multi grade teaching in Cree</b> -Common stumbling blocks  <b>- Parental Involvement</b> -Role of Homework	Student Resource -SK Curriculum	Math Teaching/Learning Task of the Day  Research Paper due  Math Journal Checkpoint



			PLC work session 5
<b>#11</b> LO 2, 4, 5 TECC 2.3, 2.6 3.3	<b>Resource Selection and Use</b> -Resources in the classroom -Use of children's literature -Indigenous resources	Instructor Resource  -Burns (2010) As Easy as Pi: picture books are perfect for teaching math <a href="https://go.gale.com/ps/i.do?p=ITOF&amp;u=usaskmain&amp;id=GALE A226161998&amp;v=2.1&amp;it=r">https://go.gale.com/ps/i.do?p=ITOF&amp;u=usaskmain&amp;id=GALE A226161998&amp;v=2.1&amp;it=r</a> Burns, M. (2010, May). As easy as Pi: picture books are perfect for teaching math. <i>School Library Journal</i> , 56(5), 38+. Retrieved from <a href="https://link.gale.com/apps/doc/A226161998/ITOF?u=usaskmain&amp;sid=ITOF&amp;xid=df4e1665">https://link.gale.com/apps/doc/A226161998/ITOF?u=usaskmain&amp;sid=ITOF&amp;xid=df4e1665</a> -Deepening Knowledge: Resources for and about Aboriginal Education <a href="http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Math/index.html">http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Math/index.html</a>	In class activity Math Teacher Guide Math Teaching/Learning Task of the Day PLC Unit Task-Guided Session #3
<b>#12</b> LO 1, 2, 3, 4 TECC 2.5, 3.3, 4.1	<b>Math Learning Center presentation</b> for a group of students –at a school or on campus		Unit due, Presentation of one Learning Center
<b>#13</b> LO 2, 5, 6 TECC 2.5, 3.3, 4.1	<b>Culminating Activity – Math Journal submission with final reflection questions from term</b>	-Student generated questions throughout the term	Math Journal Due

## 8. Enrolment

8.1 Expected enrollment: **20**

8.2 From which colleges? **College of Education**

## 9. Student evaluation

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

### Grading Scheme

Assignment	Due Date	Weight
Math Autobiography	Class- Week #3	10%
Math Teaching/Learning Task of the Day	As per class schedule Sign up will occur Class #1	20%
Math Unit Created as a PLC Presentation of a Learning Center & Overview of Unit	Class-Week #12	35%
Research Commentary-Critique	Class-Week #10	15%

Math Journal - Reflection questions incorporating learnings from the course	Class – Week #13	20%
<b>TOTAL</b>		<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage X**

*(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:*

9.2 Is the course exempt from the final examination? **Yes.**

#### 10. Required text

Include a bibliography for the course.

Saskatchewan Indigenous Cultural Centre and First Nations University of Canada (2017) Land Based Education: askiy kiskinwahamâkosiwin : A Teacher Resource Guide for Schools in Saskatchewan. Saskatoon, SK. can be used for Science, Social Studies, Math and Cree Language Arts as a Resource Guide.

#### 11. Resources

11.1 Proposed instructor: **TBD**

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

#### 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>

**No.**

## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

### 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

#### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

#### 2.2 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)

### 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **No.**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

**College of Education, Language Teacher Education Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course  
**n/a**

- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course  
n/a
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information  
n/a

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**



### 1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

### 2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 319**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Methods in Teaching Early/Middle Years French Mathematics**  
Course Short Title (maximum 30 characters): **Methods in French Mathematics**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Students will be introduced to pedagogy, approaches and experiences in teaching French Mathematics within the French Immersion setting based on the Kindergarten to Grade 8 Saskatchewan Mathematics Curricula. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second-language context. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

- 2.9 Do you allow this course to be repeated for credit? **No.**

### 3. Please list rationale for introducing this course:

This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

In this course, you will learn to:

1. explore pedagogical approaches for mathematics content appropriate to French Immersion Kindergarten to Grade 8. (TECC 1.4, 2.3, 2.7, 4.1)
2. use the French Saskatchewan Mathematics Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and unit planning. (TECC 1.1, 2.3, 2.6, 3.2, 3.3, 4.1, 4.2, 4.3)
3. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching mathematics content to achieve learning and language outcomes. (TECC 2.5, 3.1, 3.2, 3.3, 4.1)
4. explore and demonstrate mathematical related concepts while considering the processes of communication, making connections, mental mathematics and estimation, problem solving, reasoning, and visualizing, along with the use of technology. (TECC 1.2, 2.3, 2.6, 4.1, 4.3)
5. evaluate and select appropriate French resources that promote, differentiation, family involvement, linguistic and cultural responsiveness, and represent Indigenous perspectives and ways of knowing. (TECC 1.3, 2.2, 2.3, 2.5, 4.2, 4.3)
6. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

Retrieved from <https://education.usask.ca/documents/fieldexperiences/PGP-COMPE%CC%81TENCES-POUR-LA-CERTIFICATION-DES-ENSEIGNANT-july2019-final.pdf>

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

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

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.**

7. **Course outline**

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

### Proposed Class Schedule

	Content - Topic	Resources	Learning Task
#1	<ul style="list-style-type: none"> <li>▪ <b>Course Introduction</b></li> <li>-Math memories</li> <li>-Math defined</li> <li>-Attitude toward Math</li> <li>▪ <b>Exploring Culture</b></li> <li>-Mon plan pour vivre en français.</li> </ul>	<p>Government of Ontario. (2018). <i>Oui, je peux! Mettre l'accent sur le bien-être dans les classes de mathématiques</i>. Récupéré de <a href="https://apprendreenseignerinnover.ca/wp-content/uploads/2018/02/math-classroom2018-fr-1.pdf">https://apprendreenseignerinnover.ca/wp-content/uploads/2018/02/math-classroom2018-fr-1.pdf</a></p>	<ul style="list-style-type: none"> <li>-Autobiography assignment explained</li> <li>-Math Teaching/Learning Task of the Day sign up</li> </ul>
#2	<ul style="list-style-type: none"> <li>▪ <b>French Mathematics Curriculum Foundation &amp; Components</b></li> <li>-Interdisciplinary Pedagogy</li> <li>- Early Years Essential Learnings</li> <li>▪ <b>Unit/Context &amp; Lesson Planning using French Math Curricula</b></li> <li>▪ <b>Let's Do Math: Patterning</b></li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a></p> <p>D'Entremont, Y. (2011). Croyances mathématiques chez des futurs maîtres au primaire: Une activité réflexive. <i>The Journal of Educational Thought</i>, 45(3), 239-253. Retrieved from <a href="http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1269496603?accountid=14739">http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1269496603?accountid=14739</a></p>	<ul style="list-style-type: none"> <li>-Math Teaching/Learning Task of the Day (Small, V. Ch. 1)</li> <li>- Research Assignment Explained</li> <li>-Exit Slip Reflection</li> </ul>
#3	<ul style="list-style-type: none"> <li>▪ <b>Role of Oral Language in the French Immersion Math Classroom</b></li> <li>-Rationale &amp; strategies for success</li> <li>-Stages in learning math</li> <li>-'Genre grammaticale'</li> <li>▪ <b>Collaborative Teaching &amp; Learning</b></li> <li>-Cooperative Learning Rationale</li> <li>-PLC Session #1 to develop a Guided Math Unit</li> <li>▪ <b>Let's Do Math: Number Sense &amp; Operations</b></li> </ul>	<p>Roy, S. &amp; ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> éd.). Ottawa, Ontario: Chenelière. (p. 155-160)</p> <p>Canadian Parents for French. (n.d.). <i>Language of mathematics instruction in French immersion programs</i>. Retrieved from <a href="https://cpf.ca/en/files/Language-of-Mathematics-Instruction-in-French-Immersion-Programs1.pdf">https://cpf.ca/en/files/Language-of-Mathematics-Instruction-in-French-Immersion-Programs1.pdf</a></p> <p>Lyster, R. (2016). Vers une approche intégrée en immersion. Anjou, QB : Les éditions CEC. (P. 97-104).</p>	<ul style="list-style-type: none"> <li>-Math Teaching/Learning Task of the Day (Small, V. Ch. 1)</li> <li>-PLC Unit Task- PLC and grade selection</li> <li>-Math Auto-biography due</li> </ul>
#4	<ul style="list-style-type: none"> <li>▪ <b>Pedagogy &amp; Planning for Engagement</b></li> <li>-Organizing the environment</li> <li>-Learning centers</li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps">https://www.edonline.sk.ca/webapps</a></p>	<ul style="list-style-type: none"> <li>Math Teaching/Learning Task of the Day (Small, V. Ch. 1)</li> </ul>

	<ul style="list-style-type: none"> <li>-Choice &amp; use of materials</li> <li>-Cooperative learning</li> <li>-Types of math tasks</li> <li>-Play-based learning</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Multiple Intelligence Theory in Math Teaching</b></li> <li>▪ <b>Let's Do Math: Fractions &amp; Decimals</b></li> </ul>	<a href="#">/moe-curriculum-BBLEARN/Home?language=fr (P. 19).</a>  Scientix Blog (2015). <i>Using Multiple Intelligence Theory in Math Teaching</i> . Retrieved from <a href="http://blog.scientix.eu/2015/01/using-multiple-intelligence-theory-in-math-teaching/">http://blog.scientix.eu/2015/01/using-multiple-intelligence-theory-in-math-teaching/</a>  McGreal, S. (2013). The Illusory Theory of Multiple Intelligences. Retrieved from <a href="https://www.psychologytoday.com/ca/blog/unique-everybody-else/201311/the-illusory-theory-multiple-intelligences">https://www.psychologytoday.com/ca/blog/unique-everybody-else/201311/the-illusory-theory-multiple-intelligences</a>	-Exit Slip Reflection
#5	<ul style="list-style-type: none"> <li>▪ <b>Culturally Responsive Mathematics</b></li> <li>- Land-based learning</li> <li>-Connections with curriculum</li> <li>-Guest speaker: Indigenous speaker on related topic</li> <li>-Math in Indigenous stories</li> <li>▪ <b>PLC Session #2 to develop a Guided Math Unit</b></li> <li>▪ <b>Let's Do Math: Geometry</b></li> </ul>	The Learning Exchange. (n.d.). <i>Real World Math</i> . Blog retrieved from <a href="https://thelearningexchange.ca/real-world-math-the-garden-stone-problem/">https://thelearningexchange.ca/real-world-math-the-garden-stone-problem/</a>	Math Teaching/Learning Task of the Day (Small, V. Ch. 3)  PLC work session 2 to develop Guided UBD
#6	<ul style="list-style-type: none"> <li>▪ <b>Assessment For/Of/As Learning Strategies in Math</b></li> <li>-Summative</li> <li>-Formative</li> <li>-Discussion through math journals &amp; interaction</li> <li>▪ <b>Memory Retention &amp; Math Learning</b></li> <li>▪ <b>PLC Session #3 to develop a Guided Math Unit</b></li> <li>▪ <b>Let's Do Math: Proportion, rapport, and percent</b></li> </ul>	Roy, S. & ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3 <sup>e</sup> éd.). Ottawa, Ontario: Chenelière. (p. 131-139)  Ducharme, J. & Saskatchewan Mathematics Teachers' Society. Des conversations mathématiques riches. <i>The Variable</i> , 4(1), 32-37. Récupéré de <a href="http://www.smts.ca/wp-content/uploads/2019/01/The-Variable-2019-41.pdf">http://www.smts.ca/wp-content/uploads/2019/01/The-Variable-2019-41.pdf</a>	Math Teaching/Learning Task of the Day (Small, V. Ch. 2)  PLC Work Session 3
#7	<ul style="list-style-type: none"> <li>▪ <b>Evidence-based Recommendations in for Teaching &amp; Learning Math</b></li> <li>-Technology</li> <li>-Inquiry Learning</li> <li>-Creative Thinking</li> </ul>	Research & Information Services. (2016). Teaching & learning mathematics research series 1: Effective Instructional strategies. Retrieved from <a href="https://www.tdsb.on.ca/Portals/research/docs/reports/Teaching%20and%20">https://www.tdsb.on.ca/Portals/research/docs/reports/Teaching%20and%20</a>	Math Teaching/Learning Task of the Day (Small, V. Ch. 5)  -View videos on Apprendre-



	<ul style="list-style-type: none"> <li>▪ PLC Session #4 to develop a Guided Math Unit</li> <li>▪ Let's Do Math: Data analysis &amp; probability</li> </ul>	<p><a href="#">OLearning%20Math%20Research%20Series%201.pdf</a> (p. 28-33)</p> <p>Apprendre. Enseigner. Innover. (2018). Les mathématiques à la maternelle et au jardin d'enfants. Récupéré de <a href="https://apprendreenseignerinnover.ca/">https://apprendreenseignerinnover.ca/</a></p> <p>White, C. (2008). Les mathématiques en immersion. <i>ACPI Journal de l'immersion</i>, 30 (3). Récupéré de <a href="https://www.acpi.ca/journaux/v30n3.pdf">https://www.acpi.ca/journaux/v30n3.pdf</a></p>	<p>Enseigner-Innover website</p> <p>PLC Work Session 4</p>
#8	<p><b>Interdisciplinary Teaching using the French Math curricula</b></p> <ul style="list-style-type: none"> <li>- Writing Strategies- Frayer Model</li> <li>-Learning through Art</li> <li>-Researching in Math</li> <li>-Use of games</li> </ul> <p>▪ Let's Do Math: Angles</p>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>.</p> <p>Karichner Clark, S. &amp; Brummer, T. (2009). <i>Stratégies d'écriture en mathématiques, sciences et en sciences sociales</i> (C. Duguay, Adapté). P. 21-23</p> <p>Voyer, D. (2018). Le jeu d'échecs dans les classes du primaire. Récupéré de <a href="http://formation-profession.org/files/numeros/21/v26_n03_440.pdf">http://formation-profession.org/files/numeros/21/v26_n03_440.pdf</a></p>	<p>Math Teaching/Learning Task of the Day (Small, V. Ch. 4)</p> <p>-Exit Slip Reflection</p>
#9	<ul style="list-style-type: none"> <li>▪ Meeting the needs of diverse learners in the L2 classroom</li> <li>-Adaptations and accommodations</li> <li>-Renzulli Enrichment Triade</li> <li>-Multi grade teaching in FI</li> <li>-Common stumbling blocks</li> <li>▪ PLC Session #5 to develop a Guided Math Unit</li> <li>▪ Let's Do Math: Capacity, volume, and mass</li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (2017). <i>La pédagogie différenciée</i>. Récupéré de <a href="https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The Adaptive Dimension FR.pdf">https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The Adaptive Dimension FR.pdf</a></p> <p>Curtis, R. et al. (2012). <i>Apprentissage et créativité : Activités pour les élèves de 8 à 10</i> (R. Hurtubise. Adapté). (P. 74-81)</p>	<p>Math Teaching/Learning Task of the Day (Small, V. Ch. 4)</p> <p>Research Paper due</p> <p>-Exit Slip Reflection PLC work session 5</p>
#10	<ul style="list-style-type: none"> <li>▪ Using Literature to Teach Math &amp; Deepen Knowledge</li> <li>-Interdisciplinary approach</li> <li>-Resource Selection and use</li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupéré de <a href="https://www.edonline.sk.ca/webapps">https://www.edonline.sk.ca/webapps</a></p>	<p>-Math Teaching/Learning Task of the Day (Small, V. Ch. 4)</p>

	<ul style="list-style-type: none"> <li>-Resources aligned with curricula</li> <li>-Resources in the classroom</li> <li>-Story Boards &amp; Conceptual Graphs in Math</li> <li>▪ <b>Let's Do Math: Measurement</b></li> </ul>	<a href="http://moe-curriculum-BBLEARN/Home?language=fr">/moe-curriculum-BBLEARN/Home?language=fr</a>  Burns, M. (2010). As easy as Pi: picture books are perfect for teaching math. <i>School Library Journal</i> , 56(5), 38. Retrieved from <a href="https://link.gale.com/apps/doc/A226161998/ITOF?u=usaskmain&amp;sid=ITOF&amp;xid=df4e1665">https://link.gale.com/apps/doc/A226161998/ITOF?u=usaskmain&amp;sid=ITOF&amp;xid=df4e1665</a>	
#11	<ul style="list-style-type: none"> <li>▪ <b>Leadership Role of the French Immersion Teacher within the School Community</b></li> <li>▪ <b>Engaging Families &amp; Community in Math Teaching &amp; Learning</b></li> <li>▪ <b>Let's Do Math: Algebra</b></li> </ul>	Roy, S. & ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3 <sup>e</sup> éd.). Ottawa, Ontario: Chenelière. Ch. 13  Engagement parental. (2018). Parents engagés – Mon parcours inclut les maths. Récupéré de <a href="http://www.parentengagementmatters.ca/accueil">http://www.parentengagementmatters.ca/accueil</a>	<ul style="list-style-type: none"> <li>-Exit Slip Reflection</li> <li>-Math Teaching/Learning Task of the Day (Small, V. Ch. 1)</li> </ul>
#12	▪ <b>Presentation of Learning Center &amp; UbD Overview</b>	Math Unit Created as a PLC Presentation of a Learning Center & Overview of Unit	Unit due, Presentation of one Learning Center
#13	<ul style="list-style-type: none"> <li>▪ <b>Presentation of Learning Center &amp; UbD Overview continued</b></li> <li>▪ <b>End of Term Reflection due</b></li> </ul>		End of Term Reflection due

## 8. Enrolment

8.1 Expected enrollment: **20**

8.2 From which colleges? **College of Education**

## 9. Student evaluation

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

### Grading Scheme

Assignment	Due Date	Weight
Mathematical Autobiography (15%) + End of Term Reflection (15%)	Autobiography -Class #3 End of Term Reflection – Class #13	30%
Math Teaching/Learning Task of the Day	As per class schedule	25%
Research Commentary-Critique	Class-Week #10	30%
Math Unit Created as a PLC	Class-Week #12 & #13	15%

Presentation of a Learning Center & Overview of Unit		
<b>TOTAL</b>		<b>100%</b>

- 9.1 How should this course be graded?  
 C – Completed Requirements  
*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*  
**N – Numeric/Percentage X**  
*(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:*

- 9.2 Is the course exempt from the final examination? **Yes.**

#### 10. **Required text**

Include a bibliography for the course.

#### **Required Textbooks**

Roy, S. & Association Canadienne des professionnels de l'immersion (2017). *L'immersion en français au Canada : Guide pratique d'enseignement* (3<sup>e</sup> Ed.). Ottawa, Ontario: Chenelière.

\*This text will also support the French Language Arts, Social Studies, and Science courses.

Small, M. (2018). *Grandes idées pour l'enseignement des mathématiques : Pour acquérir des bases solides afin de mieux accompagner les élèves 9 à 14 ans.* (V. Richard, Adapté). Montréal, Québec: TC Media Livres Inc.

#### **Required Documents**

Conseil des ministres de l'Éducation, Canada (CMEC) (2010). *L'exploitation du cadre européen commun de référence pour les langues dans le contexte canadien*. Récupéré de <http://cmec.ca/docs/CECR-contexte-canadien.pdf>

CMEC. *Déclaration du CMEC sur l'apprentissage par le jeu*.  
[https://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning\\_statement\\_FR.pdf](https://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning_statement_FR.pdf)

Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). Les programmes d'études. Récupérés de <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr>

Government of Saskatchewan Ministry of Education. (2013). *Treaty Education Outcomes – Étude sur les traités résultats d'apprentissage et indicateurs de réalisation*  
[https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938\\_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf](https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf)

Ministère de la Saskatchewan. (2002). *L'alphabétisme chez les jeunes enfants : Une ressource pour les enseignants et enseignantes*. Récupéré de <http://publications.saskatchewan.ca/#/products/33540>

Ministère de la Saskatchewan. (2017). *La pédagogie différenciée pour les élèves de la Saskatchewan maternelle à la 12e année*. Récupéré de [https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The\\_Adaptive\\_Dimension\\_FR.pdf](https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The_Adaptive_Dimension_FR.pdf)

Ministère de la Saskatchewan. (2017). *L'approche pédagogique inclusive dans les programmes de la petite enfance*. Récupéré de [https://www.edonline.sk.ca/bbcswebdav/orgs/MOE\\_resource\\_evaluation/Resource%20Files/Miscellaneous%20Screenshots/Approche%20p%C3%A9dagogique%20inclusive%20dans%20les%20programmes%20de%20la%20petite%20enfance\\_31\\_mars\\_2019\\_%C3%A9bauche%282%29.pdf](https://www.edonline.sk.ca/bbcswebdav/orgs/MOE_resource_evaluation/Resource%20Files/Miscellaneous%20Screenshots/Approche%20p%C3%A9dagogique%20inclusive%20dans%20les%20programmes%20de%20la%20petite%20enfance_31_mars_2019_%C3%A9bauche%282%29.pdf)

Saskatchewan Reads. (2017). *La Saskatchewan lit: Document d'accompagnement des programmes d'études de la 1<sup>re</sup> à la 3<sup>e</sup> année, Immersion française*. Récupéré de <https://lasaskatchewanlit.wordpress.com/about/>

## 11. Resources

11.1 Proposed instructor: **TBD**

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>  
**No.**

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

### 3.1 Permission Required: **No.**

### 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

**College of Education, Language Teacher Education Program**

### 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

### 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

**n/a**

### 3.5 Corequisite(s): course(s) that must be taken at the same time as this course

**n/a**

### 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

**n/a**

## 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 321**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Cree Science in the Early Years**  
Course Short Title (maximum 30 characters): **Cree Science Early Years**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFD 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFD 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Students will be introduced to teaching science in Cree and to the Saskatchewan science curriculum for early years learners. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, methods and resources needed to teach the curriculum and respectfully include additional Indigenous ways of knowing at this level will be demonstrated. Relevant contemporary issues related to science education will be explored. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate's Cree language proficiency.

- 2.9 Do you allow this course to be repeated for credit? **No.**

3. Please list rationale for introducing this course:

This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

***Understand curriculum →Develop outcomes →Select/use instructional & assessment strategies  
→Differentiate/adapt →Access / select resources →Identity, language & culture***

By the end of the course, you should be able to:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design and demonstrate play-based and inquiry activities and lesson plans using a variety of learning experiences including classroom-based and out of classroom.
3. design and share a unit plan based on the inquiry-based approach to science education using the (Cree) science curriculum.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching Cree Immersion science to second language learners.
5. locate, create and implement appropriate Cree resources to be used in teaching science in Cree while considering additional Indigenous ways of knowing and diverse learning needs.
6. reflect upon and share how issues and topics presented in class impact teaching science in Cree.
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

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

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. **Course outline**

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



### Proposed Class Schedule

	Content - Topic	Resources (Student and Instructor Resources and Readings)	Learning Task
#1	<b>Course Introduction</b> -What is Indigenous Science vs Western Science? -Reflections and Personal Science Background  <b>Scientific Method</b> -Role of Scientific Method -Sign up for Active Learning Lesson Presentation  <b>-Lesson Planning</b> -incorporate CLA	Student Resource Aikenhead, Michell: Ch 1-2  Science (TSEC) : FN Worldview/Western -Traditional gathering/food and plants -hunting -hide making -drums -sacred elements (Northern lights, plants, force) -animals -Protocol to observe  <ul style="list-style-type: none"> <li>Journal article that includes a description of Cree scientific inquiry - how the people learned about healing practices medicines from the land <i>Notokwe Opikiheet-- "Old Lady Raised": Aboriginal Women's Reflections on Ethics and Methodologies in Health</i></li> </ul> <a href="https://cws.journals.yorku.ca/index.php/cws/article/view/22106/20760">https://cws.journals.yorku.ca/index.php/cws/article/view/22106/20760</a>	Sign up for Active Learning Lesson presentation   **Use of Scientific Method & Safety in Teaching Science
#2	<b>Understanding the Science Curriculum - Overview</b> -FNMI integration and perspective -Interdisciplinary  <b>-Bloom's Taxonomy</b> <b>-Encouraging Creative Thinking</b>	Student Resource -SK Curriculum available online  -Michell, H. (2017) Cree Way of Knowing and School Science.	For week #3, come to class with 5 topics from the SK curriculum that interest you to learn more about.
#3	<b>-Unit Plan Review</b> <b>-Inquiry in Science</b> -Inquiry characteristics & types -Rationale for Inquiry-based learning -Assessment of Inquiry Learning	Student Resource -SK Curriculum  -Inquiry Circles in Action – Harvey & Daniels ( <a href="http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx">http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx</a> )	UBD due week #12  Stage 1: In class preparation of questions for Inquiry-based

	<p>-5 Stages of Inquiry Process</p> <p>-Focus on Essential Questions – <b>Stage One</b></p> <p>-8 Universal Elements of Thinking</p> <p>-Stage 2 – Gather Info, analyze sources (Model Inquiry Processes by using the topic: Inquiry Learning)</p> <p>Overview of Inquiry-based Unit Plan</p>	<p><a href="https://www.nsf.gov/pubs/2000/nsf99148/pdf/ch_6.pdf">https://www.nsf.gov/pubs/2000/nsf99148/pdf/ch_6.pdf</a> (link from Cur res list)</p> <p>-Kwan, T. &amp; Texley, J. (2003). Inquiring safely: A guide for middle school teachers. Arlington, VA: NSTA Press (from Cur list)</p> <p><b>**Visit Cree classroom at St. Francis School or Confederation (Inquiry based school) or guest speaker</b></p>	<p>Unit</p> <p>- Students sign up to read one article and prepare responses: How is inquiry defined? Dif types? Tips for using inquiry? Challenges? How this applies to your unit plan?</p>
#4	<p><b>-Role of Cree Language and Culture in Science</b></p> <p><b>-Inquiry Learning Continued</b></p> <p>-Stage 3 – Summarize and Synthesize</p> <p>-Stage 4 – Evaluate</p> <p>-Stage 5 – Make conclusions and present results</p>	<p>Student Resource</p> <p>Banchi, H., &amp; Bell, R. (2008). <a href="#">The many levels of inquiry</a>. <i>Science and Children</i>, 46(2), 26-29.</p> <p>Leonard, W. H. &amp; Penick, J. E. (2009). <a href="#">Is the inquiry real? Working definitions of inquiry in the science classroom</a>. <i>The Science Teacher</i>, 76(5), 40-43.</p> <p>Nadelson, L. S. (2009). <a href="#">How can true inquiry happen in K-16 science education?</a> <i>Science Educator</i>, 18(1), 48-57.</p> <p>Anderson, R. D. (2002). <a href="#">Reforming science teaching: What research says about inquiry</a>. <i>Journal of Science Teacher Education</i>, 13(1), 1-12.</p> <p>Qablan, A. M., &amp; DeBaz, T. (2015). <a href="#">Facilitating elementary science teachers' implementation of inquiry-based science teaching</a>. <i>Teacher Development</i>, 19(1), 3-21.</p> <p>Morrison, J. A. (2013). <a href="#">Exploring exemplary elementary teachers' conceptions and implementation of inquiry science</a>. <i>Journal of Science Teacher Education</i>, 24(3), 573-588.</p>	<p>Active Learning Presentation ---</p> <p>Sharing prepared responses: How is inquiry defined? Dif types? Tips for using inquiry? Challenges? How this applies to your unit plan?</p>
#5	<p><b>-Inquiry Learning Continued</b></p> <p>-Working on the Inquiry</p>	<p>Instructor Resource</p> <p>-ACPI – Blog post with reference list <a href="https://www.acpi.ca/communications/blogu">https://www.acpi.ca/communications/blogu</a></p>	<p>Active Learning Presentation</p>

	Unit <b>-Questioning and Scaffolding in CI Science</b>	<a href="http://e/entry/parlons-sciences">e/entry/parlons-sciences</a>	
#6	<b>-Technology in Science</b> -Stages of the Creative Process -Creating online feedback surveys  <b>Field Trips</b> -Role of -Virtual, In-person -Explain Upcoming Field Trip and Assignment -Infusing Cree Culture & Language	Student Resource <a href="https://www.citejournal.org/volume-1/issue-1-00/science/preparing-tomorrows-science-teachers-to-use-technology-guidelines-for-science-educators/">https://www.citejournal.org/volume-1/issue-1-00/science/preparing-tomorrows-science-teachers-to-use-technology-guidelines-for-science-educators/</a> (from Cur resource list)	Active Learning Presentation **Motivating students to learn science  Web tour
#7	<b>-Assessment For/Of/As Learning Strategies and Tools</b> Co-constructing Assessment Tools <b>-Differentiation in CL Classroom</b>	Instructor Resource Understanding by Design (2005) – Wiggins and McTighe Ch. 1 and Ch. 12 (Available as ebook from the library with downloadable chapters)  -	Active Learning Presentation - Co-constructing a rubric in class  **Key assessment tools in Teaching Science
#8	<b>-Safety in the Classroom</b> <b>-Planning for and learning from Guest Speakers</b> <b>-Indigenous knowledge and western science</b>	Instructor Resource -Alberta Education. (2005). Safety in the science classroom. AB: Author. -Learning Indigenous Science from Place (2008) <a href="https://aerc.usask.ca/downloads/Learning-Indigenous-Science-From-Place.pdf">https://aerc.usask.ca/downloads/Learning-Indigenous-Science-From-Place.pdf</a>	Active Learning Presentation
#9	<b>Plan simulated Field Trip to the Forestry Farm or other location</b>	Instructor Resource <a href="https://www.familydaysout.com/attractions-canada/the-forestry-farm-park-zoo">https://www.familydaysout.com/attractions-canada/the-forestry-farm-park-zoo</a>	
#10	<b>Resource Selection and Use</b> <b>-Resources in the classroom</b> (print, science equipment) <b>-Resources outside the classroom</b> -Field trips	Instructor Resources -Access to Science Texts in the schools such as  Field trip resource <a href="http://www.campsilos.org/excursions/hc/fieltrip.htm">http://www.campsilos.org/excursions/hc/fieltrip.htm</a> -Project Wild –	UBD check point  **Indigenous ways of knowing in teaching science

	-Land based learning -Science Fair	-Wonderhub - <a href="https://wonderhub.ca/">https://wonderhub.ca/</a>	
#11	<b>Current events in Science</b> -Agriculture in the Classroom -SK Environmental Society -Nutrien Kamskénow Science Outreach pgm -Canadian Light Source	Student Resource <a href="https://ici.radio-canada.ca/saskatchewan">https://ici.radio-canada.ca/saskatchewan</a> Instructor Resource -Ag in Classroom <a href="https://aitc.sk.ca/">https://aitc.sk.ca/</a> -SK Environmental Society <a href="http://environmentalsociety.ca/">http://environmentalsociety.ca/</a> -Canadian Light Source <a href="http://www.lightsource.ca">www.lightsource.ca</a> -Nutrien Kamskénow Science & Math pgm <a href="https://artsandscience.usask.ca/scienceoutreach/kamskenowform/">https://artsandscience.usask.ca/scienceoutreach/kamskenowform/</a>	-Field Trip Assignment due
#12	<b>Inquiry Project</b> - UBD sharing		UBD due
#13	<b>Culminating Activity</b> Critical Reflection on Teaching Science	Topics provided throughout the term and in assignment list -Student generated questions gathered throughout the term.	

## 8. Enrolment

8.1 Expected enrollment: **20**

8.2 From which colleges? **College of Education**

## 9. Student evaluation

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

### Grading Scheme

Assignment	Due Date	Weight
Inquiry-based Unit Plan	Class #12	35%
Field trip task	Class #11	20%
Active Learning Lesson Plan & Presentation	Class #4,5,6,7,8	20%
Critical Reflection on Teaching Science in Cree	Class #13	25%
<b>TOTAL</b>		<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

**N – Numeric/Percentage X**

(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:*

9.2 Is the course exempt from the final examination? **Yes.**

**10. Required text**

Include a bibliography for the course.

Buck, W. (2018) tipiskawi-kîsik: Night Sky Star Stories. Manitoba First Nations Resource Centre Inc.; Winnipeg, Manitoba.

Cajete, G. (1999) Native Science: Natural Laws of Interdependence. Clear Light Publishers; Santa Fe, New Mexico.

Aikenhead, G. , Michell, H. (2011) Bridging Cultures : Indigenous and Scientific Ways of Knowing Nature. Pearson Canada; Toronto, Canada.

Land Based Education : askiy kiskinwahamâkosiwin : A Teacher Resource Guide for Schools in Saskatchewan. Saskatchewan Indigenous Cultural Centre and First Nations University of Canada can be used for Science, Social Studies, Math and Cree Language Arts as a Resource Guide.

**11. Resources**

11.1 Proposed instructor: **TBD**

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

**12. Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>  
**No.**

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **No.**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

**College of Education, Language Teacher Education Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

**n/a**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

**n/a**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

**n/a**

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 329**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Methods in Teaching Early/Middle Years Science in French**  
Course Short Title (maximum 30 characters): **Methods in French Science**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFD T 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFD T 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Students will be introduced to approaches and experiences in teaching French science based on the Kindergarten to Grade 8 Saskatchewan Science Curriculum. Teacher candidates will develop understanding of science, scientific literacy and language learning. There will be a focus on inquiry teaching and learning within the domains of Indigenous knowledge, life science, physical science, earth and space science. Relevant contemporary issues related to Science Education will be explored with attention given to place-based learning and community engagement. This course will be taught in French.

- 2.9 Do you allow this course to be repeated for credit? **No.**

3. Please list rationale for introducing this course:



This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

**4. Please list the learning objectives for this course:**

In this course, you will learn to:

1. examine and develop a deeper theoretical understanding of what science is and how to teach science in a French Immersion context. (TECC 1.4, 2.3, 2.5, 2.7)
2. use the Kindergarten to grade 8 French Saskatchewan Science Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and inquiry-based unit planning. (TECC 1.2, 1.4, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3)
3. explore and demonstrate science related concepts focusing on Life Science, Physical Science, and Earth and Space Science using a variety of in school and out of school learning experiences, including community and family engagement opportunities. (TECC 1.1, 1.2, 2.3, 2.6, 2.7, 4.1, 4.3)
4. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching science content to achieve learning and language outcomes. (TECC 2.5, 2.6, 3.1, 3.2, 3.3, 4.1)
5. explore the nature of science in relation to Western and First Nations, Métis, and Inuit knowledge content and perspectives. (TECC 2.1, 2.2, 2.3, 4.2)
6. evaluate and select age and language appropriate science resources that promote differentiation, and linguistic and cultural responsiveness. (TECC 2.2, 2.3, 2.5, 3.3, 4.1, 4.2, 4.3)
7. reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular. Retrieved from <https://education.usask.ca/documents/fieldexperiences/PGP-COMPE%CC%81TENCES-POUR-LA-CERTIFICATION-DES-ENSEIGNANT-july2019-final.pdf>

**5. Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

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

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.**

**7. Course outline**

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

### Proposed Class Schedule

	Content - Topic	Resources & Readings	Learning Task
#1	<p>▪ <b>Course Introduction</b></p> <ul style="list-style-type: none"> <li>-What is science?</li> <li>-Science misconceptions</li> <li>-Why scientific literacy?</li> <li>-Scientific literacy framework</li> </ul> <p>▪ <b>Exploring Francophone Culture in the Science Classroom</b></p> <ul style="list-style-type: none"> <li>-Mon plan pour vivre en français?</li> </ul>	<p>Conseil des ministres de l'éducation (CMEC). (2016). <i>Programme pancanadien d'évaluation</i>. Récupéré de <a href="http://www.cmec.ca/docs/pcap/pcap2016/Cadre-d_evaluation-du-PPCE-2016.pdf">http://www.cmec.ca/docs/pcap/pcap2016/Cadre-d_evaluation-du-PPCE-2016.pdf</a> et (p. 41-57)</p> <p>DeRiggs, B. (2019) <i>Gouvernement du Canada</i>. Cinq trucs pour vivre en français. Récupéré de <a href="https://www.noslangues-ourlanguages.gc.ca/fr/blogue-blog/immersion-a-la-maison-immersion-in-your-house-fra">https://www.noslangues-ourlanguages.gc.ca/fr/blogue-blog/immersion-a-la-maison-immersion-in-your-house-fra</a></p>	<p>-Complete student survey</p> <p>-Sign up for Active Learning Lesson presentation</p> <p>Video : Private Universe segment <a href="https://www.youtube.com/watch?v=TrXaQu_qGe0">https://www.youtube.com/watch?v=TrXaQu_qGe0</a></p>
#2	<p>▪ <b>French Science Curriculum Foundation &amp; Components</b></p> <ul style="list-style-type: none"> <li>-Biliteracy &amp; Interdisciplinary pedagogy in the French Immersion context –</li> <li>-Linking French language and science outcomes</li> </ul> <p>▪ <b>Pedagogy &amp; Planning for Engagement</b></p> <ul style="list-style-type: none"> <li>-Experiential Learning Theory</li> <li>-Strategies for planning</li> <li>-Safety in the classroom</li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a></p> <p>Lyster, R. (2016). <i>Vers une approche intégrée en immersion</i>. Anjou, QB : Les éditions CEC. (Ch. 12)</p> <p>Cherry, K. (2019). The experiential learning theory of David Kolb. Retrieved from <a href="https://www.verywellmind.com/experiential-learning-2795154">https://www.verywellmind.com/experiential-learning-2795154</a></p> <p>Freedman, M. P. (2000). Using effective demonstrations for motivation. <i>Science and Children</i>, 38(1), 52-55. Retrieved from <a href="http://cyber.usask.ca/login?url=https://search.proquest.com/docview/236890318?accountid=1">http://cyber.usask.ca/login?url=https://search.proquest.com/docview/236890318?accountid=1</a></p>	<p>-For week #3, come to class with 5 topics from the SK curriculum that interest you for further learning and discovery.</p>

		<a href="#">4739</a>	
#3	<ul style="list-style-type: none"> <li>▪ <b>Inquiry Learning in Science</b> <ul style="list-style-type: none"> <li>-Inquiry Process Stages</li> <li>-Frayer Model</li> <li>-Critical &amp; creative thinking with Bloom's Taxonomy</li> </ul> </li> <li>▪ <b>Using the Inquiry Process to Develop UBD</b> <ul style="list-style-type: none"> <li>-Stage 1- Questioning &amp; Scaffolding</li> <li>-Stage 2 Gather Information</li> </ul> </li> </ul>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études : Apprentissage par enquête</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a></p> <p>Anderson, L.W. &amp; Krathwahl, D. R. (2001). <i>Exemples de questions selon différentes habiletés de la taxonomie de Bloom</i>. Récupéré de <a href="http://www.umoncton.ca/sase/files/sase/wf/taxonomie%20de%20Bloom.pdf">http://www.umoncton.ca/sase/files/sase/wf/taxonomie%20de%20Bloom.pdf</a></p> <p>Watt, J. &amp; Colyer, J. (2016). <i>L'apprentissage commence par une question</i>. Ontario, Canada: Oxford University Press. (Ch. 1)</p>	-UBD due week #12
#4	<ul style="list-style-type: none"> <li>▪ <b>Using the Inquiry Process to Develop UBD Continued</b> <ul style="list-style-type: none"> <li>-Stage 3 – Summarize and synthesize</li> <li>-Stage 4 – Evaluate</li> <li>-Stage 5 – Make conclusions and present results</li> </ul> </li> <li>▪ <b>Life Science Presentation</b></li> </ul>	<p>Canada 2067 – La science d'un avenir à succès. 8 façons simples de favoriser l'apprentissage par l'enquête. Récupéré de <a href="https://canada2067.ca/fr/articles/english-8-simple-ways-to-support-inquiry-based-learning/">https://canada2067.ca/fr/articles/english-8-simple-ways-to-support-inquiry-based-learning/</a></p>	<p>-Life Science Active Learning Presentation</p> <p>-In-class Jigsaw activity using Inquiry articles</p>
#5	<ul style="list-style-type: none"> <li>▪ <b>Science and Language Learning</b> <ul style="list-style-type: none"> <li>-Cross linguistic influence</li> <li>-Creating a language-rich environment</li> <li>-Learning through literature</li> </ul> </li> <li>▪ <b>Inquiry Learning Continued</b> <ul style="list-style-type: none"> <li>-Working on the inquiry unit with an emphasis on vocabulary development</li> </ul> </li> </ul>	<p>Thomas, R., &amp; Mady, C. (2014). Enseigner en vue d'un transfert : Aperçus théorique et pratique en classe de français langue seconde au primaire. <i>McGill Journal of Education (Online)</i>, 49(2), 399-416. Récupéré de <a href="http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1641640046?accountid=14739">http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1641640046?accountid=14739</a></p> <p>ACPI. (2019). Parlons Sciences. Récupéré de <a href="https://www.acpi.ca/communic">https://www.acpi.ca/communic</a></p>	Article jigsaw sharing

		<a href="#">ations/blogue/entry/parlons-sciences</a>  Levesque, L. (2019). La communication orale au service de l'apprentissage. <i>Association canadienne des professeurs de langues secondes</i> . Récupéré de <a href="https://www.caslt.org/files/general-info/reflexions/reflexions-2019-38-1.pdf">https://www.caslt.org/files/general-info/reflexions/reflexions-2019-38-1.pdf</a>	
#6	<ul style="list-style-type: none"> <li>▪ <b>Experiential Learning in Science</b></li> <li>-Kolb's Experiential Learning Theory</li> <li>-Role of virtual &amp; in-person field trips</li> <li>-Technology in the classroom</li> <li>▪ <b>Earth &amp; Space Presentation</b></li> </ul>	Kolb, D. (n.d.) Théorie de l'apprentissage expérientiel Kolb. Récupérée de <a href="http://boowiki.info/art/les-educateurs-americains/david-kolb.html">http://boowiki.info/art/les-educateurs-americains/david-kolb.html</a> et <a href="https://www.verywellmind.com/experiential-learning-2795154">https://www.verywellmind.com/experiential-learning-2795154</a>  Flick, L., & Bell, R. (2000). Preparing Tomorrow's Science Teachers to Use Technology: Guidelines for Science Educators <i>CITE Journal</i> , 1 (00). Retrieved from <a href="https://www.citejournal.org/volume-1/issue-1-00/science/preparing-tomorrows-science-teachers-to-use-technology-guidelines-for-science-educators/">https://www.citejournal.org/volume-1/issue-1-00/science/preparing-tomorrows-science-teachers-to-use-technology-guidelines-for-science-educators/</a>	Earth & Space Active Learning Presentation  -Explain upcoming Field Trip Assignment  -Reading for Class #7 – Ch. 4 Roy & ACPI
#7	<ul style="list-style-type: none"> <li>▪ <b>Assessment For/Of/As Learning Strategies and Theories in Science</b></li> <li>-Diverse learning needs and second language learning</li> <li>- Co-constructing assessment</li> <li>-Reggio inspired documentation</li> <li>▪ <b>Physical Science Presentation</b></li> </ul>	Roy, S. & Association Canadienne des professionnels de l'immersion (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3 <sup>e</sup> édition). Ottawa, Ontario: Chenelière. Ch. 4  Wien, C. A. (2011). Learning to document in Reggio-inspired education. <i>Early Childhood Research and Practice</i> , 13(2), n2.	-Physical Science Active Learning Presentation -Co-constructing a rubric in class  UBD check point
#8	<ul style="list-style-type: none"> <li>▪ <b>Indigenous Knowledge and Land-based Learning</b></li> <li>-Cultural Perspective</li> </ul>	Patrimoine canadien & National Indigenous Literacy Association. (n.d). Canadian	Indigenous Knowledge Active Learning Presentation

	<p>-First Scientists</p> <p>▪ <b>Indigenous Knowledge Presentation</b></p>	<p>Culture Online Program of the Department of Canadian Heritage. <i>Four Directions Teaching</i> (with French captions). Retrieved from <a href="http://www.fourdirectionsteachings.com/fr/index.html">http://www.fourdirectionsteachings.com/fr/index.html</a></p> <p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a></p>	
#9	<p>▪ <b>Place-based Learning in the Community</b></p> <p>-Field Trip to the Forestry Farm or other location</p>	<p>Camp Silos Website. (n.d.). From Native prairie to present, our agricultural heritage. <i>Why take fieldtrips?</i> Website retrieved from <a href="http://www.campsilos.org/excursions/hc/fieldtrip.htm">http://www.campsilos.org/excursions/hc/fieldtrip.htm</a></p>	<p>-Assign reading from Roy &amp; ACPI <i>L'immersion en français au Canada</i> (Ch. 13)</p>
#10	<p>▪ <b>Science in the Community to Support Learning</b></p> <p>-Resources in the classroom</p> <p>-Parental engagement &amp; involvement</p> <p>-Guest speakers</p>	<p>Roy, S. &amp; Association Canadienne des professionnels de l'immersion (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> édition). Ottawa, Ontario: Chenelière. Ch. 13</p> <p>-In-school resource sharing</p>	<p>UBD check point</p> <p>-Ch. 13 Reading due</p>
#11	<p>▪ <b>Critical Thinking &amp; Teaching in Science</b></p> <p>-Current Events</p> <p>-Controversial Issues</p> <p>▪ <b>Sharing our Knowledge</b></p> <p>-Field Trip Assignment</p>	<p>Critical Thinking Consortium. (n.d.). <i>Discussions critiques: Enseigner et apprendre avec la pensée critique</i>. Récupéré de <a href="https://tc2.ca/uploads/PDFs/Discussions_critiques/enseigner_apprendre_pensee_critique.pdf">https://tc2.ca/uploads/PDFs/Discussions_critiques/enseigner_apprendre_pensee_critique.pdf</a></p>	<p>-Field Trip Assignment due</p>
#12	<p><b>Inquiry Project</b> - UBD</p> <p>Celebration of Learning – Sharing</p>		<p>UBD due</p>
#13	<p><b>Culminating Activity</b></p> <p>Critical Reflection on Teaching Science in French</p>	<p>Based on topics provided and gathered throughout the term</p>	<p>Critical Reflection due</p>

8. **Enrolment**

8.1 Expected enrollment: **20**

8.2 From which colleges? **College of Education**

9. **Student evaluation**

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

**Grading Scheme**

Assignment	Due Date	Weight
Inquiry-based Unit Plan	Class #12	35%
Field Trip Assignment	Class #11	20%
Active Learning Lesson Plan & Presentation	Class #4,6,7,8	20%
Critical Reflection on Teaching Science in French	Class #13	25%
<b>TOTAL</b>		<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage X**

*(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:*

9.2 Is the course exempt from the final examination? **Yes.**

10. **Required text**

Include a bibliography for the course.

**Required Text**

Roy, S. & Association Canadienne des professionnels de l’immersion (2017). *L’immersion en français au Canada : Guide pratique d’enseignement* (3<sup>e</sup> Ed.). Ottawa, Ontario: Chenelière.

\*This text will also support the French, Math, and Social Studies courses.

**Required Documents**

Conseil des ministres de l’éducation (CMEC). (2016). *Programme pancanadien d’évaluation*. Récupéré de [http://www.cmec.ca/docs/pcap/pcap2016/Cadre-d\\_évaluation-du-PPCE-2016.pdf](http://www.cmec.ca/docs/pcap/pcap2016/Cadre-d_évaluation-du-PPCE-2016.pdf)

Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). *Les programmes d'études*.

Récupérés de <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr>

Ministère de la Saskatchewan. (2017). *La pédagogie différenciée pour les élèves de la Saskatchewan maternelle à la 12e année*. Récupéré de [https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The\\_Adaptive\\_Dimension\\_FR.pdf](https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The_Adaptive_Dimension_FR.pdf)

Gouvernement de la Saskatchewan Ministère de l'éducation. (2010). L'approche pédagogique inclusive dans les programmes de la petite enfance. Récupéré de [https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/FullResourceList?id=407#?f\\_other\\_professional\\_resource=true](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/FullResourceList?id=407#?f_other_professional_resource=true)

Government of Saskatchewan Ministry of Education. (2013). *Treaty Education Outcomes – Étude sur les traités résultats d'apprentissage et indicateurs de réalisation*  
[https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938\\_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf](https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf)

## 11. Resources

11.1 Proposed instructor: **TBD**

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>

**No.**

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **No.**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

**College of Education, Language Teacher Education Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

**n/a**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

**n/a**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

**n/a**

## 4. List Equivalent Course(s) here:



An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**



### 1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

### 2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 384**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Cree Social Studies in the Early Years**  
Course Short Title (maximum 30 characters): **Cree Soc Studies Early Years**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course focuses on teaching Cree Social Studies in the early years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-oriented course which provides students with opportunities to participate in instructional methods and approaches for young children reflective of the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate's Cree language proficiency. The cognitive benefits of incorporating music in language learning are integral to Cree culture, for nêhiyawak are a singing nation. nêhiyawak have been singing since the beginning of time and this is how the ceremonial lodges are able to pass on stories, prayers and history. There are songs for all occasions from lullabies to thanksgiving and celebration. Cree Songs help memorize the Creation Story, treaties, teach phonetics, create long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". The worldview and connection to the universe is taught in this fashion.

2.9 Do you allow this course to be repeated for credit? **No.**

3. **Please list rationale for introducing this course:**

This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

***Understand curriculum →Develop outcomes →Select/use instructional & assessment strategies  
→Differentiate/adapt →Access / select resources →Identity, language & culture***

By the end of the course, you should be able to:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. recognize and utilize the major themes in the Early Years Cree social studies curriculum to design and present lesson plans reflective of play-based and child-centered pedagogy.
3. design an interdisciplinary unit plan integrating Cree culture while considering diverse learning needs.
4. examine, analyze and synthesize the Treaty Education Outcomes & Indicators to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives.
5. implement a variety of instructional and assessment strategies in teaching social studies content to achieve learning and language outcomes.
6. access and select appropriate Cree resources that align with the outcomes and provide extended cultural learning.
7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree settings.
8. demonstrate familiarity with the importance of Song in Cree Culture.
9. demonstrate an understanding and how to implement traditional and contemporary song, ceremony and dance.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**

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

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

6.1 Courses to be deleted? **None.**

- 6.2 Courses for which this course will be a prerequisite? **None.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. **Course outline**

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

**COURSE SCHEDULE**

- Week 1** Introduction to Cree Culture through song (Morning songs 1 & 2, Syllabics lullaby  
Key Issues in Language Revitalization and Music, Protocols, Pipe Teachings, Tipi Teachings  
Readings: Whidden Chapter (provided)
- Week 2** What is Contemporary nêhiyaw music? What does the Saskatchewan Curriculum say about music? Indigenous music?  
Birthday songs (1 & 2), Brian MacDonald, Jerry Saddleback, Leo McGilvery, Fawn Wood  
Readings: Whidden Chapter (provided); Deiter- Traditional Ceremonies
- Week 3** Learning traditional stick games, hiding games. Other Traditional Games  
How do you assess ceremony, music, dance in Social Studies?  
kâ-misikâcikê êkwa kâ-nîswâskwa (Joe N)  
Presentation: Song 1 and Song 2
- Week 4** It's powwow time!  
Dance Teaching Methods (TPR, square dancing, jigging)  
YouTube, iTunes, (<http://www.sicc.sk.ca/overview-of-pow-wow-tradition.html>)  
Readings: Deiter – Chapter Celebrations of the 80's
- Week 5** Native American Flute  
Richard Dubé, Owner, Northern Spirit Flutes  
Build your own flute, compose or learn a piece  
Readings: Bouchard
- Week 6** Guest Speakers (Teaching Treaties in the Classroom)  
Office of the Treaty Commissioner
- Week 7** Linguistic approaches and tools: vocabulary, grammar, technology, errors  
-Variety of Instructional strategies  
-learning centers etc.
- Week 8** âtayohkana (Teaching Stories)

- Elder or Knowledge Keeper Presentation
- The Role of Cree Culture, Language and Identity
- Week 9** Understanding the Social Studies Curriculum
- Learning outcomes and indicators
- Week 10** Interdisciplinary Teaching in Social Studies
- Cross-Curricular teaching in Cree, Unit and Lesson Planning
- Week 11** Assessment For/Of/As Learning Strategies and Tools
- Weeks 12 & 13** Resource Selection and Use
- Use of Children's Literature
- Culturally Responsive Pedagogy

8. **Enrolment**

- 8.1 Expected enrollment: **20**
- 8.2 From which colleges? **College of Education**

9. **Student evaluation**

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

**Course Evaluation:**

<b>Cree Song Presentation (Traditional &amp; Contemporary)</b>	<b>20%</b>
<b>âtayohkêwin (Sacred Teaching Story Presentation)</b>	<b>20%</b>
<b>Traditional Game/ Hand Games Presentation</b>	<b>20%</b>
<b>Cree Dance Presentation</b>	<b>20%</b>
<b>Native American Flute, Drum, Rattle Presentation</b>	<b><u>20%</u></b>
<b>Total</b>	<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage X**

*(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:*

9.2 Is the course exempt from the final examination? **Yes.**

10. **Required text**

Include a bibliography for the course.

Deiter-McArthur, P. (1987) Dances of the Northern Plains. Saskatchewan Indian Cultural Centre Federated Saskatchewan Indian Nations.

Whidden, L. (2007) Essential Song: Three Decades of Northern Cree Music. Wilfrid Laurier University Press: Waterloo.

Saskatchewan Indigenous Cultural Centre and First Nations University of Canada (2017) Land Based Education : askiy kiskinwahamâkosiwin : A Teacher Resource Guide for Schools in Saskatchewan. can be used for Science, Social Studies, Math and Cree Language Arts as a Resource Guide.

**Additional resources:**

McLeod, R. (2008) Kinship Wheel- wahkotowin: Cree Language TH dialect.

[www.giftoflanguageandculture.ca](http://www.giftoflanguageandculture.ca)

<http://creeliteracy.org/songs-for-kids/>

**11. Resources**

11.1 Proposed instructor: **TBD**

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

**12. Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>

**No.**

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 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)

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: **No.**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program  
**College of Education, Language Teacher Education Program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**EFD 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFD 265.3 or ECUR 265.3; and, EPSE 202.3.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course  
**n/a**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course  
**n/a**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information  
**n/a**

## 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**





1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 385**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Methods in Teaching Early/Middle Years French Social Studies**  
Course Short Title (maximum 30 characters): **Methods in French Soc Studies**
- 2.4 Total Hours: **39** Lecture **X** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: **3** Lecture **X** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 **X** T1 and T2
- 2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course focuses on teaching French Social Studies in the Kindergarten to Grade 8 French Immersion settings. Teacher candidates will engage with pedagogy, linguistic, and cultural theory that support French as a second language student learning, as well as strengthen self-identity and responsible citizenship. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second language context. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

- 2.9 Do you allow this course to be repeated for credit? **No.**

3. Please list rationale for introducing this course:

This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

**4. Please list the learning objectives for this course:**

In this course, you will learn to:

1. establish a French learning community by exploring and experiencing social studies concepts in the place-based environments of the immersion classroom, school, home, and community. (TECC 1.1, 1.2, 1.3, 1.4, 2.4, 2.7, 4.3)
2. use the Kindergarten to grade 8 French Saskatchewan Social Studies Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and interdisciplinary unit planning. (TECC 2.3, 3.2, 3.3, 4.1, 4.2, 4.3)
3. examine, analyze, and synthesize the *Treaty Education Outcomes & Indicators* to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives. (TECC 1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 4.2)
4. understand and apply differentiated student engagement strategies, historical and critical thinking concepts as well as culturally responsive pedagogy to curriculum implementation. (TECC 1.3, 2.1, 2.2, 2.6, 4.1, 4.2)
5. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching social studies content to achieve learning and language outcomes. (TECC 2.5, 3.1, 3.2, 3.3, 4.1)
6. evaluate and select age and language appropriate French resources that align with curriculum outcomes and provides extended cultural learning as well as a deepened consideration of gender, sexual orientation, class, ability, ethnic and racial differences. (TECC 1.3, 1.4, 2.6, 3.3, 4.3)
7. reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French settings. (TECC 1.3, 2.5, 2.7, 4.3)

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular. Retrieved from <https://education.usask.ca/documents/fieldexperiences/PGP-COMPE%CC%81TENCES-POUR-LA-CERTIFICATION-DES-ENSEIGNANT-july2019-final.pdf>

**5. Impact of this course**

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

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

- 6.1 Courses to be deleted? **None.**
- 6.2 Courses for which this course will be a prerequisite? **None.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.**

**7. Course outline**

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

### Proposed Class Schedule

Week	Content - Topic	Resources and Readings	Learning Task
#1	<p>▪ <b>Course Introduction</b></p> <p>-What is Social Studies?</p> <p>-Why do we need Social Science?</p> <p>▪ <b>Examining the Social Studies Curriculum Models</b></p>	<p>Gouvernement de la Saskatchewan Ministère de l'éducation. (2011). <i>Principes de base de l'apprentissage du français en immersion</i>. Récupérés de <a href="https://www.edonline.sk.ca/bbcswebdav/library/curricula/Francais/Sciences_Humaines/Sciences_Humaines_4_2011_IMM.pdf">https://www.edonline.sk.ca/bbcswebdav/library/curricula/Francais/Sciences_Humaines/Sciences_Humaines_4_2011_IMM.pdf</a></p> <p>Noreau, P., &amp; Rocher, G. (2016). <i>Les sciences sociales et humaines, pour quoi faire?</i> Récupéré de <a href="https://www.ledevoir.com/opinion/idees/470333/les-sciences-sociales-et-humaines-pour-quoi-faire">https://www.ledevoir.com/opinion/idees/470333/les-sciences-sociales-et-humaines-pour-quoi-faire</a></p>	
#2	<p>▪ <b>Exploring Francophone Culture in the Social Studies' Classroom</b></p> <p>-Identity</p> <p>-Socio-culturalism</p> <p>-Community engagement</p> <p>-Link with Social Studies curriculum</p> <p>-Plan for 'Living in French'</p>	<p>Roy, S. (2007). Apprendre une langue seconde : Les théories socio-culturelles et sociolinguistique du changement. <i>Education Canada</i>, 47(1), 25-29. Récupéré de <a href="http://cyber.usask.ca/login?url=https://search.proquest.com/docview/216904228?accountid=14739">http://cyber.usask.ca/login?url=https://search.proquest.com/docview/216904228?accountid=14739</a></p> <p>Roy, S. &amp; ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> édition). Ottawa, Ontario: Chenelière. Ch. 3 (p. 26-35)</p> <p>Piquemal, N., &amp; Labrèche, Y. (2011). La francophonie dans l'ouest canadien : Connaître, savoir-faire, et savoir-être. <i>Canadian Issues</i>, 21-25. Retrieved from <a href="http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1009340385?accountid=14739">http://cyber.usask.ca/login?url=https://search.proquest.com/docview/1009340385?accountid=14739</a></p>	<p>-Explain 'Vivre en français' – 'Living in French' for the semester</p> <p>Sign up for Social Studies Teaching Strategies in Action</p>
#3	<p>▪ <b>Instructional Planning in Connection to the French Social Studies' Curriculum</b></p> <p>-Interdisciplinary</p> <p>-Action research model &amp;</p>	<p>Roy, S. &amp; Association Canadienne des professionnels de l'immersion (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3<sup>e</sup> édition). Ottawa, Ontario: Chenelière. Ch. 11</p>	<p>Interdisciplinary Unit Plan explained, due Week #13</p> <p>-Journal response</p>

	<p>theory</p> <ul style="list-style-type: none"> <li>-Inquiry learning</li> <li>-Unit and lesson planning</li> </ul>	<p>Wiggins, G., &amp; McTighe, J. (2005). <i>Understanding by Design</i>. USA: ASCD Publications. (Ch. 1)</p> <p>Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). <i>Les programmes d'études</i>. Récupérés de <a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr</a> et <a href="https://lasaskatchewanlit.wordpress.com/mesure-et-evaluation/evaluation-pour-enfant-et-de-lapprentissage/">https://lasaskatchewanlit.wordpress.com/mesure-et-evaluation/evaluation-pour-enfant-et-de-lapprentissage/</a></p> <p>Canada 2067 – La science d'un avenir à succès. 8 façons simples de favoriser l'apprentissage par l'enquête. Récupéré de <a href="https://canada2067.ca/fr/articles/english-8-simple-ways-to-support-inquiry-based-learning/">https://canada2067.ca/fr/articles/english-8-simple-ways-to-support-inquiry-based-learning/</a></p>	#1 due at the beginning of class
#4	<p>▪ <b>Assessment For/Of/As Learning Strategies and Theories in Social Studies</b></p> <ul style="list-style-type: none"> <li>-Diverse learning needs and second language learning</li> <li>-Language outcomes</li> </ul>	<p>Cooper, D. (2011). <i>Repenser l'évaluation: Stratégies et outils pour améliorer l'apprentissage</i>. Montréal, QB: Modulo. (Ch. 1)</p> <p>La Saskatchewan lit. Récupéré de <a href="https://lasaskatchewanlit.wordpress.com/mesure-et-evaluation/principes-de-levaluation/">https://lasaskatchewanlit.wordpress.com/mesure-et-evaluation/principes-de-levaluation/</a></p> <p>Arnett, K. (2013). <i>Languages for all: How to support and challenge students in a second language classroom</i>. (P. 2-8)</p>	-Strategies in Action Presentation
#5	<p>▪ <b>Understanding Treaty and FNMI Education in the Classroom</b></p> <p>▪ <b>Métis Content and Perspective</b></p>	<p>Pete, S. et al. (2013). <i>Decolonizing our Practice – Indigenizing our Teaching</i>. Retrieved from <a href="http://www.mfnerc.org/wp-content/uploads/2013/04/Section6_Decolonizing-Our-Practice-Indigenizing-Our-Teaching.pdf">http://www.mfnerc.org/wp-content/uploads/2013/04/Section6_Decolonizing-Our-Practice-Indigenizing-Our-Teaching.pdf</a></p> <p>Office of the Treaty Commissioner. (n.d.). Website retrieved from <a href="http://www.otc.ca">www.otc.ca</a></p> <p>Government of Saskatchewan Ministry of Education. (2013). <i>Étude sur les traités résultats d'apprentissage et indicateurs de réalisation</i></p>	Strategies in Action Presentation -Jigsaw task - Reconciliation

		<a href="https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf">https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf</a>	
#6	<b>▪ Culturally Responsive &amp; Anti-racist Teaching in Social Studies</b> -TRC Calls to Action -Reconciliation -Social justice -Resource selection	<p>Commission de vérité et réconciliation du Canada. (2012). Commission de vérité et réconciliation du Canada: Appels à l'action. Récupéré de <a href="http://www.trc.ca/assets/pdf/Calls_to_Action_French.pdf">http://www.trc.ca/assets/pdf/Calls_to_Action_French.pdf</a></p> <p>Fondation autochtone de guérison. (n.d.) Apprendre du passé, regarder vers le future. Récupéré de <a href="http://www.fadg.ca">www.fadg.ca</a> et <a href="http://www.ahf.ca/downloads/metiseweb.pdf">http://www.ahf.ca/downloads/metiseweb.pdf</a></p> <p>St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. <i>Canadian Journal of Education</i>, 30(7), 1068-1092. Retrieved from <a href="https://files.eric.ed.gov/fulltext/EJ786083.pdf">https://files.eric.ed.gov/fulltext/EJ786083.pdf</a></p>	<p>--Journal response #3 due at the beginning of class</p> <p>-Explanation of "Using Literature to Teach Social Studies" Assignment</p> <p>-TopHat-Google Doc explained</p>
#7	<b>▪ Active Citizenship in Social Studies</b> -Essential citizenship competencies -Digital citizenship -Human rights	<p>Concentus fondation d'éducation à la citoyenneté. (n.d.). Ressources pour l'éducation à la citoyenneté. Récupéré de <a href="https://www.concentus.ca/teacher-resources/">https://www.concentus.ca/teacher-resources/</a> et <a href="https://www.edcan.ca/magazine/summer-2011/?lang=fr">https://www.edcan.ca/magazine/summer-2011/?lang=fr</a></p> <p>Nations unies. (n.d.). Déclaration des nations unies sur les droits des peuples autochtones. Récupéré de <a href="https://www.un.org/development/desa/in-digenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRI_P_F_web.pdf">https://www.un.org/development/desa/in-digenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRI_P_F_web.pdf</a></p> <p>Westheimer, J., &amp; Kahne, J. (2004). What kind of citizen? <i>American Educational Journal</i>, 41(2). Retrieved from <a href="http://www.democraticdialogue.com/DDpdfs/WhatKindOfCitizenAERJF.pdf">http://www.democraticdialogue.com/DDpdfs/WhatKindOfCitizenAERJF.pdf</a></p>	<p>Strategies in Action</p> <p>Presentation</p> <p>-Journal response #2 due at the beginning of class</p>
#8	<b>▪ Place-based Education</b>	Cook, J. (2016). How should we teach	- Strategies in

	<b>in Social Studies &amp; the Environment</b> -Thinking geographically -Environmental education & climate change -Field trip planning	students about climate change? <i>Bulletin of the Atomic Scientists</i> .  ESRI. (2003). Geographic inquiry: Thinking geographically. Retrieved from <a href="https://www.esri.com/Industries/k-12/education/~media/Files/Pdfs/industries/k-12/pdfs/geoginquiry.pdf">https://www.esri.com/Industries/k-12/education/~media/Files/Pdfs/industries/k-12/pdfs/geoginquiry.pdf</a>  Varga, L. (2016). Developing early literacy and eco-consciousness in French Immersion through daily nature walks: A case study of teacher reflection. Retrieved from <a href="https://viurrspace.ca/bitstream/handle/10170/937/varga_lynn.pdf?sequence=1">https://viurrspace.ca/bitstream/handle/10170/937/varga_lynn.pdf?sequence=1</a>	Action Presentation -UBD check point
#9	<b>-Multi-Cultural &amp; Linguistic Theory in Social Studies</b> -Multi-lingualism -Plurilingualism	Dagenais, D. & Jacquet, M. Int. Migration & Intégration. (2000). Valorisation du multilinguisme et de l'éducation bilingue dans les familles immigrantes. 1: 389. Récupéré de <a href="https://doi-org.cyber.usask.ca/10.1007/s12134-000-1021-5">https://doi-org.cyber.usask.ca/10.1007/s12134-000-1021-5</a>  Roy, S. (2007). Apprendre une langue seconde : Les théories socio-culturelles et sociolinguistique du changement. <i>Education Canada</i> , 47(1), 25-29. Retrieved from <a href="http://cyber.usask.ca/login?url=https://search.proquest.com/docview/216904228?accountid=14739">http://cyber.usask.ca/login?url=https://search.proquest.com/docview/216904228?accountid=14739</a>	-Journal response #3 due at the beginning of class - Strategies in Action Presentation
#10	<b>▪ Gender &amp; Sexuality in Social Studies</b>  <b>▪ Teaching Complex Issues in Social Studies</b>	Maguth, B.M. & Taylor, N. (2014). Bringing LGBTQ topics into the social studies classroom. <i>The Social Studies</i> , 105(1), 23-28  Clarke, P (2000). Teaching controversial issues: A four-step classroom strategy for clear thinking on controversial issues. <i>Green Teacher</i> , 34(62), 29-32.	- Strategies in Action Presentation -Ch. 12 ACPI reading for next class
#11	<b>▪ Critical &amp; Historical Thinking</b> -Teaching and using the past tense  <b>▪ Leadership in immersion</b>	Roy, S. & ACPI (2017). <i>L'immersion en français au Canada : Guide pratique d'enseignement</i> (3 <sup>e</sup> édition). Ottawa, Ontario: Chenelière. (Ch. 12)  Patrimoine Canada. Le projet de la pensée historique : Promouvoir la littératie critique	Ch. 12 ACPI reading prior to class  Ch. 9 ACPI reading for next class

	-Community and family engagement	en histoire au 21 <sup>e</sup> siècle. <i>La pensée historique</i> . Récupéré de <a href="http://historereperes.ca/">http://historereperes.ca/</a>	
<b>#12</b>	<p>▪ <b>Creating a Language – rich Social Studies Classroom</b></p> <p>-Linguistic Approaches -Instructional strategies</p> <p>▪ <b>Learning from each other: Sharing Literature Assignments</b></p>	Roy, S. & Association Canadienne des professionnels de l’immersion (2017). <i>L’immersion en français au Canada : Guide pratique d’enseignement</i> (3 <sup>e</sup> édition). Ottawa, Ontario: Chenelière. (Ch. 9, p. 162)	<p>-Journal response #4 due at the beginning of class</p> <p>-ACPI Ch. 9 reading</p> <p>-Due: “Using Literature to Teach Social Studies”</p>
<b>#13</b>	Culminating Activity – Learning from each other	<p>-UBD sharing</p> <p>-Providing peer feedback</p>	-Unit Plan due

## 8. Enrolment

8.1 Expected enrollment: **20**

8.2 From which colleges? **College of Education**

## 9. Student evaluation

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

### Grading Scheme

Assignment	Due Date	Weight
Reflective Study Journal	Due at the beginning of class #3, #6, #9, #12	20% (5% each)
Social Studies Teaching Strategies in Action Research based	Ongoing – Sign up for topic during Class 2	30%
Using literature in Social Studies -Assignment	Class #12	15 %
-Comment (2) on Top Hat or Google Docs		5%
Interdisciplinary Unit Plan integrating French Canadian culture and FNMI content & knowledge (group of 2-3 with Presentation)	Class #13	30%
<b>TOTAL</b>		<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

**N – Numeric/Percentage X**

(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:

9.2 Is the course exempt from the final examination? **Yes.**

#### 10. **Required text**

Include a bibliography for the course.

##### **Required Text:**

Roy, S. & Association Canadienne des professionnels de l'immersion (2017). *L'immersion en français au Canada : Guide pratique d'enseignement* (3<sup>e</sup> Ed.). Ottawa, Ontario: Chenelière.

\*This text will also support the French Language Arts, Math, and Science courses.

##### **Required Documents**

Commission de vérité et réconciliation du Canada. (2012). Commission de vérité et réconciliation du Canada: Appels à l'action. Récupéré de [http://www.trc.ca/assets/pdf/Calls\\_to\\_Action\\_French.pdf](http://www.trc.ca/assets/pdf/Calls_to_Action_French.pdf)

Gouvernement de la Saskatchewan Ministère de l'éducation. (n.d.). *Les programmes d'études*. Récupérés de <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=fr>

Gouvernement de la Saskatchewan Ministère de l'éducation. (2017). *La pédagogie différenciée pour les élèves de la Saskatchewan maternelle à la 12<sup>e</sup> année*. Récupéré de <https://pubsaskdev.blob.core.windows.net/pubsask-prod/100226/100226-The Adaptive Dimension FR.pdf>

Gouvernement de la Saskatchewan Ministère de l'éducation. (2010). *L'approche pédagogique inclusive dans les programmes de la petite enfance*. Récupéré de [https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/FullResourceList?id=407#?f\\_other\\_professional\\_resource=true](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/FullResourceList?id=407#?f_other_professional_resource=true)

Government of Saskatchewan Ministry of Education. (2013). *Treaty Education Outcomes – Étude sur les traités résultats d'apprentissage et indicateurs de réalisation* [https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938\\_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf](https://www.edonline.sk.ca/bbcswebdav/pid-316142-dt-content-rid-799938_1/library/materials/francais/docs/%C3%89tude%20des%20trait%C3%A9s%20-%20RA%20et%20Indicateurs%20-%2021%20f%C3%A9vrier%202013.pdf)

Government of Saskatchewan Ministry of Education. (2009). *Inspiring success First Nations and Metis PreK-12 education policy framework*. Retrieved from <https://pubsaskdev.blob.core.windows.net/pubsask-prod/107115/107115-Inspiring Success Policy Framework.pdf>

#### 11. **Resources**

11.1 Proposed instructor: **TBD**



- 11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**
- 11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>  
**No.**

## **Detailed Course Information**

### **1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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
<b>LEC</b>	<b>Lecture</b>	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

### **2. Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

#### **2.1 NOAC No Academic Credit**

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 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)

**3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

3.1 Permission Required: **No.**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

**College of Education, Language Teacher Education Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

**n/a**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

**n/a**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

**n/a**

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**



### 1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Education**
- 1.2 Department with academic authority: **Curriculum Studies**
- 1.3 Term from which the course is effective: **Fall 2021 (202109)**

### 2. Information required for the Catalogue

- 2.1 Label & Number of course: **ECUR 412**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Examining Place, Purpose, Program Design, and Proficiency Levels for Language Learners**  
Course Short Title (maximum 30 characters): **Lang Learn Place Purp Prog Dgn**
- 2.4 Total Hours: **39**   Lecture **X**   Seminar   Lab   Tutorial   Other
- 2.5 Weekly Hours: **3**   Lecture **X**   Seminar   Lab   Tutorial   Other
- 2.6 Term in which it will be offered:   T1   T2   T1 or T2 **X**   T1 and T2
- 2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

**H – Department Approval X**

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course examines the influences of place, purpose, program design, and proficiency levels on student success in a language education program. Students will take an introspective look at their own language journey and the role of place (including family, community, and environment) in creating an inherent identification with the language(s) of one's childhood. An analysis of the various purposes for language learning and related proficiency levels will be discussed, followed by a review of current research on bilingualism, cultural identity, language retention, and language loss. An analysis of program design follows, targeting the relationship between language outcomes and expectations in specific delivery models. Finally, students will delve into instructional planning for language teaching that considers differential instruction, assessment, resource selection, and culturally responsive practices. The course concludes with an opportunity to plan a lesson for a selected delivery model, with attention to scaffolded language strategies for students at various levels of proficiency.

2.9 Do you allow this course to be repeated for credit? **No.**

3. **Please list rationale for introducing this course:**

This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

By the end of the course, you will be able to:

1. Describe the impact of place (including family, community, and environment) and purpose on one's motivation to learn an additional language.
2. Examine current research on bilingualism, language retention, language loss, and cultural identity as factors that inform the design and delivery of language programs in K-12 education.
3. Compare the pedagogy of teaching language as a subject with the pedagogy of integrated language and content instruction.
4. Write language outcomes that respond to diverse proficiency levels in specific program models.
5. Develop a sound philosophy for monitoring language progress using a reference scale that describes what students know and can do in the target language.
6. Create an instructional plan that demonstrates an understanding of language scaffolding, differentiated instruction, and culturally responsive pedagogy.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

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

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP).**

7. **Course outline**

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

### Proposed Class Schedule

	Content - Topic	Resources (Student and Instructor Resources and Readings)	Learning Task
#1	<b>Stories of Place: Family, Community, and Environmental Influences on Language(s)</b>	<p>INTRODUCTION: Linguistic and cultural diversity in Canada and Saskatchewan: Data to be presented.</p> <p><u>Saskatchewan Language</u>. (2016).</p> <p><u>French presence in Saskatchewan</u> (2018).</p> <p><u>Aboriginal Languages in Canada</u>. (2016).</p> <p><u>Indigenous languages in Saskatchewan</u> (2016).</p> <p>Roessingh, H. (2011). Family Treasures: A Dual-Language Book Project for Negotiating Language, Literacy, Culture, and Identity</p> <p>Coelho, E. (2016). Dual Language project video clip <a href="https://thelearningexchange.ca/videos/dual-language-projects/">https://thelearningexchange.ca/videos/dual-language-projects/</a> (15:29 min.)</p>	<p><b>Read</b> assigned material.</p> <p><b>View</b> Coelho video clip.</p> <p><b>Assignment 1:</b> Dual Language Project* – My Story of Place and Language</p> <p><i>*dual language story: target language + English)</i></p>
#2	<b>Examining Place and Purpose: Daily Needs, Social Interactions, Cultural Expression, or Academic Study?</b>	<p>TEXT Ch.1: Bilingualism: Definitions and Distinctions. pp.1-18</p> <p>Herman, M. et. al (2008). Learning Indigenous Science from Place. pp. 26-29. Aboriginal Education Research Centre. University of Saskatchewan.</p> <p>Reiss, J. (2005). Chapter 2: Language, Learning, and Content Instruction. pp.9-17</p> <p>CASLT Selected Webinars: A Common Framework of Reference (CFR) and a Portfolio for Languages in Canada. (Eng/Fr available)</p> <p>Saskatchewan Ministry of Education. (2013). <i>A Guide Using the Common Framework of Reference (CFR) with EAL Learners</i>.</p>	<p><b>Read</b> assigned material.</p> <p><b>View</b> webinars on CASLT website</p> <p><b>In-class Activity:</b> Students will create a personal language proficiency profile using CFR levels and descriptors.</p>
#3	<b>Acquiring a Language and Learning a Language: Simultaneous or Sequential?</b>	<p>TEXT Chapter 4: Languages in Society. pp.60-85</p> <p>Soltero, S. (2016). Chapter 4: Bilingualism and Biliteracy. pp. 70-92</p> <p>In-class reading: Coelho Ch. 8: Understanding Second Language Acquisition pp. 153-182</p>	<p><b>Read</b> assigned material.</p> <p><b>In-class Activity</b> Coelho Chapter 8 – Jig-saw reading. Chapter Distribution (Kouritzin text) for Assignment 2</p>

		Assign chapters for Chapter Presentation assignment. Source: Kouritzin, S. (2009). <i>Facets of First Language Loss</i> .	<i>Assignment 1 DUE: Dual Language Project 20%</i>
<b>#4</b>	<b>Bilingualism and Cognition: Considerations for K-12 language programs</b>	<p>TEXT Chapter 7: Bilingualism, Cognition, and the Brain. pp. 132-155.</p> <p>Kroll, J. et al. (2015). Bilingualism, Mind and Brain. pp. 377-394</p> <p>Article &amp; Video Clip (2016). 1:18 min. Being Bilingual Alters Your Brain. Here's How. <a href="http://wef.ch/2afR8Q2">http://wef.ch/2afR8Q2</a></p> <p>Video clip: Let's make the most of multilingualism (2018). 5: 15 min <a href="https://www.youtube.com/watch?v=vg8i2UHAf8s">https://www.youtube.com/watch?v=vg8i2UHAf8s</a></p>	<p><b>Read</b> assigned material.</p> <p><b>View</b> (2) video clips</p> <p><b>Class Discussion</b> based on assigned readings.</p>
<b>#5</b>	<b>Language Retention, Language Loss and Cultural Identity</b>	<p>In-Class Chapter Presentations (Part 1)</p> <ul style="list-style-type: none"> <li>Part 1 - Chapter Narratives: Chinese, Cree, Finnish, Korean, Hungarian language loss in Canada</li> <li>Part 2 - Reflections on living between two cultures and the impact on family relationships, self-identity, and schooling</li> </ul> <p>Additional Choices: Michif (Iseke) Hutterian (Sterzuk &amp; Nelson) Ukrainian (Hudyma)</p>	<i>Assignment 2 DUE: In-Class Chapter Presentations 15%</i>
<b>#6</b>	<b>Program Design: A Response to Community Language Needs</b>	<p>TEXT Chapter 11: Education for Bilingualism and Biliteracy. pp. 214-242</p> <p>TEXT Chapter 12: The Effectiveness of Bilingual Education (segment: pp. 257-272).</p> <p>Genesee, F. &amp; Lindholm-Leary, K. (2007). Dual Language Education in Canada and the USA. In <i>Encyclopedia of Language and Education</i>. pp. 1-16</p> <p>Gilles, C. &amp; Battiste, M. (2013). First Nations, Métis and Inuit K-12 Language Programming: What Works? pp. 169-183</p> <p>INTRODUCE program models by examining <a href="#">Saskatchewan Curriculum Documents</a> for Language Programs (Core, Intensive, Bilingual, Immersion)</p>	<p><b>Read</b> assigned material.</p> <p><b>In-class Small Group or Individual Activity:</b> Language Curriculum Review</p>
<b>#7</b>	<b>Midterm Review Questions</b>	In-class Midterm Review Questions (45 minutes)	<i>Assignment 3: Midterm Review 15%</i>

		Complete In-Class Chapter Presentations (Part 2)	
#8	<b>Program Delivery Models: Outcomes, Proficiency Targets, Resources and Materials</b>	<p>Program Design – Examine Saskatchewan Curriculum Documents - Core, Intensive, Bilingual, Immersion, Indigenous, Community/heritage language programs</p> <p>Domke, L. (2015). Integrating Language and Content Instruction in Immersion Classrooms: Literature Review.</p> <p>Genesee, F. &amp; Lindholm-Leary, K. (2014). Two case studies of content-based language education. pp. 1-33.</p> <p>Himmel, J. (2013). Language Objectives: The Key to Effective Content Area Instruction for English Learners.</p>	<p><b>Read</b> assigned material.</p> <p><b>In-class Map Activity:</b> Highlight all language programs on a map of Saskatchewan</p>
#9	<b>School Observation</b>	<p>School Observation and Conversation Assignment*: *may be bilingual: target language + English</p>	<b>Out-of class Activity:</b> Language School
#10	<b>Instructional Planning to Meet Program Goals</b>	<p>Cammarata, L. &amp; Tedick, D. (2012). Balancing Content and Language in Instruction: The Experience of Immersion Teachers. 251-269.</p> <p>Ontario Ministry of Education. (2012). Part 9: Classroom Resources. In <i>International Languages Elementary (ILE) Program Resource Guide</i>.</p> <p>Lac La Ronge Indian Band Curriculum Resource Unit. The Gift of Language &amp; Culture. Indspire website.</p> <p>Netten, J. &amp; Germain, C. (2004). Intensive French and Intensive English: Similarities and Differences.</p>	<b>Read</b> assigned material.
#11	<b>Strategies for Language Learning and Culturally Responsive Teaching</b>	<p>Coelho, E. (2012). Ch. 10: Vocabulary Instruction in Every Classroom. pp. 307-344.</p> <p>Cantoni, G. (1999). Ch. 5: Using TPR-Storytelling to Develop Fluency and Literacy in Native American Languages. pp. 53-58</p> <p>Arnett, K. (2013). Differentiated Activities. pp.109-143</p> <p>Fenner, D. &amp; Snyder, S. (2017). Ch. 3: Scaffolding Instruction for ELs. pp. 59-84</p>	<p><b>Read</b> assigned material.</p> <p><i>Assignment 4 DUE: School Observation &amp; Conversation* (20%)</i></p> <p><i>*dual language assignment</i></p>

		<p>Gay, G. (2002). Preparing for Culturally Responsive Teaching. pp. 106-116.</p> <p>Ontario Ministry of Education. (2013). Culturally Responsive Teaching. Monograph.</p>	
#12	<b>Assessing Progress: Expectations, Adaptations</b>	<p>Review of the CFR levels using writing samples from the Saskatchewan Ministry Document: <i>Using the CFR with Learners of EAL</i>.</p> <p>Roessingh, H. (2016). Academic Language in K-12: What is it, how is it learned, and how can we measure it?</p> <p>Jang, E. (2014). Focus on Assessment Students <u>choose one</u> of the following: Ch. 3: Principles for Assessing Young Language Learners Ch. 4: Principles for Assessing Adolescent Language Learners</p>	<p><b>Read</b> assigned materials.</p> <p><b>In-class Scaffolding Activity:</b> Samples of EAL Learner Writing.</p> <p>Questions for Final Hand-In Exam to be distributed</p>
#13	<b>Language Learning for Students with Special Needs or Challenges</b>	<p>TEXT Chapter 15: Support and Assessment of Special Needs and Exceptional Bilingual Students</p> <p>Prezas, Raul F. &amp; Jo, Ahyea A. (2017). Differentiating Language Difference and Language Disorder. pp 1-22.</p> <p>Guest Presenters: Special Education &amp; EAL Specialists</p>	<b>Read</b> assigned materials.
	<b>Final Hand-In Exam</b>	<p>One Assigned Question (10%) and One Instructional Plan* (20%) *may be completed in two languages: target language + English</p>	<p><i>Assignment 5 DUE: Final Hand-In Exam* (30%)</i></p> <p><i>*dual language instructional plan</i></p>

## 8. Enrolment

8.1 Expected enrollment: **40**

8.2 From which colleges? **College of Education**

## 9. Student evaluation

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

## Grading Scheme



Assignment	Due Date	Weight
1. Dual Language Project		20%
2. Chapter Presentations		15%
3. Midterm Review Questions		15%
4. School Observation Assignment		20%
5. Hand-In Instructional Plan		30%
<b>TOTAL</b>		<b>100%</b>

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

**N – Numeric/Percentage X**

(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:

9.2 Is the course exempt from the final examination? **Yes.**

#### 10. Required text

Include a bibliography for the course.

#### Required Resources:

Baker, C. & Wright, W. (2017). *Foundations of Bilingual Education and Bilingualism*. 6<sup>th</sup> Edition. Bristol: Multilingual Matters. ISBN: 978-1-78309-720-3

#### Additional Readings\*

***\*This list includes a wide range of readings. For some course topics, students will be directed to the reading that applies to their particular language program.***

Arnett, K. (2013). Chapter 5: Differentiated Activities. In *Languages for All*. Toronto: Pearson Canada Inc. pp. 109-143. ISBN978-0-13-310860-6

Cammarata, L. & Tedick, D. (2012). Balancing Content and Language in Instruction: The Experience of Immersion Teachers. *The Modern Language Journal*, 96(2), 251-269. Retrieved from <http://www.jstor.org/stable/41684072>

Canadian Association of Second Language Teachers (CASLT). Information Kit (Eng/Fr., with videos). <https://www.caslt.org/en/pedagogical-resources/professional-information/cefr>

Cantoni, G. (1999). Chapter 5: Using TPR-Storytelling to Develop Fluency and Literacy in Native American Languages. In *Revitalizing Indigenous Languages*, Jon Reyhner, Gina Cantoni, Robert N. St. Clair, and Evangeline Parsons Yazzie, Eds. Flagstaff, AZ: Northern Arizona University. Pp.53-58. [http://jan.ucc.nau.edu/~jar/RIL\\_5.html](http://jan.ucc.nau.edu/~jar/RIL_5.html)

- Coelho, E. (2012). Chapter 10: Vocabulary Instruction in Every Classroom. In *Language and Learning in Multilingual Classrooms. A Practical Approach*. Bristol: Multilingual Matters. ISBN: 978-1-84769-719-6. pp.307-344.
- Coelho, E. (2016). Chapter 8: Understanding Second Language Acquisition. In *Adding English, 2<sup>nd</sup> Edition*. University of Toronto Press. pp.153-182
- Domke, L. (2015). *Integrating Language and Content Instruction in Immersion Classrooms: Literature Review*. MSU Working Papers in SLS, Vol. 6. Michigan State University.
- Gay, G. (2002). Preparing for Culturally Responsive Teaching. In *Journal of Teacher Education*. 53 (2). pp. 106-116.
- Genesee, F. & Lindholm-Leary, K. (2007). Dual Language Education in Canada and the USA. In *Encyclopedia of Language and Education. Bilingual Education. Vol 5*. Cummins, J. & Hornberger, N., Eds. Springer: MA. <http://www.psych.mcgill.ca/perpg/fac/genesee/21.pdf>
- Genesee, F. & Lindholm-Leary, K. (2013). Two case studies of content-based language education. In *Journal of Immersion and Content-Based Language Education*. 1:1. 3-33. [https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/genesee\\_and\\_lindholm-leary\\_two\\_cases\\_studies\\_of\\_content-based\\_language\\_education.pdf](https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/genesee_and_lindholm-leary_two_cases_studies_of_content-based_language_education.pdf)
- Gilles, C. & Battiste, M. (2013). First Nations, Métis and Inuit K-12 Language Programming: What Works? In *Minority Populations in Canadian Second Language Education*, Arnett, K. & Mady, C., Eds. Toronto: Multilingual Matters. pp. 169-183.
- Herman, M. et. al (2008). *Learning Indigenous Science from Place*. Research Study Examining Indigenous-Based Science Perspectives in Saskatchewan first Nations and Metis Community Contexts. Aboriginal Education Research Centre. University of Saskatchewan. pp. 26-29.
- Himmel, J. (2013). Language Objectives: The Key to Effective Content Area Instruction for English Learners. Colorin Colorado: <https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners>
- Hudyma, K. (2011). Ukrainian Language in Canada: From Prosperity to Extinction? In *Working Papers of the Linguistics Circle of the University of Victoria*. 21. 181-189. <https://journals.uvic.ca/index.php/WPLC/article/view/5817>
- Iseke, J. (2013). Negotiating Métis Culture in Mlchif: Disrupting Indigenous Language Shift. In *Decolonization: Indigeneity, Education and Society*. 2(2). 92-116. <https://jps.library.utoronto.ca/index.php/des/article/download>
- Jang, E. (2014). Focus on Assessment. Oxford: Oxford University Press. ISBN 978-0-19-400083-3 [Selected Chapter]
- Kouritzin, S. (1999). Facets of First Language Loss. Routledge. ISBN 0-8058-3186-X [Assigned Chapters].

Kroll, J., Dussias, P., Bice, K., & Perrotti, L. (2015). Bilingualism, Mind, and Brain. In *Annual Review of Linguistics*. Vol.1. pp. 377-394. <https://www.annualreviews.org/doi/10.1146/annurev-linguist-030514-124937>

Lac La Ronge Indian Band Curriculum Resource Unit. The Gift of Language & Culture. Indspire website. (links are broken on the site below )  
<https://indspire.ca/successfulpractices/the-gift-of-language-and-culture-website-2/>

Netten, J. & Germain, C. (2004). Intensive French and Intensive English: Similarities and Differences. In *The Canadian Modern Language Review*. 60(3). pp. 409-430. Retrieved from:  
[http://www.mmecarr.ca/ICF/ICF\\_PDFs/IFrandIEngl.pdf](http://www.mmecarr.ca/ICF/ICF_PDFs/IFrandIEngl.pdf)

Ontario Ministry of Education. (2012). Part 9: Classroom Resources. In *International Languages Elementary (ILE) Program Resource Guide*. Toronto: Author

Ontario Ministry of Education Student Achievement Division. (2013). *Culturally Responsive Pedagogy*. K-12 Capacity Building Series. Secretariat Special Edition #35. ISSN 19138490.

Prezas, Raul F. & Jo, Ahyea A. (2017). Differentiating Language Difference and Language Disorder. In *Journal of Human Services: Training, Research, and Practice*, 2(1). Pp 1-22  
<https://scholarworks.sfasu.edu/cgi/viewcontent.cgi?article=1033&context=jhstrp>

Reiss, J. (2005). Chapter 2: Language, Learning, and Content Instruction. In *Teaching Content to English Language Learners: Strategies for Secondary School Success*. White Plains: Pearson Education. pp.9-17. ISBN-13: 978-0131523579. <http://www.pearsonlongman.com/primaryplace/pdf/TeachingELLs.pdf>

Roessingh, H. (2016). Academic Language in K-12: What is it, how is it learned, and how can we measure it? In *BC TEAL Journal*. Vol. 1, No. 1. 67-81 <https://ojs-o.library.ubc.ca/index.php/BCTJ/article/view/235>

Roessingh, H. (2011). Family Treasures: A Dual-Language Book Project for Negotiating Language, Literacy, Culture, and Identity. In *Canadian Modern Language Review/ La Revue canadienne des langues vivantes*. University of Toronto Press. <https://muse-jhu-edu.cyber.usask.ca/article/420635>Saskatchewan

Ministry of Education. (n/d). Curriculum Documents: <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/>

Saskatchewan Ministry of Education. (2013). *A Guide to Using the Common Framework of Reference with EAL Learners*. Regina: Author. <http://publications.saskatchewan.ca/#/products/74054>

Soltero, S. (2016). Chapter 4: Bilingualism and Biliteracy. In *Dual Language Education: Program Design and Implementation*. Portsmouth, NH: Heinemann. pp. 70-92. ISBN 978-0-325-07813-7

Sterzuk, A. & Nelson, C. (2016). “Nobody Told Me They Didn’t Speak English!”: Teacher Language Views and Student Linguistic Repertoires in Hutterite Colony Schools in Canada. *Journal of Language, Identity & Education*, 376-388.

## 11. Resources

11.1 Proposed instructor: **TBD**

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

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

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

**12. Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? 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>  
**No.**

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

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
<b>LEC</b>	<b>Lecture</b>	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

**2. Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 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)

### **3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

- 3.1 Permission Required: **No.**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program  
**College of Education, Language Teacher Education Program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course  
**n/a**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course  
**n/a**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information  
**n/a**

### **4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- 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.

### **5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

### **6. Additional Notes:**

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Susan Detmer, chair, Academic Programs Committee

**DATE OF MEETING:** February 20, 2020

**SUBJECT:** Admissions Qualifications change – Doctor of Medicine (MD) program

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the proposed changes to the admissions  
qualifications for the Doctor of Medicine (MD) program, effective  
the 2021-22 admissions cycle*

**PURPOSE:**

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

**CONTEXT AND BACKGROUND:**

The College of Medicine is seeking to add an online test of non-academic competencies as a requirement for admissions. The college will use the test score to rule out candidates prior to the interview stage only if the z-score is less than or equal to minus 2 standard deviations below the mean or if red flags (such as egregious comments or cheating) are demonstrated on the test. The College of Medicine will continue to use the multiple mini interview to measure personal factors.

Adding this test of non-academic competencies at the interview stage provides the admissions committee with an additional means to screen applicants aside from academic performance, which will be particularly useful when considering non-Saskatchewan residents.

The College of Medicine is committed to monitoring the impact of the additional cost of this test and will develop a program to off-set the costs where it is creating a barrier to applying to the College of Medicine.

The Academic Programs Committee considered the proposed changes to the admissions qualifications at its February 12, 2020 meeting and supported the use of an online test of non-academic competencies prior to the interview stage for admission to the MD program and recommends that Council approve the change.

**FURTHER ACTION REQUIRED:**

University Senate will be asked to confirm this decision at its April 25, 2020 meeting.

**ATTACHMENTS:**

**1. Background and Rationale for Introducing CASPer as a College of Medicine Admission Requirement**

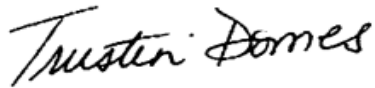
## **MOTION**

***That the College of Medicine (CoM) introduces the completion of the CASPer online situational judgment test as a requirement for admission for October 2020 application cycle (applicable to the incoming class of 2021).***

A motion approving this new College of Medicine admission requirement was unanimously passed at the Faculty Council of Medicine meeting held January 29, 2020.

We are now submitting this motion for consideration by the University Council (through the Academic Programs Committee) and, if approved there, subsequently will submit the motion to the University Senate for final approval.

Submitted on behalf of the College of Medicine,



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Dr. Trustin Domes  
Director of Admissions  
College of Medicine  
February 2, 2020



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## **Background and Rationale for Introducing CASPer as a College of Medicine Admission Requirement**

For reference, the current admission requirements for the MD program are attached (see USASK COM ADMISSION REQUIREMENTS 2020 document).

### **WHAT is CASPer?**

CASPer (Computer-based Assessment Sampling Personal Characteristics) is a Canadian-based and designed online situational judgement test that was first used as an admission requirement for Medicine at McMaster University in 2010. CASPer consists of 12 sections (video or word-based scenarios) and candidates have five minutes per section to complete 3 open-ended questions based on each scenario. Each applicant's test is scored by 12 blinded highly trained raters, is norm-referenced and the applicant's performance is assigned a z score. Given the nature of the examination, it is very difficult to prepare for it prior to administration and is meant to reflect core personal beliefs and human reactions to situations.

CASPer can only be taken once per year and the score is valid only for the year of administration. Unsuccessful applicants would have to retake CASPer the following year if they wished to reapply to the program.

To learn more about CASPer visit: <https://takecasper.com/about-casper/>

Today, numerous health science colleges from around the world have been using CASPer to assess personal (non-cognitive) attributes, such as: collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience and self-awareness. In Canada, nine out of the 17 medical schools use CASPer as an admission requirement. The University of Saskatchewan currently requires all applicants to the College of Medicine post-graduate residency programs to complete the CASPer administration specifically designed for this group of learners, which is somewhat different than the one designed for undergraduate students. Additionally, the University of Saskatchewan College of Pharmacy and Nutrition have just recently required CASPer completion for all of their applicants.

### **HOW will CASPer be used for admission to the College of Medicine?**

Applicants enroll for CASPer online and there is a \$40 administration fee and a \$12 distribution fee for each school the result is distributed to. The applicant is not given their result at any point during the application cycle. The Admission Committee plans to initially use the CASPer score very conservatively, ruling candidates out prior to the interview stage of application if the z-score is less than or equal to minus 2 standard deviations below the mean or if any red flags are demonstrated (red flags are rare in CASPer administrations and are used to flag very offensive and egregious comments or

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if there is evidence of cheating on the exam). We plan to correlate the CASPer score with our other measures of personal factors (multiple mini interview/reference calls/issues of professionalism).

### **WHY do we want to introduce CASPer as an admission requirement?**

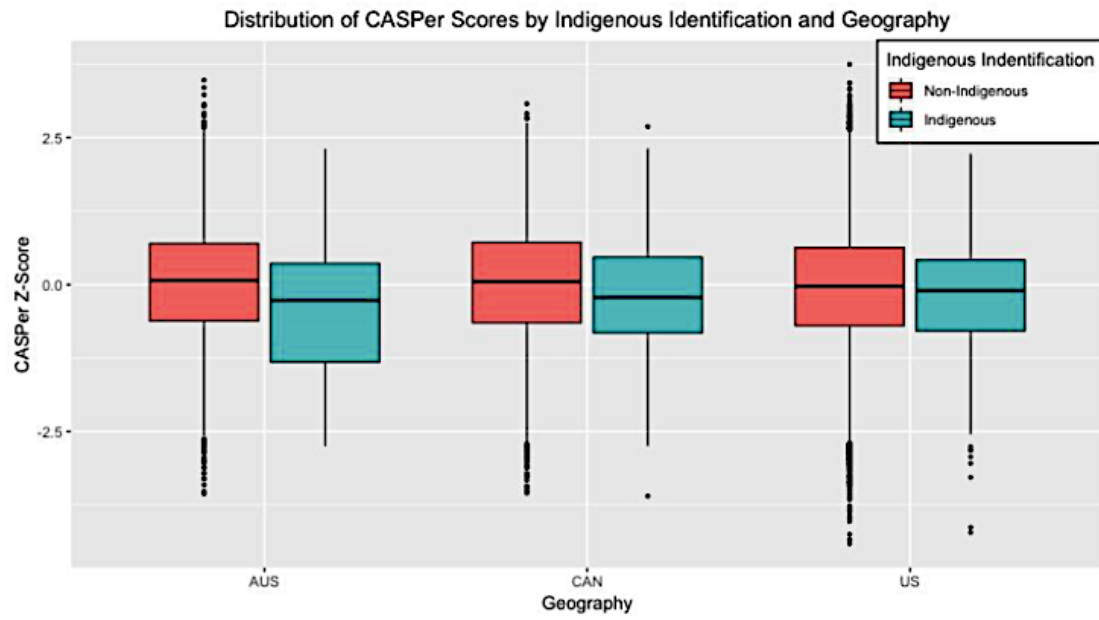
Assessing personal factors is a very important and challenging aspect of medical school admissions. CASPer is a tool to further assess personal factors in a reliable and standardized way. By introducing CASPer prior to the interview phase of the application cycle, the Admissions committee has an additional means to screen applicants for interview other than just academic performance. This additional metric is especially important when we consider non-Saskatchewan residents for an interview, where the vast minority of applicants are interviewed and currently the academic performance required to obtain an interview is extremely competitive.

### **WHAT other considerations are there regarding CASPer?**

CASPer is a relatively new tool used to assess personal factors and although research assessing the reliability and validity of CASPer has been looked at in a few institutions, there still is a paucity of data linking CASPer results with success in medical school and future issues with professionalism. The University of Saskatchewan post-graduate experience with CASPer has been encouraging at this point, with less issues with professionalism identified in postgraduate trainees post-CASPer (manuscript in preparation, A. Saxena). As part of our ongoing program evaluation, we plan to correlate the CASPer results with other admission metrics and also performance and success in our medical program (both academic and professionalism domains).

There are concerns that Indigenous and minority applicants may be disadvantaged though the CASPer process compared to non-Indigenous and non-minority applicants. Data does not support this and instead demonstrates Indigenous applicants score similarly to non-Indigenous applicants (see figure below).

The cost of CASPer to the applicant is also a concern, however the cost is very reasonable at a maximum of \$52 for an applicant that only applies to the University of Saskatchewan or only \$12 if an applicant is applying to another medical school that requires CASPer as well. We will monitor if cost is a barrier and if it is we will develop a program to off-set this additional cost for applicants where this is creating a barrier to apply to our College.



Source: Altus Group; CASPer Indigenous/Non-Indigenous Subgroup Differences 2018/19

## 2020-21 Admission Requirements

College: Medicine

Program(s): M.D.

### Admission Qualifications:

- **Saskatchewan Residents**

Academic performance for Saskatchewan residents is based on all courses taken up to the awarding of a four-year Baccalaureate degree. The degree must be completed prior to entry into Medicine. Academic performance is reviewed for consistency or improvement, and to ensure that the MCAT requirement has been met.

- Online Situational Judgement Test:

- All Saskatchewan resident applicants (including self-identified Indigenous applicants) will be required to complete an online situational judgement test of personal attributes and competencies (i.e. CASPer) prior to the application deadline.

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- MCAT Requirement:

- All Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) must complete the Medical College Admission Test (MCAT) prior to the application deadline.
    - For application for fall of 2019 for entry fall of 2020, no minimum MCAT section or sum scores will be required to apply, but the Admissions Committee will set a minimum acceptable MCAT sum score percentile once the scores of all applicants are known. MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for application 2019 for entry fall of 2020 are from January 2016. Only the most recent MCAT will be considered.
    - The Admissions Committee, in assessing an individual's application, will review the MCAT section scores for consistency and for concordance of the MCAT total score percentile with the individual's university academic average (UAA). Inconsistency within the MCAT section results, or discordance between the MCAT total score percentile and the UAA (e.g., MCAT result unexpectedly low based on the UAA), can serve as grounds for the Admissions Committee to remove an individual's application from further consideration.
    - While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, Sociology, and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.

- Degree Requirement:

- Application by Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) can be made only during or after the final year of a four-year degree. The degree must be completed by the end of April of the year they are seeking admission.
    - The degree must be completed in ≤5 years.
    - A minimum university academic average (UAA) of 75% is required.
    - Applicants in a non-direct entry college can apply if ≥90 credit units have been completed prior to application. At least 120 credit units must be completed by the end of April prior to entry to the college.
    - Graduate level courses and degrees will be considered if it works to the applicant's advantage.

## 2020-21 Admission Requirements

- **Out-of-Province Residents**

Academic performance for out-of-province resident applicants will be based on the MCAT total score percentile along with a required minimum UAA of 85%.

- Online Situational Judgement Test:

- All out-of-province applicants will be required to complete an online situational judgement test of personal attributes and competencies (i.e. CASPer) prior to the application deadline.

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- MCAT Requirement:

- All out-of-province applicants must complete the Medical College Admission Test (MCAT) prior to the application deadline.
    - For application fall of 2019 for entry fall of 2020, a minimum of the 80<sup>th</sup> percentile for the test sum score and for each of the four section scores is required. MCAT scores must be obtained in one sitting. The earliest accepted scores for application 2019 for entry fall of 2020 are from January 2016. Only the most recent MCAT will be considered.
    - While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, Sociology, and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.

- Degree Requirement:

- Application by out-of-province applicants can be made only during or after the final year of a four-year degree. The degree must be completed by the end of April of the year they are seeking admission. The degree must be completed within a 5-year period.
    - If applicants are in the final year of a four-year degree, a minimum of 90 credit units must have been completed in the 48 months prior to the end of August immediately before application.
    - All courses completed by the application deadline (or up to the awarding of the degree in the case where the degree has been awarded prior to application) will be used for the calculation of the UAA.
    - The minimum UAA required for application will be 85%.
    - The four-year degree must be completed by the end of April prior to starting medical training. All remaining courses completed after the date of application must minimally average 85%.
    - Graduate level courses and degrees will be considered if it works to the applicant's advantage.

### Selection Criteria:

- **Weighting**

- An online situational judgement test of personal attributes and competencies (i.e. CASPer) will be used by the Admissions Committee only as a screening tool prior to selection of applicants for interview and will not be factored into the final ranking calculation.

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## 2020-21 Admission Requirements

- The weighting of academic performance to personal qualities (College of Medicine Multiple Mini Interview – MMI) for Saskatchewan resident applicants is 20% MCAT; 30% UAA; and 50% MMI.
- Out-of-province resident applicants invited for an interview will be ranked for admission based on 100% on the applicant's performance in the MMI.
- **References**
  - The names of three referees and their contact information will be requested from applicants at the time of application.
  - Referees must have supervised the applicant in a research, employment or volunteer role.
  - References are not scored; they are used on a rule out basis.
- **Criminal Record Check**
  - All applicants offered admission will be required to submit a criminal record check, including vulnerable sector screening, to the College of Medicine by the first day of Orientation of the year of entry.

### Categories of Applicants:

Ninety-five of the first-year seats are reserved for Saskatchewan residents. To increase the number of Aboriginal physicians, 10 of the first-year seats are available for qualified, self-identified First Nations, Métis and Inuit applicants through the Aboriginal Admissions Program (Note: these seats are included in the 95 allocated Saskatchewan seats).

**All applicants must have lived in Canada for at least three years prior to August 1 of the year in which admission is being sought and they must be a Canadian citizen or have Permanent Resident status by the application deadline of October 1.**

### Saskatchewan Residents

To be eligible to apply as a Saskatchewan resident, applicants must have physically resided in Saskatchewan for the three years immediately preceding August 1 of the year in which admission is being sought. However, applicants who have left the province, but have previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency) will be treated as residents.

Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years, and do not qualify under the three-year condition, will receive credit of one year toward the three-year requirement for every five years of residency in the province.

An exception to the three-year ruling may be made for members of the Armed Forces of Canada or RCMP, or for an applicant whose spouse, parent or guardian is a member of the Armed Forces of Canada or RCMP, who has moved to Saskatchewan due to being reassigned. In these cases, the applicant must have resided in Saskatchewan for at least 12 consecutive months immediately preceding October 1st of the year of application and obtained written approval prior to the application deadline to waive the three year requirement.

Individuals who have been in three years of full-time study at the University of Saskatchewan or the University of Regina directly preceding the date of entry being sought are considered to be Saskatchewan residents.



## 2020-21 Admission Requirements

Applicants who meet the same criteria based on residency in Yukon, Northwest or Nunavut territory can apply as a Saskatchewan resident.

### Canadian Out-of-Province Residents

Up to five the first-year seats may be offered to out-of-province resident applicants.

### Aboriginal Admissions Program

Ten of the first-year seats are reserved for persons of Canadian Aboriginal descent (with a preference for applicants meeting the Saskatchewan residency requirement and a maximum of five Aboriginal Admissions seats open to out-of-province resident applicants of Aboriginal descent) accepted through the Aboriginal Admissions seats each year. Note: Applicants of Aboriginal ancestry are first considered within the Saskatchewan pool, and if not competitive, then within the Aboriginal Admissions pool.

### Diversity and Social Accountability Admissions Program (DSAAP)

The DSAAP will involve six of the first-year seats. The DSAAP seats are reserved for applicants that meet the Saskatchewan residency requirement. Saskatchewan residents will first be considered through the regular Saskatchewan admission rank number (ARN) process. If unsuccessful in achieving a regular offered seat, Saskatchewan residents who qualify through the answers they provide to a DSAAP supplemental admissions questionnaire will then be considered for a DSAAP seat. Self-declared Aboriginal applicants are not eligible for the DSAAP, instead they are similarly first considered through the usual Saskatchewan ARN process and then subsequently through the Aboriginal Admissions Program.

Dean's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Susan Detmer, chair, Academic Programs Committee

**DATE OF MEETING:** March 19, 2020

**SUBJECT:** **Admissions Qualifications change – Master of Arts (M.A.) in Applied Social Psychology**

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the proposed changes to the admissions  
qualifications for the Master of Arts (M.A.) in Applied Social  
Psychology, effective the 2021-22 admissions cycle*

**PURPOSE:**

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies is seeking to remove the requirement of a Graduate Record Examination (GRE) for admission to the Master of Arts program in Applied Social Psychology. The program has found that the GRE scores have low predictive value of graduate students' success, disadvantages international students, and the use of the GRE for this program is inconsistent with other graduate programs in the department.

The Academic Programs Committee considered the request for the removal of the GRE as a requirement for admission to the MA in Applied Social Psychology by email. The committee was very supportive of the proposal and agreed with rationale provided by the proponents. The committee voted to recommend that Council approve this change to the admissions qualifications.

**FURTHER ACTION REQUIRED:**

University Senate will be asked to confirm this decision at its April 25, 2020 meeting.

**ATTACHMENTS:**

**1. Changes to Admission Requirements – Master of Arts in Psychology, Applied Social Psychology concentration**





## MEMORANDUM

**To:** Academic Programs Committee of University Council

**From:** Office of the Associate Dean, CGPS

**Date:** February 26, 2020

**Re:** Changes to Admission Requirements – Master of Arts in Psychology, Applied Social Psychology concentration

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The College of Graduate and Postdoctoral Studies is recommending that the Graduate Record Examination (GRE) no longer be required for admission to the Master of Arts program in Applied Social Psychology. The proponents have noted that it does not provide value in their assessment of student applications, and it is not a requirement for admission to similar programming in the department.

The proposal was supported by the Graduate Programs Committee on February 12, 2020, and the Executive Committee of CGPS on February 18, 2020.

Attached please find the proposal with support from the review committees.

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229



## MEMORANDUM

**To:** Executive Committee of CGPS

**From:** Graduate Programs Committee

**Date:** February 12, 2020

**Re:** Change to Admission Requirements: Master of Arts in Psychology, Applied Social Psychology concentration – remove GRE admission requirement

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On January 17, 2020, and February 12, 2020, the Graduate Programs Committee considered a request to remove the Graduate Record Examination (GRE) requirement for admissions to the Master of Arts in Psychology, Applied Social Psychology concentration. The committee noted that the proponents had provided good justification to remove the requirement, and the committee had no concerns.

The following motion was passed unanimously:

*To recommend approval of removing the requirement for submission of the General Record Exam for admissions to the Master of Arts in Psychology, Applied Social Psychology concentration.*

Tanaka/Morrison      CARRIED

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229

February 3, 2020

College of Graduate and Postdoctoral studies

RE: Request for the admission requirement change

## **Master of Arts: Applied Social Psychology**

### **Admission Requirements** (with proposed change marked up)

- **Graduate Record Examination (GRE) Scores (General)** (requested to be removed)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- 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)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

### **The rationale for the change:**

1. GRE scores have low predictive validity of graduate students' success
2. ASP's GRE requirement puts ethnic minorities and international students from developing countries at a disadvantage.
3. Other non-clinical programs in our department (CHHD and Cognition and Neuroscience) do not require the GRE
4. There are better ways to evaluate applicants' knowledge and preparedness for graduate studies.

### **1. GRE scores have low predictive validity of graduate students' success.**

Numerous studies, mostly based on the meta-analysis of large samples of students from different universities and disciplines, unequivocally indicate that the GRE scores have low predictive validity regarding graduate students' success (Golberg et al., 1992; Kincel et al., 2010; Morrison et al., 1995). Other studies reported that undergraduate GPA is a better predictor of Graduate GPA (GGPA) than GRE for both MA and Ph.D. students (Feeley et al., 2005). It was also discovered that the GRE validity coefficients vary depending on disciplines (Thornell, et al., 1985).

As some researchers indicated (Feeley et al., 2005; Goldberg, 1992), one of the main problems for investigating the predictive power of the GRE is the choice of criterion variable: what indicator should be used to measure graduate studies' success? Currently, researchers use GGPA, first-year GPA, faculty ratings, and degree attainment. Even with this limited list of indicators, it is evident that graduate success is a multidimensional parameter that depends on several factors where the GRE scores (reasoning and the level of knowledge of discipline) serving as only one of them. Other factors include students' motivation, their organizational and time-management skills, intelligence and creativity, their psychological and physical wellness, the culture of research in the institution, relationships with a supervisor, relationships with fellow students and other faculty, economic conditions, family issues and some others. Our own experience indicates that, for years, when we used the GRE as an admission criterion, we rarely if ever used its scores for admission decision making. Other parameters, such as UGPA, reference letters, personal interviews, conference presentations and publications are considered to be more informative for this purpose.

**2. ASP's GRE requirement puts ethnic minorities and international students from developing countries at a disadvantaged position.**

There is evidence that the GRE may be a barrier for ethnic minority applicants entering academic studies (Wolf, 2014). Our observations confirm these data; namely, that students from developing countries may have economic limitations to pay for the exams and/or travel to the site of the examination where it is required. Consequently, some of these students did not complete their application and were unable to pursue their graduate education. There are also data indicating that, although the GRE scores are on average lower for international students than for domestic students, their success may be substantial and even exceed domestic students' achievements (Feeley et al., 2005). These data also indicate a differential predictive validity of the GRE scores for international versus domestic students.

**5. Other non-clinical programs at our department (Cognition and Neuroscience and Culture, Health and Human Development) do not require GRE.**

Other comparable programs in our department have never used the GRE scores as their admission requirement and, yet, they still manage to accept high-quality students as evidenced by the students' publication record, performance in graduate courses, and receipt of tri-council funding. The fact that our program has this requirement discourages some students from pursuing their degree in applied social psychology.

**6. There are other ways to evaluate applicants' knowledge and preparedness for graduate studies.**

If the ASP has concerns about the level of subject and general intellectual preparedness of an applicant, there are several means to ensure that these students have

the potential to succeed in graduate studies. The program may admit those students conditionally depending on their successful completion of one or two required undergraduate courses or such students may be requested to pass a qualifying examination. We believe that these forms of competency testing are more valid and allows faculty to better assess an applicant's capability for graduate studies.

In conclusion, based on the provided arguments, the Applied Social psychology program requests to remove the GRE admission requirement for an MA degree in applied social psychology.

### References

Feeley, T., Williams, V., & Wise, T. 2005. Testing the Predictive Validity of the GRE Exam on Communication Graduate Student Success: A Case Study at University at Buffalo. *Communication Quarterly*, 53(2), 229-245

Goldberg, E., Alliger, G. 1992. Assessing the validity of the GRE for students in psychology: A validity generalization approach. *Educational and Psychological Measurement* 52, pp. 1019-1027.

Kuncel, N., Hezlett, S. & Ones, D. (2001). A Comprehensive Meta-Analysis of the Predictive Validity of the Graduate Record Examinations: Implications for Graduate Student Selection and Performance. *Psychological Bulletin* 127(1), pp. 162-181.

Kuncel, N., Wee, S., Serafin, L., & Hezlett, S. (2010). The Validity of the Graduate Record Examination for Master's and Doctoral Programs: A Meta-analytic Investigation. *Educational and Psychological Measurement* 70(2), pp. 340-352.

Morrison T., & Morrison, M. 1995. A meta-analytic assessment of the predictive validity of the quantitative and verbal components of the Graduate Record Examination with graduate grade point average representing the criterion of graduate success. *Educational and Psychological Measurement* 55(2), pp. 309-316.

Thornell & McCoy, 1985. The predictive validity of the Graduate Record Examinations for subgroups of students in different academic disciplines. *Educational and Psychological Measurement* 45, pp. 415-419.

**Accepted at the ASP faculty meeting on January 27, 2020**

**Program co-coordinator:**



Valery Chirkov



March 4, 2020

College of Graduate and Postgraduate Studies

Academic Programs Committee

Re: Notes regarding the CGPS Academic Program Committee comments on the GRE requirement removal from the Applied Social Psychology admission criteria.

To Whom It May Concern:

Members of the Committee have commented on the outdated publications that we used to justify our decision to remove the GRE requirement from the ASP admission criteria. They expressed a concern that more recent data on using GRE for graduate students' admission may demonstrate different relations between the GRE scores and graduate students success. We selected several relatively recent publications on this topic. The majority of them studied non-psychology students, so it is difficult to generalize their results. But still, as Peterson et al., (2018) concluded, "Our results suggest that GRE scores are not an effective tool for identifying students who will be successful in completing STEM doctoral programs." (p. 1). Wang (2013) found the predictive validity of the GRE scores for engineering students when GPA was used as an indicator of students' success. Mupinga & Mupinda (2005) discovered that international students perceived that the GRE exam is biased against international students. Peterson et al. suggested developing more effective and inclusive admission strategies.

These results support, in general, our conclusion about the low predictive validity of the GRE scores for successful completion of graduate studies and that other more effective criteria should be used for students' admission.

## References

Mupinga, E.E., DM Mupinga, D.M. 2005 Perceptions of international students toward GRE. *College Student Journal*, 39, 2.

Petersen SL, Erenrich ES, Levine DL, Vigoreaux J, Gile K (2018) Multi-institutional study of GRE scores as predictors of STEM PhD degree completion: GRE gets a low mark. *PLoS ONE* 13 (10): e0206570. <https://doi.org/10.1371/journal.pone.0206570>

ROCKINSON-SZAPKIW, AMANDA J., BRAY, JR., OLIVER R., SPAULDING, LUCINDA S. (2015). EXAMINING THE PREDICTIVE VALIDITY OF GRE SCORES ON DOCTORAL EDUCATION: STUDENTS' SUCCESS AND METHODOLOGY CHOICES IN THE DISSERTATION PROCESS. *Journal of College Students Retention*, Vol. 16(2) 203-217.

Wang, Wei. (2013). Testing the Validity of GRE Scores on Predicting Graduate Performance for Engineering Students. *Public Access Theses and Dissertations from the College of Education and Human Sciences*. 192.

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Susan Detmer, chair, academic programs committee

**DATE OF MEETING:** March 19, 2020

**SUBJECT:** Degree-level certificate in Medical Language

**COUNCIL ACTION:** For Information Only

**SUMMARY:**

Approval for new degree-level programs for which an approved template exists has been delegated to the academic program committee by University Council. The College of Arts and Science has an approved template for certificate programs.

At its February 12, 2020 meeting, the academic programs committee approved the following motions:

- *That the Academic Programs Committee approve degree-level certificate in Medical Language, effective May 2020.*

The new certificate is designed to help students develop their proficiency in defining and understanding medical terminology. Those completing this certificate program will be well-versed in the linguistic skills needed to understand medical terms and to ensure appropriate and correct usage.

The recognition that a degree-level certificate provides to this training in medical language will benefit students as they prepare for admission to health science programs in professional colleges and at the graduate level.

**ATTACHMENTS:**

1. Proposal for Academic or Curricular change – Degree-level Certificate in Medical Language





UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Degree-level Certificate in Medical Language

Field(s) of Specialization: Medical Language

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Kyle McLeister

Lecturer without Term, Department of History

[kyle.mcleister@usask.ca](mailto:kyle.mcleister@usask.ca)

306-966-1645

Proposed date of implementation: May 2020

### Proposal Document

The Certificate in Medical Language is designed to help students develop their proficiency in defining and understanding medical terminology. Students in numerous programs – including nursing, biology, kinesiology, physiology and pharmacology – regularly encounter complex medical terms throughout the course of their studies, and the training provided by this certificate will enable them to recognize and define those terms quickly and easily whenever they are encountered. Likewise, students who complete the certificate will be well-versed in the linguistic skills needed to understand the medical terms that they will come across in postgraduate studies and future medical careers.

For most students, the entry point into the certificate will be CLAS 103: Medical Terminology, a course which has achieved persistently high enrollments largely due to word-of-mouth recommendations, as upper-year students tell their lower-year counterparts about how valuable the skills and knowledge that they gain from CLAS 103 are for other courses in their programs. Students who enroll in CLAS 103 tend to be self-selected, in that most are seeking entry into

medical school or other competitive programs in the healthcare field, and thus are dedicated both to learning the material (which will help them in the future careers) and to achieving the high grades that are necessary for acceptance into their desired programs. This makes for a highly motivated and dedicated core of students, many of whom do quite well in the course.

The grading structure of CLAS 103 is objective rather than subjective (more like what one would encounter in a mathematics course than a typical humanities course), meaning that students are required to have a very detailed and precise knowledge of the material and that those who do not have an excellent grasp on the subject matter lose marks rapidly on the tests and exam. This tends to result in a class average which resembles an inverse bell curve, with an above average percentage of high and low grades, with an atypically low percentage of grades in between. The upshot of all of this is that students who succeed in CLAS 103 have developed a thorough understand of the material, which means that they will be well-prepared to excel in the other courses required by the certificate.

The certificate aims to build upon both the demand for CLAS 103 and the value that it provides to students by presenting them with a selection of courses designed to help them to further develop this skillset. Specifically, in CLAS 203: Advanced Medical Terminology students learn how to define increasingly complex medical terms, and furthermore, there is an increased focus on the important corpus of anatomical names known as the *Terminologia Anatomica*, which is comprised entirely of Latin phrases. And it is to better prepare students to translate these phrases that the certificate also includes both semesters of introductory Latin (Latin 112 and 113). To round out the certificate, students choose one additional course to either: further develop their knowledge of Latin (LAT 202), explore Greek, the other language from which medical terminology derives much of its vocabulary (GRK 112), expand beyond medical terminology into the related field of Scientific Terminology (CLAS 101), or contextualize their understanding of the origins of medical terminology by examining the field within which it first developed – Ancient Medicine (HIST 273).

It also bears mentioning that the certificate will contribute to the university's goals for interdisciplinary learning by encouraging the students who enroll in CLAS 103 (who are typically science majors) to consider additional humanities courses, thereby broadening the scope of their education. Relatedly, the certificate will serve to demonstrate the ways that the skills and knowledge base learned from traditional humanities courses, such as Latin, can be relevant to innovative scientific disciplines, such as medicine.

### **Impact on the Department:**

This certificate is not anticipated to have a significant impact on the department, as the certificate is comprised of courses that are already regularly taught by the department.

### **Resources:**

This certificate will not require any new resources, as it is comprised of courses that are already regularly taught by the department.

## **College Statement**

From Jack Gray, Vice-Dean Research, Scholarly and Artistic Work and Acting Vice Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate program in Medical Language.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. This program will give students an opportunity to develop proficiency in medical terminology, which is particularly valuable for students who will apply for admission to health related programs in professional colleges and at the graduate level.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on November 18, 2019, as did the College Faculty Council on February 4, 2020.

## Program Description

### Degree Level Certificate in Medical Language

The Certificate in Medical Language provides students with a credential recognizing their proficiency in medical terminology, including etymology, word formation, and the conventions of contemporary usage.

During the process of completing the required courses for this certificate, students will develop not only the necessary skills to define medical terms (including the Latin phrases that comprise the international corpus of anatomical names known as the *Terminologia Anatomica*), but also to coin original terms to describe new medical conditions, procedures, and discoveries accurately and succinctly.

### Major Average

The major average in the Certificate in Medical Language includes the grades earned in:

- All courses eligible to be used in the program.

### Residency Requirements

To receive a Certificate in Medical Language, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

### Requirements (15 credit units):

- CLAS 103.3 Medical Terminology
- CLAS 203.3 Advanced Medical Terminology
- LATN 112.3 Latin for Beginners I
- LATN 113.3 Latin for Beginners II

Choose **3 credit units** from the following:

- LATN 202.3 Intermediate Latin I
- GRK 112.3 Greek for Beginners
- CLAS 101.3 Introduction to Scientific Terminology
- HIST 273.3 History of Ancient Medicine

## Notice of Intent – Certificate in Medical Language

The Certificate in Medical Language is designed to help students develop their proficiency in defining and understanding medical terminology. Students in numerous programs – including nursing, biology, kinesiology, physiology and pharmacology – regularly encounter complex medical terms throughout the course of their studies, and the training provided by this certificate will enable them to recognize and define those terms quickly and easily whenever they are encountered. Likewise, students who complete the certificate will be well-versed in the linguistic skills needed to understand the medical terms that they will come across in postgraduate studies and future medical careers.

Student demand for training in this field is clear from the consistently large enrollments in CLAS 103: Medical Terminology. See chart below.

Term	Delivery Method	Enrollment
Fall 2017	In-Person	209
	Online	144
Winter 2018	In-Person	241
Summer 2018	Online	47
<b>2017/2018 total:</b>		<b>641</b>
Fall 2018	In-Person	191
	Online	116
Winter 2019	In-Person	181
	Online	146
Summer 2019	Online	83
<b>2018/2019 total:</b>		<b>717</b>

These persistently high enrollments are largely due to word-of-mouth recommendations, as upper-year students tell their lower-year counterparts about how valuable the skills and knowledge that they gain from CLAS 103 are for other courses in their programs. The certificate aims to build upon both the demand for this course and the value that it provides to students by presenting them with a selection of courses designed to help them to further develop this skillset. Specifically, in CLAS 203: Advanced Medical Terminology students learn how to define increasingly complex medical terms, and furthermore, there is an increased focus on the important corpus of anatomical names known as the *Terminologia Anatomica*, which is comprised entirely of Latin phrases. And it is to better prepare students to translate these phrases that the certificate also includes both semesters of introductory Latin

(Latin 112 and 113). To round out the certificate, students choose one additional course to either: further develop their knowledge of Latin (LAT 202), explore Greek, the other language from which medical terminology derives much of its vocabulary (GRK 112), expand beyond medical terminology into the related field of Scientific Terminology (CLAS 101), or contextualize their understanding of the origins of medical terminology by examining the field within which it first developed – Ancient Medicine (HIST 273).

It also bears mentioning that the certificate will contribute to the university's goals for interdisciplinary learning by encouraging the students who enroll in CLAS 103 (who are typically science majors) to consider additional humanities courses, thereby broadening the scope of their education. Relatedly, the certificate will serve to demonstrate the ways that the skills and knowledge base learned from traditional humanities courses, such as Latin, can be relevant to innovative scientific disciplines, such as medicine.

This certificate is not projected to have a significant effect on other programs offered by the college, beyond likely spurring a modest increase in the enrollment numbers for the first-year Latin courses (from students in scientific programs who would be unlikely to enroll in them without the impetus of the certificate). It also seems reasonable to predict an increase in retention between LAT 112 and LAT 113, given the incentive provided by the certificate (which requires the completion of both courses).

Beyond the University of Saskatchewan, a similar certificate to the one being proposed here is offered by McMaster University, which began offering its Concurrent Certificate in the Language of Medicine and Health in July 2018. While the brief amount of time that has passed since its implementation does limit the conclusions that can be drawn, based on the available data, the certificate at McMaster does seem to be attracting student interest, with 33 students so far having completed (or registered for) both Advanced Medical Terminology and first-year Latin, suggesting an annual uptake of around 16 students for the certificate (given that students are unlikely to enroll in both unless they are planning to complete the certificate). Given that the medical terminology courses offered at McMaster are taught using the methodology (and textbooks) originally developed here at the U of S, it seems likely that the certificate would attract similar levels of interest among medical terminology students here as well.

No additional resources will be required for this certificate, as the required courses are already offered by the department on a regular basis.

The anticipated start date for the certificate would be May 1<sup>st</sup> 2020 (although the earlier that it can begin, the sooner that current CLAS 103 students can be encouraged to consider enrolling in the relevant courses for next year or even next semester).

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

---

**PRESENTED BY:** Susan Detmer, chair, Academic Programs Committee

**DATE OF MEETING:** March 19, 2020

**SUBJECT:** Academic Calendar 2020-21

**COUNCIL ACTION:** For Information Only

**SUMMARY:**

At its meeting of December 18, 2019, the Academic Programs Committee approved the Academic Calendar for 2020-21.

The Academic Calendar was developed in consultation with academic deans of the colleges as well as with administrative units and is based on the previous year's calendar, adjusting for yearly calendar changes.

A more significant change in this Academic Calendar is the change of the withdrawal deadline to the last day of class for the term (for all classes that follow the standard term schedule) or the last day of class (for all other classes). This change allows for students to receive sufficient feedback to make an informed decision about withdrawal, and will relieve some stress associated with the current withdrawal deadline. The academic deans of colleges were all informed of the proposed change during consultations and agreed with the rationale.

**ATTACHMENTS:**

1. Academic Calendar 2020-21

2020-2021 Proposed Academic Calendar

May 2020		
Date	Description	Notes
<b>Fri May 1, 2020</b>	First day of final examinations for Year 1 and Year 2 Medicine	
<b>Fri May 1, 2020</b>	Post-Degree BSN Orientation	
<b>Fri May 1, 2020</b>	Classes begin for Nursing	
<b>Fri May 1, 2020</b>	Last day of classes for Year 4 Pharmacy (BSP) and Year 4 Nutrition	
<b>Mon May 4, 2020</b>	First day of classes Year 4 PharmD	
<b>Wed May 6, 2020</b>	Last day of classes for Year 2 Dentistry	
<b>Wed May 6, 2020</b>	Quarter 1, Spring Term, and Multi-term Spring and Summer Session classes begin	
<b>Wed May 6, 2020</b>	Start of Phar 487 integrating seminar for Year 4 Pharmacy	
<b>Thu May 7, 2020</b>	First day of final examinations for Year 2 Dentistry	
<b>Thu May 7, 2020</b>	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
<b>Fri May 8, 2020</b>	End of Phar 487 integrating seminar for Year 4 Pharmacy	
<b>Mon May 11, 2020</b>	Convocation faculty meetings	
<b>Mon May 11, 2020</b>	Last day of final examinations for Year 1 and Year 2 Medicine	
<b>Mon May 11, 2020</b>	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
<b>Tue May 12, 2020</b>	Convocation faculty meetings	
<b>Tue May 12, 2020</b>	Deadline for registration changes for multi-term classes with 100% tuition credit	
<b>Tue May 12, 2020</b>	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
<b>Tue May 12, 2020</b>	Deadline for registration changes for Spring Term classes with 100% tuition credit	
<b>Wed May 13, 2020</b>	Deadline to pay Spring Term and multi-term tuition	
<b>Wed May 13, 2020</b>	Last day of final examinations for Year 1 and Year 3 Dentistry	
<b>Thu May 14, 2020</b>	Deadline for submitting Winter Term and multi-term supplemental and deferred exam authorizations	
<b>Thu May 14, 2020</b>	Last day to withdraw from Spring Term classes with 75% tuition credit	
<b>Mon May 18, 2020</b>	Victoria Day - university closed	
<b>Wed May 20, 2020</b>	Last day to withdraw from multi-term classes with 75% tuition credit	
<b>Wed May 20, 2020</b>	Last day to withdraw from Spring Term classes with 50% tuition credit	
<b>Wed May 20, 2020</b>	Last day of final examinations for Year 2 Dentistry	
<b>Thu May 21, 2020</b>	University Council meeting	
<b>Thu May 21, 2020</b>	Last day to withdraw from Quarter 1 classes	
<b>Tue May 26, 2020</b>	Last day to withdraw from multi-term classes with 50% tuition credit	
<b>Wed May 27, 2020</b>	Quarter 1 classes end	
<b>Thu May 28, 2020</b>	Break for Spring Term and multi-term classes begins	Classes will resume Tue, Jun 2, 2020
<b>Thu May 28, 2020</b>	Exam Period for Quarter 1 classes	Note: No classes are held during the exam period
<b>Fri May 29, 2020</b>	Exam Period for Quarter 1 classes	
<b>Fri May 29, 2020</b>	Graduation Powwow	
<b>Sat May 30, 2020</b>	Exam Period for Quarter 1 classes	



## 2020-2021 Proposed Academic Calendar

[illegible]

## 2020-2021 Proposed Academic Calendar

## July 2020

[illegible]

## 2020-2021 Proposed Academic Calendar

## August 2020

[illegible]



## 2020-2021 Proposed Academic Calendar

## October 2020

[illegible]

## 2020-2021 Proposed Academic Calendar

## November 2020

[illegible]







## 2020-2021 Proposed Academic Calendar

## February 2021

[illegible]







## 2020-2021 Proposed Academic Calendar

## June 2021

[illegible]

## 2020-2021 Proposed Academic Calendar

## July 2021

[illegible]

## 2020-2021 Proposed Academic Calendar

[illegible]

## September 2020 – August 2021

<b>September 2020</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>October 2020</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>November 2020</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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<b>March 2021</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>April 2021</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>May 2021</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>June 2021</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>July 2021</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>August 2021</b> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

### Holidays and Observances

Sep 7, 2020 Labour Day	Dec 26, 2020 Boxing Day Dec 28, 2020 off in lieu of Boxing Day Dec 29, 30, 31 University Closed	May 24, 2021 Victoria Day
Oct 12, 2020 Thanksgiving Day	Jan 1, 2021 New Year's Day	Jul 1, 2021 Canada Day
Nov 11, 2020 Remembrance Day Nov 9-13, 2020 Fall Reading Week	Feb 15, 2020 Family Day Feb 16-19 February Break	Aug 2, 2021 Civic/Provincial Day
Dec 25, 2020 Christmas Day	Apr 2, 2021 Good Friday	



# Proposed Teaching and Exam Options for 2020-2021

## Term 1

- Classes begin Thursday, September 3 **before** Labour Day with Orientation on Wednesday, September 2;
- Final exams begin with **no** 24 hour break – December 8 to 23<sup>rd</sup>
- Teaching days are 61, **not** 62;
- One week designated for November Fall Reading Break (November 9 to 13)
- Last day of classes will be a Monday (Dec 7)

	Start Date	End Date	Mon	Tue	Wed	Thu	Fri	Total	Exam Days
2020	Sep 3 (Th)	Dec 7 (M)	11	12	12	13	13	61	14 (Dec 8-23)

M/W/F = 36 days x 50 min. = 1800/60 min. = **30** teaching contact hours

T/TH = 25 days x 75 min. = 1875/60 min. = **31.25** teaching contact hours

**Note:** Truth and Reconciliation Day would result in the following changes:  
11 Wednesdays, 29.16 contact hour total for M/W/F, total teaching days 60

## Term 2

- Classes start Tuesday Jan 5<sup>th</sup>, allowing one day back for staff & faculty before classes begin, Winter orientation will take place on Monday Jan 4<sup>th</sup>
- Final exams begin **with** 24 hour break – Apr 9 to 30<sup>th</sup>
- 61 teaching days, **not** 62
- One week designated for February Reading Break (February 16 to 19)
- 19 exam days, which **could** end up to **3** days earlier with scheduling

	Start Date	End Date	Mon	Tue	Wed	Thu	Fri	Total	Exam Days
2021	Jan 5 (Tu)	Apr 7 (W)	12	13	13	12	11	61	19 (Apr 9 – 30)

M/W/F = 36 days x 50 min. = 1800/60 min. = **30** teaching contact hours

T/TH = 25 days x 75 min. = 1875/60 min. = **31.25** teaching contact hours

## Historical Summary of Contact Hours

2020/2021	Mon/Wed/Fri	Tue/Thu
T1	?	?
T2	?	?

2019/2020	Mon/Wed/Fri	Tue/Thu
T1	30	31.25
T2	30.83	31.25

2018/2019	Mon/Wed/Fri	Tue/Thu
T1	30.83	31.25
T2	30.83	31.25

2017/2018	Mon/Wed/Fri	Tue/Thu
T1	30	31.25
T2	30.83	31.25

2016/2017	Mon/Wed/Fri	Tue/Thu
T1	30	32.5
T2	30.83	31.25

2015/2016	Mon/Wed/Fri	Tue/Thu
T1	30	32.5
T2	30	32.5

2014/2015	Mon/Wed/Fri	Tue/Thu
T1	30.83	31.25
T2	30	31.25

2013/2014	Mon/Wed/Fri	Tue/Thu
T1	30	32.5
T2	30.83	31.25

2012/2013	Mon/Wed/Fri	Tue/Thu
T1	30	32.5
T2	30.83	32.5

2011/2012	Mon/Wed/Fri	Tue/Thu
T1	30	32.5
T2	30.83	31.25

2010/2011	Mon/Wed/Fri	Tue/Thu
T1	30.83	31.25
T2	31.67	31.25

**TO | Colleges and Schools**

**FROM | Russell Isinger, University Registrar**

**SUBJECT | Proposed Change to the Withdrawal Deadline**

**DATE | December 4, 2019**


Dear colleagues,

At two meetings of the Academic Deans' Group this fall there was a discussion about moving the withdrawal deadline (also referred to as the academic penalty deadline) for the institution. At the conclusion of these meetings, the colleges agreed to propose to change the withdrawal deadline as of the Fall 2020 term as outlined below.

Currently, the withdrawal deadline is universal for all colleges and schools and is as follows:

- for classes in the Fall Term, it is fixed at November 15.
- for classes in the Winter Term, it is fixed at March 15.
- for multi-term classes in the Fall and Winter Terms it is fixed at February 15.
- for all other classes (classes in the Spring and Summer Terms/Quarters, classes that are built as non-standard/Open Learning, etc.), it is fixed at 75% of the teaching days for that class.

Due to changes implemented to the *Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning* in 2012, students are unable to withdraw from their classes after the withdrawal deadline for a particular term/class.



As of the Fall 2020 term, it is proposed that the University of Saskatchewan will shift the withdrawal deadline to either the last day of class for the term (for all classes following the standard term schedule) or the last day of class (for all other classes). The practical effect on the withdrawal deadline for the 2020-21 Academic Calendar would be as follows:

- for classes in the Fall Term 2020, it would fall on December 7, 2020
- for classes in the Winter Term 2021, it would fall on April 7, 2021
- for multi-term classes in the Fall and Winter Terms 2020-21, it would fall on April 7, 2021
- for classes in the Spring and Summer Terms/Quarters, it would fall as follows:
  - Last day to withdraw from Quarter 1 classes – May 31, 2021
  - Last day to withdraw from Spring Term (T1) and Quarter 2 classes – June 23, 2021
  - Last day withdraw from Quarter 3 classes – July 23, 2021
  - Last day to withdraw from multi-term, Summer Term (T2), and Quarter 4 classes – August 17, 2021
- for classes that are built as non-standard/Open Learning, it would fall on the last day of classes for each individual quarter/term/class.

For individual classes built within a standard term schedule but whose end date is actually past the stated end of the term in which they are built, the above withdrawal deadlines would still apply. For example, if a class built within the standard term Fall Term 2020 had an end date of December 20, it would still follow the withdrawal deadline for that term of December 7.

There will, not surprisingly, be a few exceptions to the above which Registrarial Services will have to deal with on a case-by-case basis, as we do now (such as classes which stretch over more than two terms).



At the meetings of the Academic Deans' Group a number of points were raised in support of this proposal for change:

- the current withdrawal deadlines were crafted in an age when the vast majority of the institution's classes were six credit-unit multi-term classes, with an earlier withdrawal deadline, and not three credit classes with a later withdrawal deadline.
- the current withdrawal deadline for three credit unit classes is very close to the end of term/classes anyway, so moving it to the end of term/class does not represent a dramatic shift.
- there is no need to require students to stay registered in a class (and, in many cases, subsequently failing that class) if they would prefer to withdraw from that class.
- for classes built as non-standard/Open Learning and Spring and Summer classes that are quite short in duration the withdrawal deadline comes too quickly for timely feedback to have been received and therefore for an informed decision as to whether a student should remain in the class or withdraw to be made.
- even for classes built within a standard Fall and Winter term, there was concern that some students may not have received sufficient feedback in their class by the current withdrawal deadline to make an informed decision as to whether they should remain in the class or withdraw.
- moving the withdrawal deadline to a later date could have a positive effect on student mental health as it relieves some of the decision-making stress focused on the current date (associated as the decision is with the potential for failure in the class) by allowing more time for the decision to be made (hopefully in consultation with advisors, counsellors, parents, etc.). This is a particular concern for students registered in the Access and Equity Services where the stress of attending university is often higher and more time to make academic decisions would be welcome.
- colleges are receiving an increasing number of time-consuming retroactive withdrawal requests from students, and moving the withdrawal deadline to a later date would eliminate some of these requests.
- colleges which have concerns about the ramifications of withdrawals for the program completion can use their promotion standards to address the effect





that withdrawals could have on progression in the program, including their Requirement to Discontinue regulations.

- some other U15 institutions have already moved their academic deadlines either at the end of term or much later in the term than us (for example, the University of Calgary and the University of Alberta).

If you have any questions or comments, please feel free to get in touch with your Associate Dean (Academic) or myself. This change will be subject to approval of the Academic Programs Committee of University Council.

Yours respectfully,



Russell Isinger  
University Registrar

**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
NOTICE OF MOTION**

---

**PRESENTED BY:** Darrell Mousseau, chair of planning and priorities

**DATE OF MEETING:** March 19, 2020

**SUBJECT:** **Jane and Ron Graham School for the Scholarship of Teaching and Learning**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the establishment of a Type-A centre for the Scholarship of Teaching and Learning in the College of Education called the *Jane and Ron Graham School for the Scholarship of Teaching and Learning*, effective immediately.

**PURPOSE:**

To establish the *Jane and Ron Graham School for the Scholarship of Teaching and Learning* (SSoTL) as a Type A centre in the College of Education.

**DISCUSSION SUMMARY:**

On January 29, 2020, the centres subcommittee of the planning and priorities committee of University Council reviewed the proposal to establish this centre. In accordance with the University Policy on Centres (available [online here](#)), the subcommittee recommended to PPC to approve the establishment of the Type A centre. The research, scholarly and artistic works (RSAW) committee of Council considered and supported the proposal at its meeting on February 12, 2020. Feedback from RSAW was communicated to PPC on February 19, 2020. At the meeting of PPC on February 26, 2020, the committee recommended the establishment of this centre.

The SSoTL will support educational research in the disciplines, promote a community of practice for cross-disciplinary SoTL research, professional development, and outreach. The SSoTL aligns closely with the University Plan by promoting courageous curiosity, boundless collaboration, and inspired communities. SSoTL will draw on partnerships with

other units on campus, principally the Gwenna Moss Centre for Teaching and Learning, and the Ron and Jane Graham School of Professional Development in the College of Engineering.

The operation of the SSoTL is supported by an initial \$1million gift from Jane and Ron Graham. An additional gift of \$1million may be considered after the program is reviewed and assessed at the end of the initial four-year commitment.

**FURTHER ACTION REQUIRED:**

NA

**ATTACHMENTS:**

1. Proposal for a School for Scholarship of Teaching and Learning





UNIVERSITY OF  
SASKATCHEWAN

## **Proposal for a School for Scholarship of Teaching and Learning**

**College of Education**

**BE WHAT THE WORLD NEEDS**

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# Executive Summary

- We propose a College level school named the “Jane and Ron Graham School for the Scholarship of Teaching and Learning” (SSoTL).
- The SSoTL will support educational research in the disciplines, promote a community of practice for cross-disciplinary SoTL research, and offer graduate and undergraduate programs, professional development, and outreach.
- The programming will be the first in North America leading to a graduate degree in SoTL.
- The SSoTL aligns closely with the University plan by promoting courageous curiosity, boundless collaboration, and inspired communities.
- The programs of the SSoTL will draw on partnerships with other units on campus, principally the Gwenna Moss Centre for Teaching and Learning, and the Ron & Jane Graham School of Professional Development in the College of Engineering.
- The operation of the SSoTL is supported by an initial \$1 million gift from Jane and Ron Graham. The gift was received per the schedule outlined in the gift agreement. An additional gift of \$1million may be considered after the program is reviewed and assessed at the end of the initial four-year commitment.
- In the long run, the SSoTL will be self-sustaining from program fees for certificate and graduate programming, and its recognition in the operating grant.



## 1. Name of Proposed School

Jane and Ron Graham School for the Scholarship of Teaching and Learning (SSoTL)

## 2. Type of School

We propose a type A centre that will identify as a college-level school for the Scholarship of Teaching and Learning (SSoTL).<sup>1</sup>

We carefully weighed the differences and relative advantages of proposing a centre or a school as the administrative structure for this unit. Neither fits perfectly, as we propose a unit that will deliver academic programs and promote research programs. If the principal activity of the unit was research, a centre would be the logical choice. But given that the principal focus, and indeed the unique value proposition for this unit, is the delivery of academic programs and courses, a college-level school seemed to be the better fit.

We consulted with the University Secretary's Office who also sought advice from the University Registrar. Considering their advice about our options, we suggest the definition of a college-level school aligns most closely with our intentions for the unit.

*The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Physical Therapy in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.*

(Retrieved from "Academic and Curricular Nomenclature"  
<https://secretariat.usask.ca/governance/nomenclature.php>)

To be clear, we will operate as a type A centre, but identify as a school. We will promote research from the School, and we will invite participation from other disciplines. This particular type of inquiry (SoTL) is an academic focus of the programming we will propose. However, the School will not operate as a

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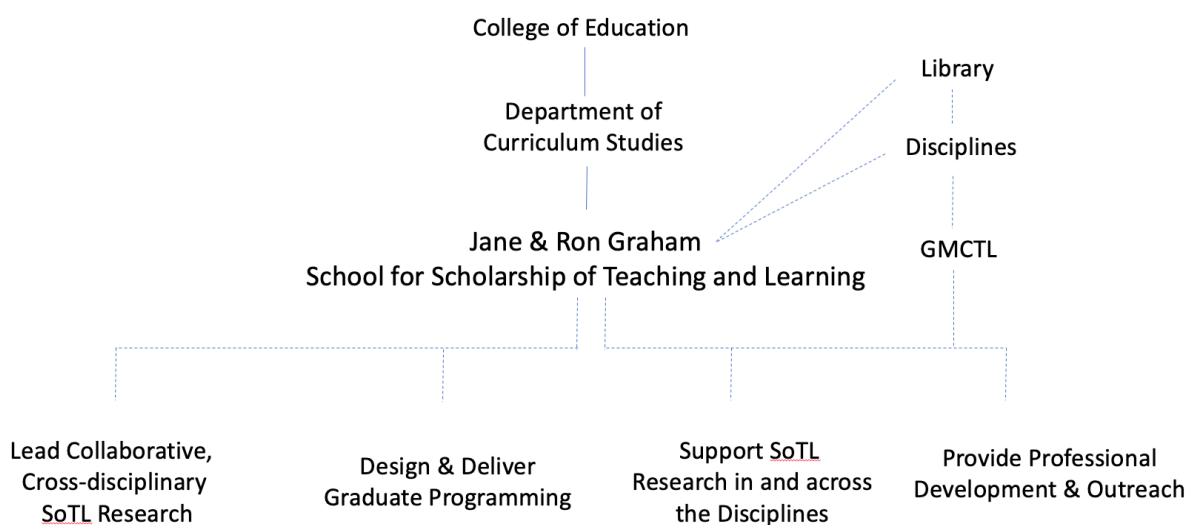
<sup>1</sup> The Scholarship of Teaching and Learning (SoTL) is an emerging movement of scholarly inquiry that focuses on the reciprocal relationship between teaching and learning, typically at the post-secondary level. The purpose of SoTL research is to improve learning by investigating the many features of discipline specific expertise and best pedagogical practice, and making the results public. (paraphrased from the Society for Teaching and Learning in Higher Education (2019), <https://www.stlhe.ca/sotl/what-is-sotl/>)

research centre in the same sense as the Global Institute for Water Security or the Crop Development Centre. The School will promote and encourage educational research in the disciplines and across disciplines, and it will support scholars who do the research, but it will not be responsible for producing a defined research program as a fundamental output.

The School for the Scholarship of Teaching and Learning will operate as a college-level type-A centre, with a governance structure similar, but not identical, to that in the Graham School of Professional Development in Engineering, and be administered through the Department of Curriculum Studies in the College of Education for appointments and other collegial processes under the USFA Collective Agreement (should these arise), and for the purpose of academic program development and sustainability. As mentioned earlier in this proposal, in consultation with the Office of the University Secretary, we considered several options that would serve our intentions. The college-level type-A centre attached to a department of the College of Education provided the closest fit with the proposed mandate and also provided the simplest governance structure, and we needed to place the centre in a department to manage the academic programming and collegial processes. We discuss the governance structure in more detail under item 8, and in Appendix F we detail a proposed constitution for the Centre.

### 3. Academic Plan

The School will house and support researchers doing discipline-based education research, provide graduate programming, professional development and outreach to develop leadership in the conduct of research and scholarship in teaching and learning, and provide a locus and community for interdisciplinary research on teaching and learning across disciplines and make findings public. Collegial processes and academic program responsibilities will be administered and delivered through the Department of Curriculum Studies, and academic relationships will be developed with the GMCTL, the disciplines, and the Library to promote the interdisciplinary nature of the School's work.



We realize it is particularly important to collaborate with our colleagues in the Gwenna Moss Centre for Teaching and Learning, to avoid overlap and at the same time amplify the shared interests of each unit. We comment more on that special relationship in this proposal.

Educational research in disciplines is distinct from disciplinary research. A chemist does disciplinary research to discover new knowledge in chemistry, but educational research in chemistry seeks to discover new knowledge about how we improve learning in the specialized culture and demands of that discipline. And so it goes with every discipline. Teaching and learning cultures and practices in the disciplines differ substantially. Students are taught differently in humanities, and say, Law. Different traditions and expectations are embedded in the disciplines. Pedagogies that flourish in one discipline are unthinkable in another. But there is much to be learned from each of these disciplines about teaching and learning that could hold value in other teaching contexts. If the knowledge we gain about teaching and learning is left unexamined and confined to our classrooms, we deny others the opportunity to grow and innovate from what could be shared. In response, SoTL is a burgeoning area of study devoted to conducting educational research within and across disciplines and sharing the results publicly. Simply stated, every discipline is unique, but SoTL recognizes they share the need to discover ways to improve learning by teaching those disciplines well.

Thought of this way, cross-disciplinary and interdisciplinary research into teaching in higher education is horizontal. There is also value in thinking about it as vertical by discovering and sharing of knowledge about teaching and learning between secondary and post-secondary levels of education. We hear the common complaint that students arrive on campus ill-prepared to deal with the rigours of disciplinary learning. A great deal of attention is required to introduce students entering university to the traditions, skills, and expectations of disciplines they have only been introduced to in secondary schools. They need to learn how to learn in specialized settings, and to think like scholars in those settings. Too often, students feel overwhelmed and instructors feel frustrated. Sharing SoTL findings vertically (between secondary and post-secondary settings) could address this persistent problem.

We also propose that the knowledge, methods, and skills required to conduct rigorous and meaningful research in SoTL often differ from the knowledge and skills required to do disciplinary research. Research into teaching and learning has unique ethical considerations, and the skill set necessary to conduct research into the human experience of learning requires varies depending on the context and questions being investigated. A School for SoTL (SSoTL) will offer academic training in those skills for those who conduct discipline-based educational research, and for those who look to become leaders in SoTL in their own disciplines or professional roles.

## ***Rationale***

The University of Saskatchewan must be a university for today as well as a university for the future. But our teaching and learning methods have some catching up to do. Common to all universities are persistent tensions between a focus on teaching and learning and a competing focus on research. At times, and as a result of the reward structures in higher education, tensions between teaching and research result in a lesser focus on teaching, and a greater focus on research. Colleges and schools of education have always espoused the values of quality teaching and learning; however, and despite pockets of excellence, these colleges of education sometimes do not excel in modeling engagement and innovation in teaching and learning over other colleges and units. Our students often learn to “teach as they were taught”, leading to struggles in their early years where the classroom often presents challenges without textbook solutions. Addressing this problem requires the elevation of the concept of the scholarship of teaching and learning.

Found commonly across campuses in this country, units of expertise in the Scholarship of Teaching and Learning are situated as service units, serving the functions of advancing instructor professional development, and addressing problems that faculty experience in course instruction. Although there is some engagement in SoTL research, these units often have a difficult time recruiting faculty due to their function as service units.

Situating a School for the Scholarship of Teaching and Learning as an academic unit will elevate the value of exemplary teaching and inquiry into learning. Fortifying the concept of the scholarship of teaching and learning will also require that the work is seen as of equal (or greater) value as that engaged through other disciplines, so this unit will offer academic programs, grant degrees, and bring together academics campus- and nation-wide to transform not only the work and profession of teaching and learning, but will also deliver on the promise to elevate the importance of research into teaching and learning in ways that only the field of education can achieve.

The School for the Scholarship of Teaching and Learning will include a visible and accessible space illustrating our deep commitment to supporting the practice of engaging in the rigorous study, development and application of novel teaching and learning approaches that lead to innovative practices in teaching, which result in measurable gains in student learning and educational quality.

The Scholarship of Teaching and Learning is rigorous scholarly inquiry into student learning which advances the practice of teaching by making research findings public. SoTL programs will be created such as certificate and master’s degrees in SoTL and professional development programs. The School will also facilitate activities such as student investigation into teaching, teaching methodology workshops for students and by students, action research into teaching, publishing on research into teaching, professional development, teaching talks, conferences, publications and webinars.

This School and its physical space will serve our teacher candidates, graduate students, and the wider academic and local communities (Indigenous and non-), including spaces for professional development and community events, offices for College of Education staff and faculty and working space for students, and offices and space for academics from other disciplines. By being located in the College of Education, it will elevate the teaching profession at the same time as it transforms teaching and learning for generations to come.

### ***Alignment with University Priorities***

First, the Scholarship of Teaching and Learning is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning are held in disciplines, and larger communities of educators could benefit from inquiry and scholarship coming from those units. In addition to disciplinary research, there is growing interest in research into how learners become members of those disciplines, and SoTL inquiry recognizes that what is learned in one discipline has value to other disciplines.

For example, SoTL recognizes that disciplines often employ signature pedagogies. Fine arts have studios and sciences often have laboratories; health sciences use rounds; creative and expository writing classes workshop drafts of writing; indigenous classes regularly use storying, and law and business both make extensive use of case studies. Much can be learned and shared about these approaches to teaching and learning, yet much of that knowledge is undiscovered or confined to disciplinary units. SoTL encourages educators in all disciplines to conduct rigorous research into their teaching and learning environments, and share what they learn publicly and across disciplines. It is an approach that is grounded in research and discovery, and that encourages the growth of cross-disciplinary communities of practice.

### **Alignments with our commitment in the University Plan:**

#### **i. Courageous Curiosity**

- The School for SoTL (SSoTL) will replace the prevailing university model of research on teaching based on competition, outputs and isolation with a collaborative, democratic model where student experience and learning is the priority.
- Through our commitment to enhancing our own and our students' competence in pedagogy and instruction, the concept of the SSoTL will amplify the value of teaching and learning, necessitate deepening of expertise, embrace interdisciplinarity and compel connection and outreach.
- With an interest in understanding student learning, innovations in teaching practice, and the transformation of higher education, faculty members, scholars, and students from diverse disciplinary backgrounds will bring their disciplinary lenses to examine their own teaching techniques and classrooms for insights into how various approaches are working, or how innovations help to improve student learning.



## ii. Boundless Collaboration

- Faculty members, staff and students will interact with each other at high levels, and will learn from each other, leading to innovative practices in teaching for faculty members and advances student learning and teaching quality.
- Students across campus will benefit from improved quality of instruction that is aligned to student circumstances, thoughts, actions and contexts.
- Academics from the University of Saskatchewan and other universities and colleges across the province, the country, and the world will be invited to examine their classroom practices, looking at successes as well as failures, with a goal of sharing their experiences as bona fide research in ways that enhance the application of teaching and learning practices to benefit all stakeholders in education.

## iii. Inspired Communities

- The concept of the SSoTL will exemplify collaboration with communities in the creation of reciprocal and new, impactful, and inspirational knowledge that results in improvements in teaching and learning locally and globally.
- As a distinct and impactful academic unit, the SSoTL will inspire our communities – Indigenous and non-Indigenous, individually and collectively – to work together to discover creative solutions to common and distinct problems of teaching and learning.
- With the elevated practical teaching and learning skills, the university will produce stronger and higher quality teachers and professionals that the world needs.

Across campus, attention and focus on SoTL is expected to grow and the quality of teaching and learning will serve to attract high-caliber faculty to the college and the university.

## Activities

Broadly, the School will provide an academic home for supporting educational research (specifically research into teaching and learning) in and across the disciplines and provide formal and non-formal academic programming to develop leadership in the scholarship of teaching and learning. These two areas are intimately connected, in that SoTL research conducted through the School is both the outcome of the academic programming, and the content of the programming. Doing the research, and learning about how to do the research are reciprocal. In order to accomplish these intentions, the School will carry out specific activities, examples of which are listed below.

Goal	Selected Activities
Provide an academic home for supporting educational research in the disciplines and across disciplines	Encourage SoTL research in the disciplines  Advise on disciplinary educational research studies and programs of research

	<p>Collaborate with the Gwenna Moss Centre for Teaching &amp; Learning (GMCTL) SoTL research clusters program and partner with the GMCTL on other SoTL initiatives</p> <p>Lead and consult on research funding applications in SoTL to Tri-Council agencies and others</p> <p>Provide reviews and consult on ethics submissions, and work with the Behavioural Research Ethics Board (Beh-REB) to support SoTL ethics applications</p> <p>Create and manage an open online journal of SoTL research at the UofS, and operate as a platform for submission to formal, refereed publications</p> <p>Provide editorial and academic review of research publications prior to submission</p> <p>Provide referral service to connect SoTL researchers in different disciplines who are doing related work</p> <p>Provide support to academic units revising standards to include SoTL research</p>
Provide formal and non-formal academic programming to develop leadership in SoTL	<p>Develop and deliver a new certificate program</p> <p>Develop and deliver a new master's degree program</p> <p>Conduct professional development workshops and seminars on SoTL research</p> <p>Offer research salons for sharing research among SoTL researchers</p> <p>Develop and edit an open online journal for SoTL scholarship, initially featuring UofS research, and evolving to attract national and international contributors and subscribers.</p> <p>Deliver monthly podcast to international audience to promote SoTL and underscore SoTL activity and leadership at the UofS</p>

## ***Academic Programming***

Acting on advice from the PPC Subcommittee on Centres and RSAW, as well as advice we have received from the University Secretary's office, we are not providing details of the academic programming planned for the SSoTL with this proposal, considering the possible confusion with UofS policies on the establishment of centres, and the intention to provide the programming through the Department of Curriculum Studies. Therefore, this proposal concentrates primarily on the structure of the School and the activities appropriate to a type A centre, but we offer a few considerations, particularly responding to questions raised by the Research, Scholarly and Artistic Work Committee of Council (see correspondence, Appendix B).

There is considerable demand for programs directly addressing SoTL and preparing professionals to provide leadership in SoTL, given the growing attention paid to SoTL by teaching and learning service units in universities, polytechnics, community colleges, and school divisions. We are able to clearly identify two principal audiences for this programming and predict additional uptake from others. First, professional developers and faculty development personnel in the post-secondary sector will be drawn to programming that will help them lead change and improvement of teaching and learning on their campuses. In higher education, these individuals hold service positions and titles of "educational developers". These people support SoTL initiatives and research on campuses and provide professional development seminars and programs. In addition to higher education, we expect considerable interest from the polytechnic system and community colleges, both from people already doing this work who are looking for additional credentials, and for people who aspire to these positions. This is a growing area of opportunity across the country.<sup>2</sup> We also recognize that it will be important to build online versions of programming in the long run to expand the reach of the program and attract students, particularly from other parts of North America, Europe, and the Pacific Rim where SoTL work is growing.

We also anticipate strong interest from leaders and educators in the K-12 systems, who are likewise looking for ways to use SoTL research strategies to lead teaching improvement system-wide or at the school or division levels. Teachers will also be attracted to a graduate program that will improve their credentials and help them improve their practice in the classroom. While existing M.Ed. programs focus on subject specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning. It also offers a

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<sup>2</sup> As an aside, the Educational Developers' Caucus, a group within the Society for Teaching and Learning in Higher Education, held its most recent meeting in Halifax, and was sold out, hosting hundreds of participants from across Canada and the USA.

career path for those who leave the K-12 system. We held meetings in February with groups of leaders (see “consultations”) and they expressed strong interest in the initiative, suggesting that facilitators and consultants in the school system would be interested in exactly this kind of programming, given the emphasis in schools on evidence-based teaching and improvement.

We anticipate tertiary interest from instructors and professional staff across campus and across Canada who are looking for SoTL programming to support their work in their home units, or who are looking for cross-disciplinary opportunities to receive micro-credentials and improve their knowledge and research skills in this burgeoning area. Most every major university in Canada has a School tasked with improving teaching and learning. None, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning but some offer certificates. The U of S has the opportunity to offer such programming, however, we are keeping our enrolment estimates from these groups modest, because we realize this audience is diverse and dispersed, and a growing number of institutions will be offering this kind of credential. When we asked approximately 45 SoTL scholars on campus, 35 of them expressed interest in attending professional development events and teaching on SoTL topics (e.g., research methods, writing ethics applications, locating and writing funding applications). If these interests are bundled into a micro-credential, it can provide an attractive alternative.

We have consulted broadly with leaders on campus and across Canada, and we contracted the Social Sciences Research Lab to conduct a market survey of the polytechnics, community colleges, and local school divisions to better gauge interest in the programs.

And while it will be submitted as a separate proposal, we have completed a draft proposal for a certificate and master’s program in SoTL and the associated new courses, under the direction of an advisory committee of Graduate Chairs in the College of Education. We are prepared to submit those programs, once considered and approved by the Department of Curriculum Studies, for consideration.

### ***Relationship to the College of Education Strategic Plan***

The College of Education identified the School for SoTL as its first initiative to intensify research and discovery in its 2019 Strategic Plan. That plan introduced that College’s ambition to become a recognized leader in the research and scholarship of teaching and learning by supporting scholars across the disciplines who are conducting research in the SoTL and becoming a hub for cross-disciplinary and interdisciplinary research in SoTL; and, providing academic programming that will develop expertise and leadership in SoTL. This School will be implemented over the next six years, first by creating its physical space and programming, and by identifying SoTL scholars on campus who will participate in the activities of the School. Space planning is underway, and SoTL scholars have been consulted this year. In collaboration with the Gwenna Moss Centre for Teaching and Learning, a campus-wide “SoTL Day”

seminar will be offered in the late spring of 2020 to gather participants in the wider SoTL community for research sessions and promote interdisciplinary research in SoTL.

The development of undergraduate offerings is already underway. A new course, ECUR 498.3 “Open Learning Practices and the Scholarship of Teaching and Learning”, was approved by the Department of Curriculum Studies to be offered as an elective in the B.Ed. Secondary program for a two-year trial period, after which it will be proposed as a permanent offering if successful. It will be offered for the first time in term 2 of the 2020-21 academic year. This course will be open to any senior undergraduate or graduate students on campus. A second undergraduate course, EADM/ECUR/EFDT/EPSE 411.3 “Inquiry Project in the Scholarship of Teaching and Learning” is being considered for delivery in the 2020-21 academic year.

Our goal is to launch a master’s degree program (M.SoTL) and a certificate program by the 2021-22 academic year along with accompanying professional development and undergraduate components. We anticipate attracting 22 graduate students annually to the graduate program, and at least 20 every second year to the certificate. We will also propose a certificate program for those who have already completed advanced or terminal degrees, and who are seeking an additional credential and focused expertise. Depending on available resources, we may delay the first offering of the certificate program until the second semester of 2021-22. The new M.SoTL program has been drafted, including the new and existing courses it requires. We were advised by the PPC Subcommittee on Centres to bring those programs forward separately and present the proposal for the School structure separately. We are following that advice (see Appendix B).

### ***Impact and Relationships***

A School for SoTL adds a clear and fresh academic focus on developing researchers who specialize specifically on questions about improving teaching and learning by inquiring into current practices in university classrooms and elsewhere.

Currently in the Department of Curriculum Studies and to a lesser degree in other departments in the College of Education, students in graduate programs can propose and carry out research in SoTL for their theses. A review of titles and abstracts of M.Ed. theses and projects in the College of Education from 2014 to 2018 reveals that fewer than 10 of the 181 titles were conventional SoTL research (classroom research on learning in higher education settings). We suspect we would find similar evidence of SoTL graduate research in other universities. Research is most often disciplinary in nature, so we have no evidence that students conducting that research would be drawn away from their existing programs to SoTL inquiry as an area of study. Certainly, a School of SoTL that is devoted to developing scholarship specific to inquiry in teaching and learning in higher education would be attractive to some of those students, and a SoTL graduate program would draw some interest from the same general pool of students

applying for graduate studies in education. But the SSoTL graduate programming will be intentionally designed to attract students to a new area of study, not away from another one, and it will reach new groups who are interested in professional opportunities leading SoTL work with instructors in higher education. There is also a reasonable expectation that some students in other graduate programs would be interested in adding a SoTL inquiry course to their programs, probably as an elective, if they are engaging in that kind of research.

The Department of Educational Administration expressed concern that there might be overlap with their graduate streams in post-secondary leadership and health professions education, and one course in particular. We are investigating that concern and will address any perceived or actual overlap, but an examination of the course syllabi and discussions with the author of the course proposals suggest there will be little actual duplication, and little chance that enrollment in the programs would be affected. Those existing program streams are well established and are primarily directed at teaching and leadership in post-secondary and health, and the health sciences stream is a shared program with the Department of Curriculum Studies. SoTL inquiry can be conducted as the capstone project, but it is not the focus of these program streams to prepare SoTL specialists. As we intend to promote growth from new programming streams rather than draw students from existing programs, we anticipate no significant negative net effect on enrolment in other graduate programs in the College of Education, and in fact expect this School to open new avenues of interdisciplinary research and scholarship for students and faculty alike. We anticipate that some of the courses that will make up the new graduate programming will be drawn from existing graduate courses, primarily in research methods. So new SoTL students will add to the demand for existing departmental courses. Also, we suggest that new courses designed for the SoTL programs will offer opportunities for students in existing programs to add SoTL as electives in their programs where appropriate.

The College of Education has a disproportionately high number of course-based students, and the programming in SoTL is being strategically designed to alter this proportion and drive more students toward research-based graduate programming. Currently, the majority of our course-based students are practitioners in the field, engaging in courses on a part-time basis, while working. We observe that most thesis-based students choose to do so because the programming aligns with their research goals. While we desire more research-based students, our current offerings have not challenged this proportion of course-based to thesis students.

The programming in SoTL is being strategically designed as a thesis route to attract teaching and learning practitioners who want to improve research skills that focus on improving their classroom practice or lead this kind of inquiry in education. As a result, while we anticipate positive reaction in the field and across the country (resulting in improved reputation) we anticipate no decline of thesis-based students in any

department. We do anticipate capturing the attention of new students who might otherwise enroll as course-based students.

Concerning the Responsibility Centre Management (RCM) approach of the University, the College as a whole, and as a result all of the departments, will benefit from student enrolment in research-based programming in SoTL. Our College needs to enroll more thesis-based students as opposed to course-based students. In addition, since the School of SoTL is not designed to house its own faculty, resources of the College will be distributed to departments who engage with the unit (through instruction and supervision). As a result, the College (and thus all departments that participate) will benefit strategically through the development of an interdisciplinary unit wherein which all faculty in the college will have the opportunity to engage in interdisciplinary teaching, research, and student supervision.

As mentioned in the previous section, an undergraduate level course has been developed and approved as an elective offering of the B.Ed. program, and it will build on some of the undergraduate research programs already underway on campus, such as the First Year Research Experience (FYRE) courses, which have successfully improved the undergraduate research profile on campus. Undergraduate SoTL courses will provide research experience to B.Ed. students they can carry into their teaching careers, and also enhance the connection between the University of Saskatchewan and the teaching profession.

A certificate program will also be developed, aimed primarily at professionals who already hold a position that would benefit from SoTL leadership, or graduate credentials in a discipline with an interest in pursuing SoTL research and providing faculty development leadership within the discipline. The certificate will include some courses comprising the graduate program but will also offer experiential and internship opportunities that allow students to gain academic credit for carrying out SoTL research as part of their employment. It may also take advantage of some of the excellent professional development offerings by the Gwenna Moss Centre for Teaching and Learning, allowing for additional collaboration between the academic and service units on campus. This programming will not conflict with any of the graduate or undergraduate initiatives already underway in the College of Education or elsewhere on campus.

Centres to support the Scholarship of Teaching and Learning are well established around the globe, but the graduate programming our proposed School will house is unique in Canada, and we believe the first of its kind in North America. Most every university across Canada, and certainly every member institution of the U15, houses a Teaching and Learning Centre to support and encourage the improvement of teaching and learning in those institutions. All of them promote SoTL among their faculties, and most devote financial support and staff support to SoTL initiatives. They predominantly play a service role, and encourage faculty to take on SoTL research projects. Our own Gwenna Moss Centre for Teaching

and Learning is a good example of a strong support unit, and it has provided impressive leadership and energy to the movement of SoTL on the U of S campus and indeed across Canada. They have funded faculty-led research clusters, created and maintained a database of scholarship in SoTL, provided consultations with faculty on research design, publishing, ethics and other research concerns, and hosted writing retreats for faculty working on SoTL research projects. Their leadership has been vigorous and effective, and we anticipate the new School will collaborate closely with the GMCTL to advance our shared enthusiasm for this important area of research and to avoid duplication of services they already provide. We have been in regular contact with their leadership, and we will briefly elaborate our ongoing partnership with that unit. The SSoTL will benefit from their work in the disciplines, the relationships they have already developed with SoTL scholars across campus, and the programs they have developed such as the SoTL Research Clusters program and the spring SoTL Day in May. We will draw on their expertise to support interdisciplinary research programs in the SSoTL, and their advice on academic program and course development. Importantly, the GMCTL has a number of individuals with academic credentials that would allow them to teach a SoTL course in the School, whether as sessional overload or as a part of their regular assignment to duties. The nature of the teaching relationship must be explored with the relevant labour relations groups, but both groups believe this will provide a mutually beneficial opportunity for both the SSoTL and GMCTL.

To a lesser, but significant extent, we are developing a close working relationship with the Ron and Jane Graham School of Professional Development in Engineering. That School has developed a dynamic cadre of SoTL scholars who meet regularly to discuss their scholarship and a variety of teaching topics. They also offer undergraduate courses on public speaking and rhetoric that would be of interest as an elective to Education students. We are exploring the possibility of opening some seats for Education students. We are also exploring the development of a second virtual learning laboratory, sponsored by Engineering, and housed in the SSoTL space. It would offer exciting learning opportunities for students on campus and would also provide a location for conducting SoTL research on virtual learning technologies.

### ***Scholarly Work***

SoTL work is by its nature interdisciplinary, or at least cross-disciplinary, so the SSoTL is actively seeking associations with scholars across campus and on other campuses.

We created a list of SoTL scholars on campus who attended conferences or professional development events, participated in a SoTL Research Cluster through the GMCTL, or presented a SoTL paper at a national or international conference this year. We invited these colleagues to SoTL Scholars meetings on February 12 and February 13, and 46 attended. They represent a diverse group of scholars and disciplines who have demonstrated interest in SoTL research, and whom we are meeting with in February to invite into our community. There are probably others on campus we have not yet identified, but as this is an



open, inclusive, and interdisciplinary initiative, we will approach academics across campus to participate in the activities of the School. Their participation will vary, depending on their availability and particular expertise, but a strong indication of interest in these types of participation was received (see data under “SoTL Scholars at the UofS”):

- Advise other SoTL scholars on research designs;
- Promote SoTL research in home disciplines and across campus;
- Contribute research to the UofS SoTL open journal;
- Present SoTL research at professional development events;
- Provide mentorship and supervision of graduate theses;
- Guest lecture or teach in the SoTL academic programming; and,
- Advise on the management and programming of the SSoTL.

#### 4. Proponents

Dr. Michelle Prytula, Dean  
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#### 5. School Management

The School will be attached to the Department of Curriculum Studies, and all programming and collegial processes will be managed through that department structure. The Associate Dean, Research and SoTL will also act as Director of SoTL Research and Academic Programs (with a faculty appointment or cross-appointment in the Department Curriculum Studies).

##### **Responsibilities of the Director of SoTL Research and Academic Programming**

This person will have responsibility for the development and successful implementation of the SSoTL, including such things as:

- Oversee the academic, administrative, and financial management and operations of the School
- Promote SoTL research in the disciplines

- Conduct research development and write grant proposals
- Identify and recruit SoTL scholars and students
- Manage academic programming development and delivery (formal and non-formal)
- Teach one SoTL course per academic year
- Represent the SSoTL in the research community and provide support for dissemination of scholarship
- Engage in national and international leadership activities in SoTL
- Interface with secondary, post-secondary, and higher education partners to encourage growth and innovation in SoTL

We will require one new position to be hired in 2020-21 to carry out the activities of the Centre, under the direction of the Associate Dean, Research and SoTL: an Associate Director of SoTL Research and Academic Programming.

#### **Responsibilities of the Associate Director, SoTL (ASPA appointment)**

Under the supervision of the Director, this person will initiate and manage the programs of the SSoTL, and also collaborate in the partnership with the GMCTL.

- Engage the administration and financial management and operations of the School
- Support SoTL scholars and research clusters by advising on disciplinary educational research studies and programs of research and by referring scholars in other disciplines who are doing related work
- Support SoTL scholars and students
- Collaborate with the GMCTL SoTL research clusters program and collaborate with the GMCTL on other SoTL initiatives
- Develop, deliver, and evaluate the effectiveness of faculty development events
- Provide for editorial and academic review of research publications prior to submission
- Draft, edit, and review grant applications and REB submissions in SoTL
- Advise on ethics applications for SoTL research
- Support academic programming development and delivery
- Produce a monthly podcast episode on current topics and issues in SoTL
- Edit and manage an open online journal for local SoTL research

Once the academic programming and research support structure is in place, a staff position (SoTL Educational Developer) will be required in 2021-22 to support the daily operations and activities of the School. We are exploring the possibility of creating this as a shared position with the Gwenna Moss Centre for Teaching and Learning in return for five OHCs of teaching provided by GMCTL staff to the academic programming provided by the SSoTL. The Director of Teaching and Learning Enhancement, Nancy Turner, supports a shared position because it offers benefits to both partners. The SSoTL would receive reliable and talented teaching support, and the GMCTL would receive additional support for their educational development activities and a desirable recruiting tool to attract future personnel with doctoral-level credentials to the GMCTL. This arrangement will require ongoing negotiation with the contributing individuals involved, consultation with the unions, and adjustments to be made to letters of appointment.

### **Affiliated Scholars:**

Affiliated scholars are individuals who can contribute to the academic programming and research of the SSoTL or participate in the governance of the School. We anticipate offering adjunct, professional affiliate, or associate member status to colleagues who will contribute directly to the work of the SSoTL through teaching, professional development, supervision, governance, or through research. At the recent meetings with campus SoTL scholars, 27 colleagues indicated they were interested in such an affiliation with the School, and we are confident there are others we have not yet identified. While no firm commitment was requested from these individuals, we are persuaded the pool of interest will result in a sufficient number of affiliated scholars to support the work of the School. We are sensitive to the commitments these scholars have to their disciplinary units and the resource implications that obtain, so rarely would we consider approaching them and their Deans for shared assignments with the SSoTL, as has been done in other Schools to date. But we do expect to be able to call on affiliated scholars to mentor and supervise graduate students, participate on research committees, support governance as members of the School Council and committees, mentor new SoTL researchers, or provide guest lectures in courses.

### **Teaching Personnel:**

This proposal provides only a snapshot of the academic programs, which are being proposed separately. However, questions were naturally raised during earlier reviews about the financing of the School, so we offer a bit more detail about how we plan to offer academic programming, as the financial success of the unit will depend on its program revenues. In order to offer graduate programming, we need to identify qualified teaching personnel who will provide expertise and stability to the program over time. We anticipate having a need for instructors to cover four one-half course (OHC) equivalents in 2021–22, and depending on uptake, up to eight OHCs in 2022–23. The additional teaching demands from the School will not be onerous in the first years the programs are offered, with resources being drawn from four places:

**School Management:** The Director of the SSoTL will teach at least one course per year as part of the regular assignment to duties. The Associate Director will teach professional development and courses contributing to a certificate.

**Department of Curriculum Studies (ECUR):** The Department will provide at least two OCHs of teaching to the graduate programs and will assume academic responsibility for offering the programs.

**Gwenna Moss Centre for Teaching and Learning (GMCTL):** The GMCTL will provide up to four OCHs of teaching in the program in exchange for an Educational Developer position shared between SSoTL and the GMCTL.

**Cross-appointments:** As described above under “Affiliated Scholars” we may negotiate teaching appointments with other units on campus where desirable and appropriate, or adjunct appointments with scholars from other universities, but of course these will require negotiations with the individuals and their Deans.

## **6. Resources and Budget**

The College of Education aspires to excellence and innovation, and this opportunity to position ourselves as a national leader in the scholarship of teaching and learning came from a \$1M alumni donation from Jane and Ron Graham, provided in four annual installments of \$250,000. The College has received the first two installments, and the Grahams recently offered to accelerate the distribution of funds to support the advancement of the proposed School. These funds will largely cover the startup and launch of the program(s) offered by the School.

A standard tuition rate for graduate programs of \$4,260 (\$1,420 per term) per year is proposed for the master’s program, and given an intake of 22 students per year, we anticipate tuition revenues of \$93,720, and \$187,440 in the first two years of operation, beginning in the 2021-22 academic year.

A more modest tuition of \$2754 (\$688.50 per 3 credit unit, subject to change as tuition rates change) per year is proposed for the one or two-year (12 credit unit) certificate program in SoTL, with an enrollment of 10 new students in each of the first two years of operation. This will generate tuition revenues of up to \$27,540 each year for the first two years of the program, with ongoing tuition revenues of up to \$27,540 thereafter. The proposed tuition is consistent with other certificates offered on campus (and will remain so). We understand graduate tuition will be changing and that we will adjust accordingly.

The College will require supports as it engages in complementary people, capital, financial, and enrollment activity for the School. The College will be developing positions for the School (an interim

Associate Dean has already been appointed), developing space for the School, and will be increasing its enrollment.

People: We have determined the unit's structure. It will be a school housing academic programs, under the direction of the College. Human Resources supports for policy development will be required, as is advice on acquiring space within the College of Education spaces to make room for the unit. The Centre will negotiate adjunct appointments to carry out the academic functions of the unit. We anticipate needing an additional position to carry out the activities of the Centre under the direction of the Associate Dean, Research and SoTL who will also act as Director: an Associate Director of SoTL Research and Academic Programming to be hired later in the 2020-21 academic year. If revenues allow, a support position may be added in 2021-22: an Educational Development Specialist (ASPA) to support the programming and research activities in the School (this position is not included in the table below, given that it is tentative.

Table 1. Projected revenues and expenses for SSoTL, 2019–2025.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	TOTAL
Operating Grant/Tuition	0	0	176,900	498,577	498,577	498,577	1,672,631
Other Revenue	250,000	250,000	250,000	250,000	0*	0	1,000,000
Salaries & Benefits	91,445	201,000	294,520	303,355	312,455	321,830	1,524,605
Non-Salary Expenses	0	10,000	0	0	0	0	10,000
Indirect costs	0		71,700	71,700	71,700	71,700	286,800
<b>Surplus (Deficit)</b>	158,555	39,000	60,680	373,522	114,422	105,047	851,226
Director	1	1	1	1	1	1	1
Ass. Director		1	1	1	1	1	1
Capital Request							390,000

\*Jane and Ron Graham are going to do a reassessment at the end of year 4 with the possibility of an additional million-dollar investment at that time.

The projections we offer in table 1 are intentionally modest, with every intention of out-performing the revenue targets we present. We are confident from consultations that the enrolment figures will rise, particularly in the certificate program and other micro-credentialing options. We recognize that it is critical for the School to be self-sustaining, and that financial stability will be provided primarily through

the programming we offer. We will also seek other external funding. We intend, as early as feasible to apply to create a Canada Research Chair in the Scholarship of Teaching and Learning (Tier 2). This would attract \$100,000 per year for five years, with the possibility of renewal for an additional five years for a total of \$1,000,000 to support the position, and by extension, the work of the School.

We also commit to making a request for \$800,000 in CFI funding in 2020-21 to support the capital needs of the school, and if successful, recovering the commitment required from the College and the University in current requests. Plans for staging the capital improvements needed for the school are outlined in Appendix E.

We will also lead interdisciplinary research programs on campus and apply for Tri-Council funding to support that work and intend to submit the first of such applications in the October 2020 competitions.

OVPR: In time, supports to acquire the College's first CRC will be needed.

Capital: Since the School is new and will benefit the entire campus through its interdisciplinary mandate, capital resources will be needed in order to acquire a space of its own. We have already earmarked \$400 000 from College sources. As a result, we are seeking \$390 000 in funding to apply to capital costs for renovating a space, for a total of \$790 000.

FMD: Requests to acquire space within the colleges, perhaps through the movement of non-academic units in the College of Education to make room for the School have been made but not yet realized. Consultations are being undertaken.

Capital dollars: Since the unit has acquired funding for positions and the College of Education is showing its ability to acquire larger-scale donations, matching capital funds are requested to renovate existing space. Consultations have already taken place.

Fundraising: Some of the funds are being acquired through donor support. Sustained supports from advancement are critically needed as the College of Education does not have an advancement officer.

Enrollment: Admissions and registrarial services will be required. Policy support from CGPS will be needed, as will supports for promoting the new programming offered by the School.

Library, Information Technology: The programming offered by the School will require library support for purchasing and maintaining collections and journal subscriptions. Library personnel in the College of Education are well-positioned to provide this support if the library budget is sufficient to continue support for subscriptions the University of Saskatchewan already holds (See Appendix D). Recent cuts to the library budget for e-journals may threaten the journals required by the School, as we noted the deletion of some key titles to the university subscriptions in the area of SoTL. We have initiated conversations with the Library about recovering resources to support the new programs and research. We will also explore opportunities in open resources to support this work, but certainly, some Library budget will be needed to support this initiative.

Similarly with IT support, we anticipate being able to provide support to new personnel from our existing resources, with the exception of capital costs for equipment to support new hires. We anticipate developing online learning options for components of the program to attract a wider, global audience. When we move into this type of development, we will require Learning Management System (LMS) support from IT Services, and we will need instructional design support from the School for Continuing and Distance Education (CCDE) or the Gwenna Moss Centre for Teaching and Learning.

**Social Sciences Research Laboratory:** The SSRL is a valuable resource for the work of the SSoTL. Researchers who may not be familiar with particular research tools, from building reliable survey instruments to conducting interviews and focus groups, can draw on the support of the SSRL at reasonable cost.

## 7. Support

The Dean of the College of Education fully supports this initiative, and as mentioned under consultation, we have received letters of support from Deans and Directors on campus whose faculty might contribute to, or benefit from, the activities of the SSoTL (see Appendix A). As this proposal undergoes review from the Provost's Advisory Committee, the Research, Scholarly and Artistic Work Committee of Council, the Planning and Priorities Committee of Council, and the Academic Programs Committee of Council, we will append that correspondence for other groups subsequently reviewing the proposal in Appendix B. But we have also done extensive consultation to determine and mobilize the support of the proposed unit.

### **Consultation**

We have consulted extensively nationally and locally with leaders and SoTL scholars. We have received over a dozen letters of support from Deans, and letters of support from external units with whom we will partner in the initiative, including the Gwenna Moss Centre for Teaching and Learning. We have also had ongoing collaboration with the Library, particularly the College of Education branch. Prior to the announcement of the Graham donation and launch of the project in October 2019, the Dean held two sessions with faculty in the College of Education to discuss the initiative as part of the development of our strategic plan. We have reported progress at monthly Faculty Council meetings, we hosted four SSoTL-specific information and discussion sessions for all faculty and staff of the College of Education, and we held numerous focused discussions with individual faculty members and consulted with indigenous faculty members in the College of Education. We have also consulted extensively across campus and nationally. The consultations follow below, and letters of support are included in Appendix A.

### **National consultations:**

Because this is a new initiative, and because it has potential to draw students and researchers from across Canada, we felt it was important to identify SoTL leaders across Canada and request their advice about

the development of a School and its programming. Those consultations were valuable, not only to hear the excellent advice and experiences of these colleagues, but also to begin to spread the word about our ambitions and initiative. Names were gathered from current literature and from universities that house SoTL support units within teaching and learning centres.

Gary Poole, Professor Emeritus, School of Population and Public Health, University of British Columbia (senior SoTL scholar)

Michelle Yeo, International Society for the Scholarship of Teaching and Learning (ISSOTL) President and Academic Director of the Institute for Scholarship of Teaching and Learning, Mount Royal University (international leader and SoTL scholar)

Nicola Simmons, Brock University, and Chair of the Educational Developers Caucus, STLHE (national leader and SoTL scholar)

Brad Wuetherick, Executive Director, Learning and Teaching, Dalhousie University (national leader and SoTL scholar)

Janice Miller-Young, Academic Director, CTL, Professor, Department of Biomedical Engineering, University of Alberta (national leader and SoTL scholar)

Cheryl Admunsen, Professor, Faculty of Education, Past Director, Institute for the Study of Teaching and Learning in the Disciplines, Simon Fraser University (national leader and SoTL scholar)

Lynn Taylor, Professor Emeritus and former Vice-Provost Teaching and Learning, University of Calgary (national leader and SoTL scholar)

Carolyn Hoessler, Founder and Senior Specialist, Higher Education & Beyond (SoTL scholar)

Marti Cleveland-Innes, Professor and Program Director, Master of Education Program, Athabasca University (national leader and SoTL scholar)

Melanie Hamilton, University of Lethbridge, Vice-Chair, SoTL Canada (national leader and SoTL scholar).

### **U of S consultations (outside the College of Education):**

Of course we were also interested in consulting widely across campus, and began with leaders and people who might interface directly with a SSoTL. These conversations were diverse and ranged from programmatic to administrative in emphasis. As is probably typical of large, interdisciplinary proposals on campus, these conversations are continuing in many cases, and new people emerge as the project matures.

Anthony Vannelli, Provost and Vice-President Academic

Jacquie Thomarat, Associate Secretary, Academic Governance

Trever Crowe, Interim Dean, College of Graduate and Postdoctoral Studies



Sean Maw, Jerry G. Huff Chair in Innovative Teaching, College of Engineering  
Nancy Turner, Director, Gwenna Moss Centre for Teaching and Learning (GMCTL)  
Wendy James, Educational Developer and SoTL Coordinator, GMCTL  
Merle Massie, First Year Research Experience (FYRE) Coordinator  
Stan Yu, Social Sciences Research Laboratory  
Maha Kumarat, Head Librarian, College of Education  
Tracy Walker, Education Programs Lead, Science Division, Canadian Light Source  
Debora Rolfes, Director, Ron & Jane Graham School of Professional Development, College of Engineering  
Karen Chad, Vice-President, Research (upcoming: March 2, 2020)

### **SoTL scholars at the UofS:**

In order to gauge initial interest and understand how individuals might want to express their affiliation with the School, we administered a questionnaire that asked attendees at our recent SoTL Scholars events to identify which services provided by the school would be significant, and what might be their level of interest in participating in providing particular services. A simple tabulation of their responses follows:

*Which of the following do you consider to be significant services to be provided by the School for SoTL? Check all that apply (initially or eventually).*

- 29 Campus advocacy for importance of discipline-based education research
- 25 Consultation with others on your own SoTL research studies
- 27 Connections with other SoTL scholars and promotion of interdisciplinary research
- 9 Provision of office space and workspace for SoTL meetings and research teams
- 24 An outlet (open refereed online journal) for promoting and publishing SoTL work
- 33 Support for attracting funding to support SoTL programs of research
- 28 Academic leadership on campus around educational research – e.g., advising on including SoTL in standards for promotion and tenure
- 32 Professional development events about SoTL
- 30 Expanded services currently available through GMCTL (research clusters, consultations, writing support, events)

*Would you be willing to consider participating in the following ways? This is an expression of interest, not a commitment.*

- 30 Telling colleagues about SoTL research and the School for SoTL
- 34 Joining a community of SoTL scholars for research collaboration, mentorship
- 28 Providing graduate research supervision or thesis committee membership where appropriate and when you are available
- 35 Attending professional development events and teaching on SoTL topics (e.g., research methods, writing ethics applications, locating and writing funding applications)
- 27 Sharing your SoTL research and experiences in professional development settings
- 25 Sharing your SoTL experience in your discipline in SoTL graduate courses
- 27 Associate memberships, adjunct appointments, professional affiliations with the School

We were very encouraged that colleagues from so many different disciplines expressed interest in being actively involved in the work of the School, whether as consumers of services or as leaders. While these numbers do not reflect actual commitments, they are a measure of intent and interest, and we will be following up in the coming year. The group represented here is drawn from individuals we identified as SoTL scholars on campus, so in that respect their strong interest was not surprising. But we also know it was only a sample drawn from a larger population of scholars on campus who are doing SoTL work, so we are optimistic that we will be able to locate a large community of scholars on campus to participate.

### **College of Education:**

As this is a College of Education initiative, we clearly needed to consult internally. All faculty in the College of Education have been invited to information sessions, and regular reports have been given to Faculty Council. Ongoing conversations are being held with department heads, and we felt it was particularly important to seek the advice of our indigenous colleagues in the College during the development of the proposal. Group consultations included:

- Reports by the Interim Associate Dean, Research and SoTL to Faculty Council (monthly)
- Faculty and Staff SoTL Salons (information and discussion sessions): December 6, 2019; January 3, 2020, January 29, 2020; January 31, 2020
- On January 10, 2020, the Faculty Council of the College of Education passed the following motion:

*Moved: Schwier/Morrison*

*The Faculty Council of the College of Education endorses the development of a college-level school, tentatively named the Jane and Ron Graham School for the Scholarship of Teaching and Learning.*

Individual faculty consultations were also held with:

Paul Newton, Head, Department of Educational Administration

Jay Wilson, Head, Department of Curriculum Studies

Lynn Lemisko, Head, Department of Educational Psychology and Special Education

Shaun Murphy, Head, Department of Educational Foundations

Marie Battiste, Professor, Educational Foundations

Karla Jessen Williamson, Assistant Professor, Educational Foundations

Vicki Squires, Assistant Professor, Educational Administration

Margaret Kovach, Professor, Educational Foundations

Verna St. Denis, Professor, Educational Foundations

Brenda Kalyn, Associate Professor, Curriculum Studies

Marguerite Koole, Assistant Professor, Curriculum Studies

Dirk Morrison, Associate Professor, Curriculum Studies

Norman Fleury, Special Lecturer, Curriculum Studies (Métis elder)

In the meetings with department heads, as mentioned earlier, it was clear there were concerns about whether programming might overlap existing programming and draw students or resources away from their programs. Because the programming had not yet been developed, these concerns were understandable, and we needed to put additional consultations in place in order to mitigate these concerns. In order to accomplish this, we have organized an internal SoTL Programming Advisory Group, and invited participation from all of the departments and the Library. Currently, the group includes Dirk Morrison (Curriculum Studies), Vicki Squires (Educational Administration), Janet McVittie (Educational Foundations), Verna St. Denis (Educational Foundations, indigenous scholar), and Maha Kumaran (Education & Music Librarian). This group began meeting on January 24, and will advise on the development of graduate programming, and vet proposals for new courses before they are considered.

### **K–12 leader consultations:**

Recognizing this initiative is new, and that SoTL is traditionally focused on higher education and may not be familiar to k–12 educators, we held two videoconferences with educational leaders in the province. We gave a brief overview of our proposal and asked for their observations and advice. The groups were enthusiastic and felt there was a large audience for programming of this sort, especially given the attention being paid to evidence-based improvement in teaching and learning in the province. In addition

to the inquiry programming we described, they were interested in leadership and facilitation for professionals who are leading change in schools and school systems.

Name	Professional Role	Location
Amy Rutten		South East Cornerstone
Anna McQuillan	Consultant, teacher-leader K-12 Mathematics Consultant	Greater Saskatoon Catholic
Anne-Marie Rollo	Consultant, teacher-leader, sessional lecturer	Saskatoon Public Schools
Brenda Green	Director, Superintendent, Coordinator, Consultant (Indigenous)	Ile-a-la Crosse School Division
Chad Williams	Teacher leader (provincial math), STF Facilitator Community	Good Spirit School Division
Colleen Norris	Coordinator, Secondary Principal, Teacher Leader	Saskatoon Public Schools
Dave Derksen	Superintendent, Coordinator, Consultant	Saskatoon Public Schools
Doug Njaa	Secondary Principal, Teacher Leader, sessional lecturer	U of S
Gwen Dueck	Executive Director, Manager of the SPDU, Consultant, sessional lecturer, educational developer at GMCTL	Saskatchewan Teacher's Federation (retired)
Jade Ballek	Principal	Sun West School Division
Juanita Redekopp	Coordinator, Consultant	Regina Public Schools
Jennifer Brokofsky	Provincial Math Facilitator, Coordinator, Consultant	Saskatoon Public Schools
Kirsten Dyck	Instructional coach, STF Facilitator Community, working towards MEd	Good Spirit School Division
Melissa Lander	Consultant	Sun West School Division
Michelle Naidu	Consultant, teacher-leader	Saskatchewan Teacher's Federation
Nicole Turcotte	Manager	Saskatchewan Teacher's Federation
Ryan Banow	Ed developer, sessional, working towards PhD	U of S
Racquel Biem	STF Facilitator Community, working towards PhD	Chinook School Division
Sherry Van Hesteren	Consultant, teacher-leader, STF Facilitator Community	Saskatoon Public Schools
Tammy Girolami	STF Facilitator Community, secondary principal	Saskatoon Public Schools
Terry Johanson	Manager of the SPDU, Consultant, sessional lecturer	
Tracy Dolezsar-Glarvin	STF Facilitator Community	Good Spirit School Division
Terri Fradette	Superintendent of Education, consultant, coordinator	Greater Saskatoon Catholic Schools

Tim Caleval	Executive Director Priority Action Team	Government of Saskatchewan Ministry of Education
Thomas Sierzycki	Northern Education Advisor, Deputy Minister's Office	Government of Saskatchewan Ministry of Education

### **Social Media:**

In January, we opened a Twitter account (@SoTL\_UofS) to enter the online community of SoTL scholars and institutions in Canada and elsewhere, and have been steadily using it to announce our initiatives and participate in online conversations. Starting January 25, we began producing a podcast to discuss current topics in SoTL, and also to feature our initiative. It is being promoted using social media networks we have developed, and will reach an unknown size of audience. This is more than a simple public relations project to promote the SSoTL. It will also serve as a service to feature research and development in Canadian SoTL. So far, we have scheduled three recording sessions and topics and published the first two episodes - <http://sotl-uofs.libsyn.com/rss>:

1. SoTL and partnerships at the University of Saskatchewan, January 20, 2020
2. Reflections on successful SoTL research clusters at the University of Saskatchewan, February 25, 2020.
3. SoTL in Canada – a conversation with Nicola Simmons, Brock University (March TBA)

### **Marketing Survey:**

While not technically a consulting initiative, we are also conducting a survey to gauge interest in SoTL programming, and we are sending it to polytechnics, community colleges, and school divisions. These have been designed with the support of the Social Sciences Research Laboratory, and we anticipate they will be sent in February. These surveys have the added benefit of informing these audiences about the initiative and inviting them to indicate their interest in our academic plans.

### **Letters of Support (see Appendix A):**

We also sought support from the leaders of colleges, schools, and units on campus, of particular importance given the interdisciplinary nature of the initiative, and our hope to involve scholars from every academic corner of the University in its work. A letter requesting support along with an executive summary of the project were sent, and we received letters of support from the following:

Keith Willoughby, Dean, Edwards School of Business

Preston Smith, Dean, College of Medicine

Jane Alcorn, Dean, College of Pharmacy and Nutrition

Chad London, Dean, College of Kinesiology

Karsten Liber, Executive Director, School of Environment and Sustainability

Melissa Just, Dean, Library

Murray Fulton, Director and Professor, Johnson Shoyama Graduate School of Public Policy

Doug Freeman, Dean, Western College of Veterinary Medicine

Lois Berry, Dean, College of Nursing

Douglas Brothwell, Dean, College of Dentistry

Mary Buhr, Dean, College of Agriculture and Bioresources

Suzanne Kresta, Dean, College of Engineering

Trever Crowe, Dean, College of Graduate and Postdoctoral Studies

Nancy Turner, Director of Teaching & Learning Enhancement, Office of Vice-Provost Teaching,  
Learning & Student Experience

Jay Wilson, Head, Department of Curriculum Studies

Peta Bonham-Smith, Dean, College of Arts & Science

## 8. Governance

The School for the Scholarship of Teaching and Learning will operate as a college-level school. As mentioned in at the beginning of this proposal, in consultation with the Office of the University Secretary, we considered several options that would serve our intentions, and the college-level school provided the closest fit with the proposed mandate, and also provided the simplest governance structure.

Pursuant to the *University of Saskatchewan Policy on Centres*, as a college-level type-A centre, the SSoTL will exist under the authority of the dean of the College of Education—but function in close attachment to the Department of Curriculum Studies. Given that the intent of the SSoTL is to operate as an interdisciplinary unit (which makes it distinct among the departments of the College of Education) welcoming formalized faculty participation from across the departments and colleges of the University of Saskatchewan in teaching, research, and service endeavours, the School's governance structure must allow for collegial processes (i.e., establishing associate and adjunct appointments, or other appointments, including future opportunities for research chairs, as these may arise) as well as academic decision-making with respect to a new repertoire of courses within envisioned SoTL graduate programs. To realize these elements of the School's mandate, we envision a unit with the following structural characteristics:

1. The School will be overseen by the dean of the College through the delegation of administrative leadership to the associate dean (research and scholarship of teaching and learning). Under the

authority of the dean, the associate dean will liaise with the School associate director and the head of the Department of Curriculum Studies to ensure on-going academic, programmatic, research, and community, and financial goal success. The associate dean (research and scholarship of teaching and learning) will sit as a member of the Management Board for the School. The associate dean (research and scholarship of teaching and learning) will hold the position of director of the School.

2. A Management Board of the School will be established to provide operational leadership with respect to the planning and priorities of the School and, further, any such interorganizational activities as may arise. The Management Board will advise the dean of the College on financial matters relating to the programming of the School. The membership of this Management Board will include the dean of the College, as chair, the associate dean (research and scholarship of teaching and learning)/director of the School, the head of the Department of Curriculum Studies, a representative of the Gwenna Moss Centre for Teaching and Learning, two academic members of the School not appointed in the College of Education as selected by the head of the Department of Curriculum Studies and approved by the dean of the College, and the associate director of the School.
3. The director of the School will hold an academic appointment in the Department of Curriculum Studies. The incumbent will oversee the academic, administrative, and financial management and operations of the School.
4. The associate director of the School will engage the administration and financial management and operations of the School. The incumbent will be appointed under the office of the associate dean (research and scholarship of teaching and learning). The position of the associate director will be supported from the revenue of the School.
5. The academic membership of the School will be known as the School Council. The School Council will be established from among the complement of current and future appointments in the Department of Curriculum Studies—individuals identified as scholars in the area of the scholarship of teaching and learning—as well as from among those cross-appointed, associate, adjunct, and professional affiliate members of the Department of Curriculum Studies from other units of the University of Saskatchewan and elsewhere.
6. The School Council will include an Executive Council representing at least 50% + 1 of the regular academic appointments of the Department of Curriculum Studies, as well as the director of the School. Functionally, such permits votes of the general academic membership of the School to approve the establishment, amendment, or dissolution of any program or course of the School, under the bailiwick of the Department of Curriculum Studies, so long as the votes of the Executive Council concur, in favour.
7. An agreement shall be established between the dean of the College of Education, the head of the Department of Curriculum Studies, and the director of the School outlining the establishment of a course prefix within the Department of Curriculum Studies, for exclusive use in recognition of

programming offered by the School. This prefix will be “SOTL.” The creation of all academic programming within the School shall follow all existing channels for such within the University of Saskatchewan. Revenue generated through the delivery of programming bearing the prefix SOTL will be attributed to the School and used to support the academic and administrative activity of the School.

Because the Executive Council of the School Council will be members of the Department of Curriculum Studies comprising more than 50% of the Department’s voting membership, decisions of the School Council receiving the concurrent positive votes of the members of the Executive Council can be considered *de facto* approval of the Department, and thus do not require the additional consent of the full Department. The Department may, however, require that all decisions be communicated to the full Department in a report of the director of the School.

In order to elaborate and clarify these processes, we offer a proposed constitution for the School’s governance in Appendix F.

## 9. Systematic Assessment

We expect that as a normal part of the start-up and initial operations of the SSoTL, a systematic and formative review of all activities, management, and progress will be undertaken after the first three years of operation. This will allow the time necessary to introduce the academic programs and receive initial feedback on them, and to recommend adjustments. Subsequent systematic reviews will be undertaken routinely on the same schedule as Departments in the College of Education.



# **Appendix A**

## **Letters of Support**



November 27, 2019

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

On behalf of the Johnson Shoyama Graduate School of Public Policy (JSGS) at the University of Saskatchewan campus, I am pleased to indicate our support for the School of the Scholarship of Teaching and Learning (SSoTL). The JSGS is particularly interested in the ability of SSoTL to be a locus and community for interdisciplinary research on teaching and learning across disciplines.

The JSGS is pleased to support such an initiative as it is well aligned with the strategic interest of the School and its current activities. The JSGS mission states that "We inform public policy, develop thoughtful and skilled decision-makers, and improve the quality of life in our communities through excellence in our research, teaching and engagement activities." I believe SSoTL has the ability to provide valuable insights into how we undertake our teaching and engagement activities (many of whom are based on executive education).

I very much support this project. Please do not hesitate to contact me for further information.

Sincerely,

Dr. Murray Fulton  
Professor and Director  
University of Saskatchewan campus  
Johnson Shoyama Graduate School of Public Policy



UNIVERSITY OF SASKATCHEWAN

School of Environment  
and Sustainability

USASK.CA/SENS

School of Environment and  
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Room 323, Kirk Hall  
117 Science Place  
Saskatoon, SK S7N 5C8

Telephone: (306) 966-1985  
E-mail: [sens.info@usask.ca](mailto:sens.info@usask.ca)

December 6, 2019

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

**RE: Letter of Support for proposed School of the Scholarship of Teaching and Learning, College of Education**

Dear Dr. Prytula,

On behalf of the School of Environment and Sustainability (SENS), I am very pleased to provide this letter of support for the College of Education's proposed *School of the Scholarship of Teaching and Learning* (SSoTL).

This letter indicates our support for the proposed School. We believe that the College of Education's plan—to build a school dedicated to supporting researchers conducting discipline-based research, providing graduate programming, and creating a community for interdisciplinary education research—has considerable merit. We can see many potential opportunities for our SENS faculty and students to benefit from engaging and collaborating with other researchers across campus engaged in educational research and affiliated with a school dedicated to the scholarship of teaching and learning.

SENS looks forward to continued collaboration and partnerships with the College of Education as it works to develop and build its proposed School, and we would be delighted to explore how our two units can partner to advance education research.

Sincerely,

Karsten Liber, PhD  
Executive Director (Interim) and Distinguished Professor  
School of Environment and Sustainability  
University of Saskatchewan



UNIVERSITY OF SASKATCHEWAN  
College of Graduate  
and Postdoctoral Studies  
GRAD.USASK.CA

Rm 116, 110 Science Place  
Saskatoon SK S7N 5C9 Canada  
Telephone: 306-966-5751  
Fax: 306-966-5756  
Email: grad.studies@usask.ca

November 12, 2019

Dean Michelle Prytula  
College of Education  
University of Saskatchewan

Dear Dean Prytula,

Thank you for sharing the overview and rationale for the development of the School of Scholarship and Teaching and Learning (SSoTL). Please accept this letter as my enthusiastic signal of support. This is exciting.

There are obvious similarities between teaching and learning at the graduate level and at the undergraduate or secondary levels, but they are not identical. Thus, I hope that in addition to the inclusion of graduate degree programs within the proposed school, there will be curiosity and discovery in the teaching and learning processes within graduate degrees of all disciplines.

Further, student supervision, encompassing one-on-one coaching and mentorship, can be the most direct and effective means for teaching and learning at the graduate level. However, I expect there will likely be nuances and a diversity of best practices in various disciplines. I encourage the SSoTL to consider the supervision and mentoring of graduate students as an area of focus.

Finally, our students (at the graduate and undergraduate levels) are changing. They do and want to learn differently. We need to find ways to support and encourage those alternate mechanisms for learning, and that will mean that teaching practices and approaches will change. I hope it is clear that I am excited for the prospects of the SSoTL helping us to improve the experiences of graduate students within the broadest spectrum of their learning.

Thank you for your leadership on this important item. I look forward to seeing the SSoTL becoming a reality. Please let me know how I can support this initiative.

Best regards,

Trever Crowe, PhD, P.Eng.  
Interim Dean  
College of Graduate & Postdoctoral Studies  
University of Saskatchewan



November 14, 2019

Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan  
[michelle.prytula@usask.ca](mailto:michelle.prytula@usask.ca)

Dear Dr. Prytula,

**Re: Proposed School of the Scholarship of Teaching and Learning.**

Please accept this letter as enthusiastic endorsement and support for the proposed School of the Scholarship of Teaching and Learning (SSoTL). This level of leadership and support for the scholarship of teaching and learning is perfectly aligned with the USask Learning Charter Commitments #2 – Ensure Quality, and #4 – Support Learning. These commitments require meaningful, pragmatic resources and infrastructure to be available to faculty in all academic units and disciplines. The proposed SSoTL will fill that role nicely, and support the University as a whole in achieving our educational pursuits and commitments.

The proposed SSoTL also fits well with the College of Dentistry Strategic Plan 2025: Building on Strength – Improving Tomorrow, as we have prioritized both expanded scholarly activity and improved educational quality. The scholarship of teaching and learning in dentistry is an important component of these strategic priorities. I am confident that the College of Dentistry will benefit from the cross-disciplinary and interdisciplinary scholarship research, and that several of our faculty will be valuable contributors to the proposed School due to our unique and considerable expertise in education in the psychomotor domain.

As Dean of the College of Dentistry, I fully support establishing the proposed School of the Scholarship of Teaching and Learning, and appreciate the collaborations, educational improvements, and the scholarship that the School will support. I look forward to a time when the University is known for, and is sought out as, a leader in the best educational practices for post-secondary education.

Sincerely,

Dr. Doug Brothwell  
Dean, College of Dentistry



December 2, 2019

Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan

Dear Michelle,

The establishment of a School of the Scholarship of Teaching and Learning (SSoTL) at the University of Saskatchewan would be significantly beneficial to the University Library. Librarians and Learning Specialists engage in critical pedagogy, offering a range of learning and academic supports both in and outside of the classroom, using an evidence-based approach. Information literacy services offered by Librarians are modeled after the scholarship of teaching and learning (SToL) research and practice. In effect, SToL outcomes are fundamental to helping students achieve awareness about the information that they consume and produce.

The proposed SSoTL is critical to the enhancement of the library's current student services offerings. Since the library is not constrained to any one specific discipline, participation in the SSoTL would enable structured interdisciplinary and co-curricular teaching opportunities. Librarians and Learning Specialists could identify potential collaborators among faculty from all disciplines, create shared language and models, uncover synergies, build an information literacy community of practice, and engage in innovative applied pedagogies to focus on student learning needs.

In addition to the pedagogical partnership, SSoTL may also provide structured research collaboration opportunities between Librarians and discipline-faculty. Both groups may leverage each other's knowledge, experience, and research skills in the areas of pedagogy and information literacy, where practice-based methodologies could be tried and tested with an intent to add to the existing literature on evidence-based education methods.

Cross-disciplinary relationships in teaching and teaching-related research to bridge literacy gaps would also promote social equity in teaching. SSoTL could play a vital role in engaging our faculty in inquiry and practices that incorporate tested EDI methodologies into our current cross-disciplinary and co-curricular instruction. This is another example of how engaging with the SSoTL could advance our delivery of information literacy, critical thinking, and digital literacy instruction.

Thank you for the opportunity to express the University Library's support for this exciting new initiative.

Sincerely,

Melissa Just, MLIS, EdD  
Dean, University Library



**EDWARDS**  
SCHOOL OF BUSINESS  
UNIVERSITY OF SASKATCHEWAN

**TO:** Dr. Michelle Prytula  
Dean, College of Education

**FROM:** Dr. Keith Willoughby  
Dean, Edwards School of Business

**DATE:** November 14, 2019

**RE:** Support for the School of the Scholarship of Teaching and Learning

---

I am pleased to support the College of Education's proposed School of the Scholarship of Teaching and Learning on behalf of the Edwards School of Business. This new School will provide an invaluable venue for interdisciplinary research in the scholarship of teaching and learning.

The proposed School and its purpose align with the University's principles of collaboration, community, and innovation. The Edwards School believes firmly in these values and sees great potential for collaboration across campus that will no doubt have a positive impact on the scholarship of teaching and learning and future students in our classrooms.

We look forward to collaborating with the College of Education and believe that Edwards faculty will benefit from the opportunity to engage with scholars from other disciplines to enhance teaching practices.

Sincerely,

Keith A. Willoughby, PhD  
Dean  
Edwards School of Business  
Nutrien Centre - 25 Campus Drive  
Saskatoon, SK, S4S 0A7



UNIVERSITY OF SASKATCHEWAN  
College of Medicine  
MEDICINE.USASK.CA



5D40 Health Sciences Building, Box 19, 107 Wiggins Road  
Saskatoon SK S7N 5E5 Canada  
Telephone: 306-966-2673  
Email: [medicine.reception@usask.ca](mailto:medicine.reception@usask.ca)

December 3, 2019

To Whom It May Concern

**Re: School of the Scholarship of Teaching and Learning (SSoTL).**

We write this letter in strong support for the proposed new *'School of the Scholarship of Teaching and Learning'* put forward as a major strategic and interdisciplinary initiative by the College of Education. The Scholarship of Teaching and Learning (SSoTL) is an emerging movement of scholarly inquiry that focuses on the relationship between teaching and learning, typically at the post-secondary level. The purpose of SSoTL is to improve learning by investigating the many features of discipline-specific pedagogical practice, and making the findings public.

It is anticipated that the SSoTL will house and support discipline based education research and provide graduate programming to develop leadership and scholarship in teaching and learning. Situating the SSOTL as an academic unit will elevate the value of exemplary teaching and inquiry to achieve measureable gains in student learning and educational quality.

We support the proposal in principle, and acknowledge that we have faculty who would greatly benefit from an association with a School devoted to research in this area.

If we may be of any further assistance, please do not hesitate to contact us.

Sincerely yours,

Preston A. Smith MD, MEd, CCFP, FCFP, CCPE  
Dean, College of Medicine  
Professor, Family Medicine

Kent Stobart MD MSc FRCPC  
Vice Dean Education  
Professor of Pediatrics  
President, Canadian Association of Medical  
Education





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

19 February 2020

Dear Dean Prytula,

**Re: Letter of Support for School of the Scholarship of Teaching and Learning**

On behalf of the College of Arts and Science, I am writing to provide support for the School of the Scholarship of Teaching and Learning (SSoTL), as described in the Notice of Intent (NOI). Home to a broad range of academic disciplines, the College of Arts and Science strongly encourages interdisciplinary scholarship and collaboration. We fully support research into the scholarship of teaching and learning across varied disciplines which has the potential to enhance and improve classroom practices leading to heightened student success and the benefit of current educators.

The academic rationale outlined in the SSoTL NOI aligns well with commitments articulated in our College Plan – *Think Big – Be Bold: Arts and Science 2025*. In particular, the college expressed its commitment to unleash discovery through “teaching excellence that inspires curious, courageous learners” and to solve problems by sharing “our teaching and learning as well as our RSAW with multiple communities in multiple ways, ensuring multi-directional processes of learning that involve interaction and listening, with the shared goal of generating mutual benefit.” The knowledge transformation and translation proposed within the SSoTL through graduate, undergraduate and certificate programming is timely as it fills a niche as there are few, if any, similar programs available in North America.

In summary, the College of Arts and Science supports the proposed School of the Scholarship of Teaching and Learning, the implementation of which has the potential to elevate the value placed on high quality teaching and improve the learning experiences of our students.

Best wishes,

Peta Bonham-Smith, Ph.D.  
Dean and Professor

cc: Gordon DesBrisay, Vice-Dean Academic, Arts & Science





College of Pharmacy and Nutrition  
Dr. Jane Alcorn, Professor and Dean  
104 Clinic Place Saskatoon, SK S7N 2Z4 Canada  
Telephone: (306) 966-6365 Facsimile: (306) 966-6377  
Email: [jane.alcorn@usask.ca](mailto:jane.alcorn@usask.ca) Web: [www.usask.ca/pharmacy-nutrition](http://www.usask.ca/pharmacy-nutrition)



November 12, 2019

Dear Dean Prytula:

On behalf of the College of Pharmacy and Nutrition I wholeheartedly support the creation of an educational unit, housed within the College of Education, devoted to the study of teaching and learning in higher education. As one of several professional colleges on the University of Saskatchewan campus – but one housing two professional programs – our ongoing accreditation requires evidence of improving our instruction and assessment practices. To have, within arms-reach, an institution with pedagogy at its core will both serve and grow our capacity to provide the best instruction to our students now and into the future.

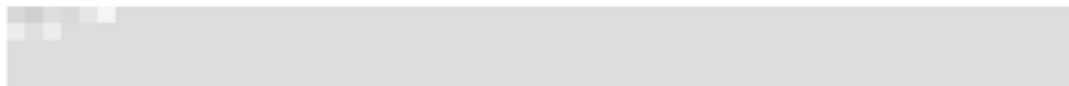
I am particularly pleased to read in your vision that such a School will seek to integrate both horizontally across the campus, and vertically with our cousins in K-12 education. Currently, our College depends upon the expertise of those who have been through recent rounds of educational reform in grade schooling to get our faculty “up to speed” on what is new in education. While this is a great place to start, often these K-12 reformers lack the complete understanding of the higher education environment, thereby limiting their potential influence, or perceived “expertise,” in university-level reforms. To encourage pedagogical reciprocity across a P-16 environment would strike at the heart of two significant needs: the need for our high schools to better understand what is most effective preparation for higher education, and our faculty’s need to benefit from those who have been through reforms similar to those proposed at the University of Saskatchewan.

Increasingly, I see faculty members and instructors who embrace scholarship of teaching and learning as a key pillar in their work in our College. To provide support for this commitment, indeed to add legitimacy to the work of the “teacher” on this campus, strikes a harmonious chord here in Saskatoon – one which perpetuates the role of the U of S as a service university that serves the people of Saskatchewan. Please know that as your vision for a School for the Scholarship of Teaching and Learning unfolds, you will have an institutional ally in the College of Pharmacy and Nutrition. We look forward to working with you in this strategic initiative.

Kind Regards,

Dr. Jane Alcorn  
Dean and Professor

 [www.usask.ca/pharmacy-nutrition](http://www.usask.ca/pharmacy-nutrition)





November 18, 2019

Dr. Michelle Prytula  
Dean  
College of Education  
Saskatoon, SK

Dear Dr. Prytula,

On behalf of the College of Kinesiology, it is my pleasure to provide my full support for the proposed *School of the Scholarship of Teaching and Learning (SSoTL)*. For many decades, the University of Saskatchewan has fostered excellence in teaching and learning grounded in scholarship and is increasingly emphasizing the scholarship of teaching and learning as a vibrant and necessary movement of scholarly inquiry. Establishing the SSoTL would accelerate the university's research in this area, and support our plan to be the "university the world needs".

Disciplines across the university can benefit from the work of the SSoTL, particularly when collaborative research is undertaken. By advancing understanding of teaching and learning in various contexts, the knowledge gained and the innovation developed will benefit our disciplines and ultimately our learners. While the College of Kinesiology has limited current involvement in SoTL, the College has a long history of commitment to innovation and excellence in teaching and learning. Boasting several award-winning teacher scholars, the College would be keen to collaborate with the SSoTL to enhance understanding of improved pedagogy in the delivery of kinesiology curriculum.

Kinesiology and Education have successfully collaborated on many initiatives over the years, including our recently redeveloped combined degree program. We value our existing partnerships with the college and would welcome further collaboration through the SSoTL. The establishment of the School would augment foundations already in place with our collaborative research and education initiatives.

I enthusiastically support the proposed SSoTL. The School has the opportunity to lead breakthroughs in our understanding and application of innovative learning and teaching approaches.

Sincerely,

Chad London, PhD  
Dean, College of Kinesiology



UNIVERSITY OF SASKATCHEWAN  
Western College of  
Veterinary Medicine  
OFFICE OF THE DEAN  
USASK.CA/WCVM

52 Campus Drive  
Saskatoon SK S7N 5B4 Canada  
Telephone: 306-966-7447  
Fax: 306-966-8747  
Web: usask.ca/wcvm

4 December 2019

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan

Dear Michelle:

I am very pleased to provide a letter of support for the new School of the Scholarship of Teaching and Learning proposed by the College of Education, it's a terrific, interdisciplinary initiative.

We have faculty interested in and already working in the scholarship of learning. This is particularly relevant in the clinical sciences. In fact, the importance of this work is demonstrated by our CRC, which has officially acknowledged the scholarship of learning as acceptable demonstration of creative activity for promotion and tenure. So the WCVM faculty can certainly benefit from an association with a school devoted to research in this area. I would also hope it may develop into future interdisciplinary collaborations and research opportunities.

Thanks for the opportunity to provide this letter of support. Good luck with the development of the school, and please let me know if we can be of any assistance in the initiative.

Sincerely,

Douglas A. Freeman DVM, PhD  
Dean



UNIVERSITY OF SASKATCHEWAN

College of Engineering

ENGINEERING.USASK.CA

Office of the Dean  
3B48 Engineering Building, 57 Campus Drive  
Saskatoon SK S7N 5A9 Canada  
Telephone: 306-966-5273  
Fax: 306-966-5205

Dean Prytula and Provost Vannelli,

I am pleased to provide a letter of support for the establishment of the Jane and Ron Graham School in the College of Education.

Our first year program depends heavily on the outcomes of the Scholarship of Teaching and Learning, as do the assessment of graduate attributes and the development of learning outcomes which are now central to our Engineering Accreditation process.

Within the College of Engineering, I see potential for significant expansion of SoTL scholarship in embodied learning (sports and ViRTCL labs), indigenization (changes in how we teach and what we teach, examples which are culturally diverse), and in addressing many cognitive differences among our students.

I look forward to building strong collaborations between our two colleges around this new research and teaching opportunity, knowing the potential of this field has only begun to open up.

I want to congratulate Michelle for her leadership in establishing this initiative, and thank her for creating an opportunity which will benefit our whole campus community.

Sincerely,

Suzanne Kresta, PEng  
Dean, College of Engineering

December 5, 2019

Dr. M Prytula, Dean  
College of Education  
University of Saskatchewan

Dear Dean Prytula,

Thank you very much for inviting the College of Agriculture and Bioresources to comment on the proposed School of the Scholarship of Teaching and Learning (SSoTL). I discussed this with AgBio's Associate Deans Academic, and Research & Graduate Studies. We all strongly support the concept in principle, particularly given our college's priority on novel/experiential learning approaches. We certainly have faculty in our college who are engaged in SoTL activities, and would benefit from, and perhaps participate in, this proposed school and/or its activities.

I note with pleasure your commitment to future consultations as the proposal, both from the College and the institutional perspective. At the College level, AgBio looks forward to discussing possible interdisciplinary work with faculty (e.g. cross-appointments, adjunct appointments) and to exploring research opportunities. At the institutional level, we need to discuss budget implications (eg budget, such as possible additional administrative, facility and/or faculty costs), and how this initiative would integrate or interact with such existing facilities as the Gwenna Moss Centre for Teaching and Learning and Engineering's Ron & Jane Graham School of Professional Development

In closing, let me be clear that the College of Agriculture and Bioresources is highly supportive of this concept and looks forward to participating in its development.

Sincerely,



Mary M. Buhr, PhD  
Dean and Professor



UNIVERSITY OF SASKATCHEWAN  
**College of Nursing**  
NURSING.USASK.CA

**College of Nursing**  
Health Sciences Building A-Wing 1A10  
107 Wiggins Road, Saskatoon, Saskatchewan S7N 5E5  
Telephone: (306) 966-6221 Facsimile: (306) 966-6621

December 5, 2019

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

Dear Dr. Prytula,

I am writing to share my wholehearted support for your proposal for the development of a School of the Scholarship of Teaching and Learning (SSoTL). I read your proposal with growing excitement. I see many ways this School would benefit the faculty and graduate students at the College of Nursing, and many opportunities for collaboration between our Colleges within such a School.

I am in complete agreement with your statement articulating the need for educational research within disciplines, as differentiated from disciplinary research. Not only is SSoTL important in our discipline, the Canadian Association of Schools of Nursing Accreditation program requires evidence that faculty members in schools of nursing teaching baccalaureate programs in Canada are participating in the scholarship of teaching and learning. Exploring how to effectively teach nursing is a requirement for our discipline.

The practice of the discipline of nursing is a complex dance of art and science. Evidence to support our understanding how best to teach students to become not only competent but to excel in this practice is vital. In the absence of the evidence regarding how to teach students to become effective, caring, reflective, ethical practitioners of their discipline, we regress to simply teaching the way in which we were taught.

The College of Nursing has a significant number of faculty members who are passionate about SSoTL, and many graduate students who focus on the education of nurses in their graduate work. A small number of our faculty have done masters and doctorate work in this area. The creation of a SSoTL in your College would formalize and promote partnerships between your faculty and ours to advance our expertise in this area. It would make visible and provide meaningful support to faculty members in our Colleges working in this area who have already sought each other out. It would create a home and a structure for the emerging communities of practice that are forming between members of our Colleges.

There is a stated expectation in health care institutions today that health professionals work effectively together in patient and family-centered ways. There is ongoing need for research regarding how to effectively teach students to function as members of interprofessional teams, and to focus care around the needs of patients and families. Our efforts in these areas must be continually evaluated in response to best practice evidence. The creation of a SSoTL in your College would play a powerful role in our drive

to strengthen and deepen our ability to effectively teach health professional students how to work collaboratively in teams led by patients and their families.

The development of a SSoTL under the leadership of your College would be an important strategic tool in meeting our University commitments to collaboration as articulated in Plan 2025. I wholeheartedly and enthusiastically support this proposal and look forward to seeing and participating in its evolution in the coming years.

Sincerely,

A handwritten signature in cursive script that reads "Lois E Berry".

Lois Berry, RN, PhD  
Professor and Interim Dean,  
College of Nursing  
University of Saskatchewan





✦ Teaching and Learning Enhancement  
Office of the Vice Provost Teaching, Learning and Student Experience  
Room 50 Murray Building 3 Campus Drive Saskatoon SK S7N 5A4 Canada  
Telephone: (306) 966-2231 Telephone: (306) 966-1804  
Email: gmctl@usask.ca Web: www.teaching.usask.ca

November 28, 2019

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

Dear Dean Prytula,

It is with great pleasure that I write this letter of support for the College of Education's Scholarship of Teaching and Learning (SoTL) initiative. I have been excited to see this development taking shape in the College and am grateful for having had the opportunity to work with you and colleagues in considering the ways in which this work might advance teaching practice within the institution and the province and provide leadership in this area beyond Saskatchewan.

SoTL has been a priority for the University of Saskatchewan for several years with the Gwenna Moss Centre for Teaching and Learning (GMCTL), one of the units in my portfolio, taking strategic responsibility for its growth on campus in 2016. This responsibility aligns with the Centre's mandate to enable ongoing enhancement of teaching and learning across the institution. The proposed SoTL initiative in the College of Education and its associated academic programming will serve to both add to our endeavors in advancing SoTL at the University and amplify the value of our current activities. It also positions us to become a leader in this area nationally and internationally. It is for these reasons that I emphatically endorse and commit to working in partnership on this development.

While many aspects of this initiative are nascent, the potential for the GMCTL and the Teaching and Learning Enhancement (TLE) portfolio to work with the College are varied and exciting. Our work to date has been founded on the provision of advice on the SoTL landscape in Canada and beyond, offered to ensure we are connecting into the vibrant international SoTL community in this work. Longer term partnership possibilities include GMCTL and TLE colleagues contributing to academic programming, potentially through cross or adjunct appointments, enabling meaningful contribution to the breadth and quality of programming while advancing the academic development of colleagues in these positions.

Beyond contributions to academic programming, there also exists great potential for joint research endeavors, collaborative development of research opportunities and developmental



✦ **Teaching and Learning Enhancement**

**Office of the Vice Provost Teaching, Learning and Student Experience**

Room 50 Murray Building 3 Campus Drive Saskatoon SK S7N 5A4 Canada

Telephone: (306) 966-2231 Telephone: (306) 966-1804

Email: gmctl@usask.ca Web: www.teaching.usask.ca

support for faculty engaged or interested in SoTL from varied disciplines across the institution. The potential for this initiative to grow the community of SoTL scholars we have on this campus is great. This type of research is known to create connections and conversations across disciplines. This initiative stands to extend beyond this, connecting scholars from across sectors of education as well. These networks, once formed, are the pathways for innovation and personal and professional growth, advancing both the discovery and teaching missions of the institution.

As is apparent from what I have included in this letter, I am thrilled to see this initiative advance and am excited to work with the College as we take the next steps in confirming the vision and ultimate goals for this work institutionally, provincially and beyond, and embarking on the necessary steps, in partnership, that will get us there.

Sincerely,

A handwritten signature in blue ink, appearing to read "Nancy Turner", with a long horizontal flourish extending to the right.

Dr. Nancy Turner

Director, Teaching and Learning Enhancement

Office of the Vice Provost Teaching, Learning and Student Experience

## **Appendix B**

### **Correspondence from Review Committees**

**From:** Storey, Amanda amanda.storey@usask.ca  
**Subject:** RE: SoTL to APC  
**Date:** February 12, 2020 at 4:39 PM  
**To:** Thomarar, Jacquie jacquie.thomarar@usask.ca, Schwier, Rick richard.schwier@usask.ca



Hi all,

It is my understanding that the academic program will come through the appropriate approval processes (faculty council, APC, Council) after the centre has been approved – two separate (though obviously related) processes.

Tomorrow's discussion at RSAW is related to the centre structure.

Best,

**Amanda Storey, MA**

Academic Programs/Student Hearings and Appeals Coordinator

**University of Saskatchewan  
Office of the University Secretary**

---

**From:** Thomarar, Jacquie <jacquie.thomarar@usask.ca>  
**Sent:** Wednesday, February 12, 2020 3:00 PM  
**To:** Storey, Amanda <amanda.storey@usask.ca>; Schwier, Rick <richard.schwier@usask.ca>  
**Subject:** SoTL to APC

Hi Amanda and Rick,  
I've discussed with you both briefly that the PPC centres subcommittee suggested that the SoTL academic program proposal should be presented to Council (and the standing committees) separately from the proposal to establish the centre. My understanding would be that therefore, the current SoTL centre proposal shouldn't need to go APC before it goes to PPC and Council. Amanda, would you agree?  
Thank you,  
Jacquie

---

**Jacquie Thomarar, PhD**  
Associate Secretary, Academic Governance  
Office of the University Secretary  
Professional Affiliate  
Johnson-Shoyama Graduate School of Public Policy;  
Department of Education Administration, College of Education  
University of Saskatchewan  
Ph: (306) 966-2561



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## ***MEMORANDUM***

TO: Rick Schwier, proponent, School for the Scholarship of Teaching and Learning

Cc: Darrell Mousseau, chair, Planning and Priorities Committee of Council  
Jacquie Thomarat, Associate Secretary, Academic Governance

FROM: Sarah Buhler, vice-chair, Research, Scholarly and Artistic Work committee of Council

DATE: February 19, 2020

RE: **RSAW feedback – Centre proposal for the School for the Scholarship of Teaching and Learning**

---

The Research, Scholarly, and Artistic Work (RSAW) committee of Council received the proposal for the School for the Scholarship of Teaching and Learning (SoTL) at its February 13, 2020 meeting.

RSAW supports the proposal for this program and committee members were pleased to learn that the academic programs discussed in the proposal will undergo the appropriate scrutiny and approvals through the Planning and Priorities Committee, the Academic Programs Committee, and Council, separately from this proposal for the centre structure.

The committee was interested in the proposed academic programs and how they will interact with and drive proposed research activities within the centre. The committee did have some questions about the target audience for the programs and the school and hopes that this will be clarified as the academic programs go through the approval processes.

RSAW also raised some concerns about who will be working within the school, specifically how cross appointments will be handled to manage workload. The committee appreciated that this school aims at bringing together people across campus who already, in some respects, work on SoTL and that the centre will work with deans' offices for bigger time commitments from researchers.

The committee was also interested in the financial support that has been provided by the Graham family for this and was pleased to hear that the family has been hands-off about the development of and the mandate of the centre. The committee is hopeful that this approach continues going forward.

Finally, the committee was concerned that there was no letter of support for this centre from the College of Arts and Science, given its size and role in SoTL and recommended seeking support (or, at the very least feedback) from that college as part of your proposal.

RSAW wishes you the best of luck as the proposal for this centre as well as the proposal for the academic programs proceeds through the required stages.

## **Appendix C**

# **Information Technology Requirements**

\*\*\* Form (see Guidelines for Applications for the Establishment of Centres at the University of Saskatchewan (with later amendments in 2011 & 2012, June 19, 2008

## Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance.

This form is intended to ensure that the centre

- 1) Articulates what ICT needs it has;
- 2) Can cost and fund these needs (or find alternatives);
- 3) Determines in agreement with ITS what needs ITS can meet; and that ITS considers the Centre's impact on the institution's ICT infrastructure

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.

1. Centre Identification: School for the Scholarship of Teaching and Learning.

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Sponsoring Unit: College of Education

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2. Network Requirements

- 2.1 If you need new network connections or new wireless access, please list locations for these.

The design of the renovation required for the new School space is underway, and will include four offices, two small group (6-8 people) study/meeting spaces, one large (80 seat) classroom, and one small production space for video conferencing and podcasting (networked, 4 people)<sup>3</sup>. Conventional wifi will be sufficient for the offices and study/meeting spaces. An ethernet connection or two for the production space would be beneficial. The classroom space will require a 3 or 4 screen projection system, and a multimedia console similar to those in other large teaching spaces on campus.

- 2.2 Please describe any special network requirements that the centre will have. These would include high speed data transfers, video conferencing, media streaming, remote database connections, firewall protection, or similar.

We do not anticipate any extraordinary network requirements. The videoconferencing and podcast media streaming will require a fast, reliable connection, but not any extraordinary speed or security. We do anticipate that SoTL classes will include online, hybrid, or mixed-mode delivery of classes. The use of WebEx or other videoconferencing software would be required.

---

<sup>3</sup> A small videoconferencing and podcasting space can be shared with other programs, such as the new Ed.D. program in the College of Education that is looking to include this kind of production, and online courseware development in the Department of Curriculum Studies.

2.3 Will centre employees access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be provided?

School employees (1 new hire in 2020-21; 1 new hire in 2021-22) will require typical connections to university resources for library, cloud storage, and services. Again, nothing extraordinary is expected. The School will be drawing on adjunct appointments from across campus, so these employees will already have access to the services they need.

2.4 Will the centre use locations that require networking beyond the extent of the current campus network? (E.g. new buildings)

No

2.5 Are there any special telephone needs? (E.g. multiple line telephones, call centre, call recording.)

No

### 3. Software Requirements

Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

The School and employees will require the Microsoft 365 suite of software. We also anticipate needing access to statistical analysis packages such as SPSS, and qualitative data analysis such as NVivo or ATLAS.ti. In most cases, researchers in the School will already have access to the software they require, purchased through grants or available from their home departments.

### 4. Data Requirements

Will the centre be producing, acquiring, or analysing data that have special requirements, such as privacy or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the mechanisms for data backups? What plans are required for data management?

Research data storage requirements will be met by the existing Datastore service on campus. We will not provide other data security or backup services as part of the normal operation of the School, however we may need to revisit this as needs evolve.

### 5. Service Requirements

What ICT services are required by the centre? Examples include

Staff/student training services; desktop support; web development and hosting; email beyond the campus Exchange service; database design, development and management; software development; high performance computing or storage services like WestGrid or Cloud resources?



We anticipate personnel in the School will require access to desktop support services on request, and the School will need to develop a Website and have it hosted on UofS servers. Most teaching personnel for the school will already have access to conventional employee services through their home departments.

6. Hardware Requirements

What specialised I.T. hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

No specialized hardware needs are anticipated at this time. There has been some discussion of eventually adding a Virtual Reality Lab in partnership with the College of Engineering, but we are not including that as part of this proposal. It would come forward as a separate proposal later.

7. Staff IT Support & Personnel

Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use other support services, such as ITS Desktop Support, and for which tasks?

The School will not require dedicated IT staff. As a college-level school, it will be able to draw on the existing personnel and services available in the College of Education. No doubt, there will be occasions where ITS support will be needed, but they should be routine.

8. Impact on Institutional Systems

Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed Centre? An example of where this may occur if the Centre has a partnership with an external organisation. The Centre and ITS shall provide an estimate of the systems modifications required.

The School will be offering new graduate programming (certificates and master's program being proposed separately), so there will be associated needs for providing information and services through the Registrar's Office, and possibly through the College of Graduate and Postdoctoral Studies.

9. Modifications

If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

All modifications that require networking and ICT hardware will be included as part of the overall renovation plan. We have been consulting with Trisha Ottenbreit in Space Planning, and we have been exploring options for the space we require.

10. Comments

Please list any other factors that may affect the Centre's ICT requirements.

As a normal part of the larger space plan and renovation budgeting process, we will continue to review the networking and ICT needs for the SSoTL.

This form was completed with the advice of Kevin Sharp, Information Technology Coordinator, College of Education.

Date February 18, 2020

Name: Richard A. Schwier, Interim Associate Dean, Research & SoTL, College of Education

Signature 

## **Appendix D**

# **Library Requirements**

\*\*\* Form (see Guidelines for Applications for the Establishment of Centres at the University of Saskatchewan (with later amendments in 2011 & 2012, June 19, 2008

## Library Requirements for New Centre

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the subject area librarian from the University of Saskatchewan Library. Contact the Dean's Office, University Library (phone 5927) for assistance.

### 1. Proposal Identification

Centre: School for the Scholarship of Teaching and Learning

Summary: The programming offered by the School will require library support for maintaining resources, but formal programming out of the School will not begin until the 2021-22 academic year. Library personnel in the College of Education are well-positioned to provide this support. Recent cuts to the library budget for e-journals may threaten the journals required by the School, as we noted the deletion of some key titles in the area of SoTL. We have initiated conversations with the Library about recovering resources to support the new programs and research. We will also explore opportunities in open resources to support this work, but certainly, some Library budget will help to support this initiative.

### 2. Library Resources

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

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

The Education & Music Library has a wide variety of resources that provide information on the Scholarship of Teaching and Learning. The staff developed a [SoTL Library Research Guide](#) that provides current information on these resources. The Guide provides comprehensive information on SoTL e-resources, **journals**, databases, and USask related SoTL news. The Guide also provides information on searching for library resources and SoTL research and publishing.

We believe the current level of acquisitions are adequate to support the anticipated programming in this area. It is difficult to make a precise assessment, as this is an interdisciplinary area of study, so the needs are diverse and will shift with the home disciplines of the students in the programs. But the core journals are available for the most part, and those that aren't can be accessed through inter-library loan.

2.3 Specify any serial titles that are core to this centre.

#### **E-Journals**

- [The Canadian journal for the scholarship of teaching and learning \(open access\)](#)
- [Journal of the scholarship of teaching and learning \(open access\)](#)
- [International journal of teaching and learning in higher education \(open access\)](#)
- [Scholarship of teaching and learning: Innovative pedagogy \(open access\)](#)
- [International Journal of Students as Partners \(open access\)](#)

## Subscription Journals

- Studies in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
- Higher Education Research and Development (Education database, ends at 2007)
- International Journal for Academic Development (Only Taylor & Francis- interlibrary loan required)
- Teaching in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
- Innovations in Education and Teaching International (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at 2009)
- Journal of Further and Higher Ed (Only Taylor & Francis- interlibrary loan required)
- Journal of Education and Work (Only Taylor & Francis- interlibrary loan required)
- Assessment & Evaluation in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at
- New Directions for Higher Education (Wiley Online; and Available from EBSCO host Academic Search Complete – most recent year and a half not available)

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).

For now, we expect to need some support for inter-library loan requests, but nothing outside of normal expectations for a graduate program. We have not identified any extraordinary library resource needs or requirements.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new centre?

The Library has an acquisitions fund that is divided among disciplines. Without additional resource, the current allocation for education materials will be used to purchase new materials for this program. This may result in diminished resources available to purchase materials in other areas of education. Future funding for the library is dependent upon the budget allocation from the University's central allocation to the library. We hope that the University Library is able to retain the subscriptions it currently holds and can continue to add to the book collection as necessary and possible.

2.6 What are the human resource requirements to support this centre?

(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.).

The education librarian provides support and instruction for all programs with the College of Education. The librarian is also responsible for the overall collections in the area. The staff at the Education & Music Library have a superb understanding of, and commitment to, the scholarship of teaching and learning. They excel in both expertise and service. We are fortunate to be so well served by our library staff.

2.7 If the centre has a teaching component, particularly for graduate students, are library resources sufficient for this program.

At this time, yes. We do anticipate the need to add to the collection over time, and we will continue to advocate for budget to improve our access to resources in the future. We will also financially support the acquisition of new resources as the funding and revenues from the School allow.

### 3. Additional Library Resources Required

3.1 Are new subject areas of acquisition, new electronic resources/databases, new/additional library technology requirements are needed to meet centre requirements?

No new technology or databases are needed at this time.

3.2 Are there distance education service needs and costs?

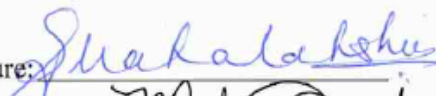
Initially, all programming will be residential, but we anticipate that in the long run we will want to take some or all of the programming online. At that time, we will revisit the need for distance education service from the library.

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

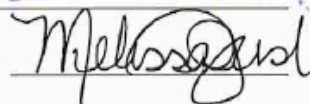
The e-journals mentioned in section 2.3 are open access. The estimated costs in the future will include renewals to subscription journals that the library already has or for new subscriptions that are currently not available through the library. The main three journals that the Library will not have access to are the Taylor & Francis titles mentioned under section 2.3.

Date: 25 February, 2020

Subject Librarian's Signature:



Dean, University Library Signature:



Faculty member (for the sponsoring college/dept) Signature



## Appendix E

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

The School for the Scholarship of Teaching and Learning will include a visible and accessible space illustrating our deep commitment to supporting the practice of engaging in the rigorous study, development and application of novel teaching and learning approaches that lead to innovative practices in teaching, which result in measurable gains in student learning and educational quality.

One of the five principles of SoTL is that it should be appropriately public – to give the sense of community property, to make it highly visible, and highly accessible. The SSoTL space must be prominent. The School for the Scholarship of Teaching and Learning is a long-awaited and much anticipated transformational change not only for the College of Education but for campus as a whole. As a cross-disciplinary teaching and research unit, it is the first of its kind to be situated within an academic unit, housing academic programs. Its potential to transform the way students, academics, and the larger community view the imperative of public and in-situ research into teaching is second to none. It is only through pulling SoTL into an academic space that any post-secondary institution could elevate the concept of SoTL in ways that so many academics, teachers, and the community desire. For the reasons above, it is imperative that SoTL is not only situated in an academic unit and among academic programs, but that it is visible to faculty and students every day.

At the same time as the development of the SSoTL, the College of Education, in its attempt to reduce costs, is in need of larger class spaces suitable for classroom enrolment sizes of 75-90. With the majority of its second floor classrooms capped at 40 students, the College is restricted in terms space for larger class sizes. The addition of one or two more classrooms that could accommodate 75-90 students (through the SoTL initiative) would support the reduction of teaching costs in the College.

### Specific Requirements

- The School for the Scholarship of Teaching and Learning requires:
- at least one large classroom
- visible bookable collaborative spaces

- office spaces for the SoTL associate dean/director, SoTL associate director, SoTL CRC
- shared office space for SoTL Scholars from the disciplines and a SoTL educational development specialist
- collaborative boardroom
- virtual reality lab (currently being negotiated in collaboration with the College of Engineering, not as a part of this proposal)

Three options have been proposed with specifications for acquiring occupied spaces and necessary renovations, and we have held discussions with Greg Fowler. The College of Education has committed \$400,000 to the renovation costs, with a request for matching funds from the Provost's Advisory Committee for the remaining \$390,000 required for capital improvements. Upon advice from the Planning and Priorities Committee, we will also commit to exploring additional sources of external funding, including through a CFI request for infrastructure funding in the amount of \$800,000 to recover any investments made by the College of Education and University, mentioned earlier in this proposal under "Resources and Budget".

We are planning for a phased or staged approach, if required, to carry out the renovation work required to accomplish the full plan.

We have already phased our use of space for this initiative. In 2019–20 we have assigned only one existing office space in the College of Education to support the development of the full proposal for the new School for the Scholarship of Teaching and Learning. We understand that capital funding is already fully distributed for the current academic year, so we will make the request for support from PAC again in 2020–21. We could begin operation of the School in 2020–21 by claiming two existing office spaces in the College of Education and at least two breakout rooms to support SoTL research teams, preferably adjacent to the offices. The remaining renovations would need to be completed as soon as possible after that for the full operation of the School.

Phase 1, 2019–20: Temporary office for Associate Dean, Research and Scholarship of Teaching and Learning (3060 Education), who will also take on the responsibilities of Director (SSoTL) when the School is approved.

Phase 2, 2020–21: Temporary office for Associate Director (SSoTL) when hired; Breakout rooms for interdisciplinary SSoTL research teams.

Phase 3, 2021–22: Offices for the Director and Associate Director; Shared space for SoTL Scholars; office space for CRC; Collaborative Boardroom; Admin Support and Reception; media production studio; 80 seat classroom



# Appendix F

## Proposed Constitution for the Type-A Centre

### CONSTITUTION OF THE JANE AND RON GRAHAM SCHOOL FOR THE SCHOLARSHIP OF TEACHING AND LEARNING

#### 1. DENOMINATION

1.1 The organization shall be known as the Jane and Ron Graham School for the Scholarship of Teaching and Learning (hereafter, “the School”). In keeping with *University of Saskatchewan Policy on Centres*, the organization is a Type-A Centre.

#### 2. MISSION

2.1 The School for the Scholarship of Teaching and Learning will support scholars doing discipline-based education research, provide graduate programming to develop leadership in the conduct of research and scholarship in teaching and learning, provide a locus and community for interdisciplinary research on teaching and learning across disciplines, and make findings public.

#### 3. GUIDING ORGANIZATIONAL PRINCIPLES

3.1 The School will be based in the College of Education of the University of Saskatchewan, will operate in primary collaboration with the Department of Curriculum Studies, and will be subject to University of Saskatchewan regulations regarding facilities, personnel, and financial accounting.

3.2 The School will be governed as a Type-A Centre and shall be subject to University of Saskatchewan policies and regulations regarding centre-operation and -assessment;

3.3 It is expected that the School will have self-sufficiency as a continuing goal.

#### 4. GOVERNANCE, MANAGEMENT, AND ADVISORY STRUCTURE

4.1 Director of the School:

- (a) The director of the School is appointed by the dean of the College of Education; the director of the School is the incumbent associate dean (research and scholarship of teaching and learning);
- (b) The director of the School will hold an academic appointment among the faculty of the Department of Curriculum Studies (or a cross-appointment if the individual already holds an academic appointment in another department);
- (c) Appointment to the position of director of the School shall be for a period of five years;
- (d) The director of the School shall report regularly on matters of mutual concern to the Management Board of the School;

#### 4.2 The Management Board of the School:

- (a) The membership of the Management Board will consist of:
  - the dean of the College of Education, as chair;
  - the director of the School;
  - the head of the Department of Curriculum Studies;
  - the associate director of the School;
  - a representative of the Gwenna Moss Centre for Teaching and Learning; and
  - two academic members of the School Council not appointed in the College of Education, as selected by the head of the Department of Curriculum Studies and approved by the dean.
- (b) The quorum of the Management Board shall be 5 members.
- (c) The primary role of the Management Board will be operational leadership with respect to the planning and priorities of the School and, further, any such interorganizational and contractual activities as may arise.
- (d) The Management Board will meet at least twice yearly, at the request of the director of the School, and as such necessitating issues arise.
- (e) The Management Board will frequently review eligible candidates, in accordance with section 4.7, for recommendation to the dean of the College of Graduate and Postdoctoral Studies for associate, adjunct, and professional affiliate status in the School (subject to concurring positive votes for the same by the director of the School and the head of the Department of Curriculum Studies).
- (f) The Management Board will (subject to concurring positive votes for the same by the director of the School and the head of the Department of Curriculum Studies) have the power to create and establish terms of reference for *ad hoc* committees for the

purpose of monitoring strategic planning, publications and research, and monitoring of professional services. The majority of members of *ad hoc* committees shall be representatives of the Department of Curriculum Studies.

4.3 The School Council:

- (a) The membership of the School Council will consist of:
  - the director of the School, as chair;
  - any from among the complement of academics holding appointments in the Department of Curriculum Studies, identified as scholars in the area of the scholarship of teaching and learning (see the Executive Council);
  - any from among those cross-appointed, associate, adjunct, and professional affiliate members of the Department of Curriculum Studies from other units of the University of Saskatchewan and elsewhere identified as scholars in the area of the scholarship of teaching and learning.
- (b) The quorum of the School Council shall be the full membership of the Executive Council.
- (c) The School Council shall meet six times annually.
- (d) The role of the School Council shall be to approve the establishment, amendment, or dissolution of any program or course of the School, under the bailiwick of the Department of Curriculum Studies, so long as the votes of the Executive Council concur, unanimously in favour.
- (e) The School Council will have the power to adopt any motion supporting its role and academic function, so long as the votes of the Executive Council concur, unanimously in favour.
- (f) The School Council will have the power to create and establish terms of reference for *ad hoc* committees for the purpose of supporting its role and academic function.
- (g) The School Council shall receive such reports and recommendations of *ad hoc* committees and any administrator, and the same shall be approved or received by the School Council by majority vote, so long as the votes of the Executive Council concur, unanimously in favour.

4.4 Executive of the School Council (or “the Executive Council”):

- (a) The membership of the Executive Council shall be all of the members of the School Council holding an academic appointment in the Department of Curriculum Studies.
- (b) The number of members of the Executive Council shall be equal to, or greater than, 50% + 1 of the total membership of the Department of Curriculum Studies.

4.5 Associate Director of the School:

- (a) Under the direction of the director of the School, the associate director shall exercise general supervision of the School office, engage in public relations and liaison, and participate in the design, and, where necessary, the delivery of the School programs and projects.

4.6 Staff of the School:

- (a) Clerical and professional staff of the School will be charged with the responsibility for conducting the logistics of the day-to-day operations of the School—budgeting, personnel, program implementation, communications, and other details. All staff associated with the School will be responsible to the director of the School, or by delegation, the associate director of the School.

4.7 Appointment:

- (a) All members of the School Council shall be appointed as full academic members of the Department of Curriculum Studies, or as any of the variety of academic and professional affiliations and appointments permitted under the policies of the College of Graduate and Postdoctoral Studies of the University of Saskatchewan.
- (b) Applicants for consideration of recommendation of appointment to the School Council shall be twice annually entertained by the Management Board. The process for the receiving and review of applications shall be designed and maintained by the associate director of the School, in collaboration with the director.

5. EVALUATION

5.1 Each project undertaken by the School will be evaluated under the guidance of the associate director of the School.

5.2 The director and the associate director of the School shall provide an annual report on the status of the School to the Management Board. In consultation with the dean, the format and nature of the financial statements of the School and the disposition of surplus assets of the School shall be determined by the director and associate director of the School.

6. PROPERTY

6.1 Any materials produced by the School will remain the property of the University of Saskatchewan.

7. CONSTITUTIONAL CHANGE

7.1 As necessary, the Management Board shall review and amend the constitution of the organization.