

AGENDA

2:30 p.m. Thursday, November 19, 2020

Via WebEx – <https://usask.webex.com/usask/j.php?MTID=me59371c625795cbf6c1dab0ee6c01447>**Please note the following steps for the November 19th meeting:**

- **Thursday November 19th from 2:30 – 4:30 pm:** We will host a virtual WebEx meeting with access to the link provided, you do not need a WebEx account to join the meeting. The virtual meeting will have access to both video and audio with everyone's microphones automatically muted (red icon). Video will be enabled for the **presenters of the Council Meeting use only**. Please be sure to turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.
- **Motions:** Only voting members can move or second a motion. Please use the 'Chat' function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.
- **Questions or Comments:** If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. **Please do not type your question or comment** directly into the chat dialogue box.
- **Attendance and quorum** will be determined by the list of participants at the virtual WebEx meeting.

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 2020/21 academic year marks the 26th 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 onīkānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkīcik. nīkīhcēyimānānak 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 mīiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

1. **Call to Order**
2. **Tributes** (none)
3. **Adoption of the agenda**
4. **Chair's Opening remarks**
5. **Approval of Minutes of the meeting of October 15, 2020**
6. **Business Arising from the Minutes**
7. **Report of the President**
 - Post-Pandemic SHIFT Project Verbal Report – presented by Debra Pozega Osburn, Vice-President University Relations
8. **Report of the Provost**

- 9. PRT (Pandemic Response and Recovery Team) Verbal Report** – presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair

10. Student Societies

- 10.1 Report from the USSU
10.2 Report from the GSA

11. Academic Programs Committee

- 11.1 Request for Decision: Termination of the Master of Sustainable Environmental Management (MSEM) degree program

It is recommended that Council approve the termination of the Master of Sustainable Environmental Management (MSEM) degree program, effective August 2021.

- 11.2 Request for Decision: Master of Sustainability (M.Ss.) degree and certificate programs

- M.Ss. in Regenerative Sustainability
- M.S. in Energy Security
- Graduate degree-level Certificate in Sustainability Solutions
- Graduate degree-level Certificate in Governance Foundations for Sustainability
- Graduate degree-level Certificate in Community Energy Finance and Planning
- Graduate degree-level Certificate in Energy Transitions

It is recommended:

- *that Council approve the Master of Sustainability (M.Ss.) degree program in Regenerative Sustainability, effective May 2021.*
- *that Council approve the Master of Sustainability (M.Ss.) degree program in Energy Security, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Sustainability Solutions, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Governance Foundations for Sustainability, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Community Energy Finance and Planning, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Energy Transitions, effective May 2021.*

- 11.3 Request for Decision: Graduate degree-level certificates – Water Security program

- Graduate degree-level certificate in Water Resources
- Graduate degree-level certificate in Water Science
- Graduate degree-level certificate in Sustainable Water Management

It is recommended:

- *That Council approve the graduate degree-level certificate in Water Resources, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Water Science, effective May 2021*
- *That Council approve the graduate degree-level certificate in Sustainable Water Management, effective May 2021*

- 11.4 Request for Decision: Admissions Qualification Change – Doctor of Pharmacy (PharmD) program

It is recommended that Council approve the proposed changes to the admissions qualifications for the Doctor of Pharmacy (PharmD) program, effective the 2021-22 admissions cycle.

11.5 Request for Decision: Graduate programs - Scholarship of Teaching and Learning

- Master of the Scholarship of Teaching and Learning (MSoTL)
- Certificate in the Scholarship of Teaching and Learning

It is recommended:

- *That Council approve Master of the Scholarship of Teaching and Learning, effective May 2021.*
- *That Council approve the Graduate degree-level certificate in the Scholarship of Teaching and Learning, effective May 2021.*

11.6 Report for Information: Degree-level Certificate in Catholic Studies

11.7 Report for Information: Degree-level Certificate in Urban Design

11.8 Report for Information: Degree-level Certificate in Water Science

12. Governance Committee

12.1 Request for Decision: College of Education Faculty Council Membership

It is recommended that Council approve the membership of the College of Education's Faculty Council effective immediately, as part Part III section V.1. (A&B) of the Council Bylaws.

12.2 Request for Decision: Planning and Priorities Committee Terms of Reference

It is recommended that Council approve the addition of the standing subcommittee on centres to the Planning and Priorities Committee (PPC) of Council's terms of reference as part two, section V of the Council bylaws, effective immediately.

13. Planning and Priorities Committee

13.1 Request for Decision: Department of Psychology Name Change

It is recommended that Council approve the name change of the Department of Psychology to the Department of Psychology and Health Studies.

14. Annual Report on Research Output, Performance and Opportunities Verbal Report – presented by Karen Chad, Vice-President Research

15. Other business

16. Question period

17. Adjournment

*Next Council meeting is December 17, 2020 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the coordinating committee: November 23, 2020*



MINUTES OF UNIVERSITY COUNCIL
2:30 p.m. Thursday, October 15, 2020
Via WebEx

1. Call to Order

The meeting was called to order at 2:30pm.

2. Tributes

There was a tribute for Professor Emeritus David Male from the College of Engineering presented by Professor Jim Bugg.

3. Adoption of the agenda

(Walker/Flynn): *That the agenda be approved as circulated.*

CARRIED.

4. Chair's Opening remarks

The Chair of Council, Dr. Jay Wilson, 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. He also noted that given the remote meeting modality, that members may be connecting from other locations and that we acknowledge our shared relations with the Indigenous peoples of this land.

The chair informed Council members of the protocols for the synchronous remote meeting.

Dr. Wilson reported that the regular monthly meetings between Council chairs and the President's Executive Committee continued to take place over the summer months. He reported that the discussion topics at the last meeting were the pandemic response, the COVID-19 financial impacts, and the upcoming post-pandemic shift project.

5. Approval of Minutes of the meeting of September 17, 2020

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

CARRIED.

6. Business Arising from the Minutes

There was a suggestion that reports to Council from senior administrators should be provided in advance of the meetings.

7. Report of the President

The president thanked Council members for their participation in the remote meeting. He reported that the university will close from December 21, 2020 to January 2, 2021 to offer members of the campus community some reprieve during this difficult period. He thanked the People and Resources department for identifying creative solutions, and the faculty for their flexibility with the exam schedule.

The president reported that the federal government has announced amended travel restrictions which will allow international students to study in Canada. He thanked Vice-Provost, Teaching, Learning and

Student Experience, Dr. Patti McDougall and her team for developing a COVID-19 readiness plan early on for the benefit of international students.

He reported that the university's draft Sustainability Strategy is being presented for feedback across campus and will be presented to Council in December or January [action item no. 1].

The president provided introductory comments on the presentation being provided at this Council meeting on the financial consequences of the pandemic. He noted that universities (and other sectors) across the country are facing similar challenges. He also announced that a post-pandemic shift team is being commissioned and an update will be provided at the November Council meeting [action item no. 2]. The work will provide useful insights to inform decisions about adapting to the new reality, which must be done in order for us to be the 'university the world needs.'

There was a question about the potential for growth in enrolment to offset the financial consequences of the pandemic. The president responded that this would be addressed in the Provost's presentation.

There was a question about openness, transparency and accountability in communications. The president said that the President's Executive Committee would welcome suggestions on the matter.

8. Report of the Provost

8.1 Financial Update for 2020/21

Greg Fowler, Vice-President Finance and Resources, presented the 2020/21 financial update as provided in Attachment B. The presentation highlighted impacts of COVID-19, the budget for 2020/21, operating fund trends, the USask financial sustainability strategy, the feedback received from the Board of Governors, and the priority of balancing the budget. Mr. Fowler outlined the ways that the university's financials are compiled, reviewed, and audited. He noted that the information presented was prepared based on the assumption that the winter term would be taking place in person, but will be updated to reflect remote delivery as is now planned.

Melissa Just, Interim Provost and Vice-President Academic, outlined tuition, student fee and enrolment projections and reported on the implications for the budget. She reported on the process and timelines for the resource allocation process. She also highlighted that operating expenses continue to exceed revenues and that financial reserves have been depleted.

There was a round of Q & A.

There was a question about how much money has been saved on utilities since March 2020 and whether there is any need to adjust the budgeting and forecasting methods in this environment. Mr. Fowler responded that total utility savings over the summer were about \$580K, primarily on electricity due to savings on air conditioning. He reminded Council that the budgeting methodology was modified in 2014 with a move to 'envelope budgeting.' He reminded Council of the reductions to the unrestricted provincial operating grant that had occurred since that time.

There was a question about the university's ongoing financial sustainability. Dr. Just responded that for the most part, previously, only incremental changes to USask's budget have been made, and that we need to make more fundamental changes in order to ensure that our operating budget is stable and sustainable.

There was a question about why this discussion on finances was happening at University Council although the Board of Governors that has responsibility for financial oversight. Dr. Just replied that the presentation was made in response to a request at the last Council meeting in September.

There was another question about whether reserve funds were depleted due to COVID-19. Mr. Fowler responded that COVID had small impact at the beginning of last year, but that the more significant negative results were for reductions in investment income, and previously (back to 2015/16) as a result of the reductions to the provincial operating grant.

8.2 2020/21 Enrolment Update

Dr. Patti McDougall gave a presentation on 2020/21 enrolment (available here: <https://www.usask.ca/isa/university-reports/enrolment/enrolment-report-fall-2020.pdf>). She reported that USask is on-track to meet the 2025 enrolment goals. She reported on the levels of instruction occurring remotely vs. in person.

She also updated Council on the recent presentation of teaching awards by the Gwenna Moss Centre, noting that a full list of recipients was available in the *On Campus News*.

9. PRT (Pandemic Response and Recovery Team) Report

Dr. Darcy Marciniuk, chair of the Pandemic Response Team, gave a verbal update on the COVID-19 situation at USask. He reminded Council that the draft winter implementation plan had been posted online. He further reported on:

- numbers of those who'd taken the COVID-19 safety training, other safety resources, and on the good adherence to the university's mask protocol;
- the number of symptomatic reports, close contacts, those self-isolating, and positive cases; and
- the number of people approved for field research and on-campus presence.

He conveyed that the top concern raised by students has been availability of study space. He noted the study spaces in Education, STM, and the Library, and that the priority is to ensure the safety of students.

There was a question about whether campus might shut down completely. Dr. Marciniuk responded that all the preventative measures that are in place are in an effort to try avoid such a situation, and that the university will continue to abide by public health and safety guidelines and the direction of the SHA.

10. Student Societies

10.1 Report from the USSU

Autumn Larose-Smith, President of the USSU, presented the report of the USSU as provided in the materials. She reported that Student Council has been meeting, that they have populated their committees, and that a campus clubs office has been running virtually. She also noted that UPasses are being distributed on an appointments-basis. She also reminded Council that Louis Loft is still open.

There were no questions on the report.

10.2 Report from the GSA

Humaira Inam, President of the GSA, presented the report from the GSA as provided in the materials. She reported on the student wellness, professional skills development, and engagement activities of the GSA.

There were no questions on the report.

11. Academic Programs Committee (APC)

Dr. Susan Detmer, Chair of APC, presented one item for decision and one item for information as provided in the materials.

11.1 Request for Decision: Minor in International Business for the Bachelor of Commerce (B.Comm) program

(Detmer/Deters): *It is recommended that Council approve the minor in International Business for the Bachelor of Commerce (B.Comm) program to replace the Global Business Stream and Advanced Global Business Stream, effective May 2021.*

CARRIED.

11.2 Report for Information: Name change for the Operations Management field of study to Supply Chain Management

No questions.

12. Planning and Priorities Committee (PPC)

Dr. Darrell Mousseau, Chair of PPC, presented one request for decision.

12.1 Request for Decision: Centres Policy

(Mousseau/Burgess): *It is recommended that Council approve revisions to the Centres Policy (2004), with changes to take effect immediately following Board of Governors approval, anticipated December 15, 2020.*

Dr. Karen Chad, Vice-President Research, summarized the main changes proposed. She thanked PPC, which provides oversight for the Centres Policy, and the PPC Centres Subcommittee, which was actively involved in the policy revisions.

There was a question about the process for establishing research collaboratives vs. applying for provisional status. Ms. Laura Zink, Director of Research Acceleration and Strategic Initiatives, responded that these are separate processes, but that the provisional status is intended to be more flexible and expeditious particularly in cases where there is potential for external partnerships or funding.

There were two questions about how existing centres would be transitioned into the new model and about their reporting requirements. Dr. Chad responded that work is underway through her office to ensure good governance, appropriate and transparent reporting, and sustainable practices for centres. She also noted that the proposed policy and procedures account for existing reporting and review mechanisms.

CARRIED.

13. Governance Committee

Dr. Terry Wotherspoon, Chair of the Governance Committee, presented three items.

13.1 Request for Decision: Equity, Diversity and Inclusion (EDI) Policy

(Wotherspoon/Larre): *It is recommended that Council approve the Equity, Diversity, and Inclusion Policy, pending approval from the Board of Governors, effective October 15, 2020.*

Dr. Wotherspoon emphasized the significance of the proposed policy for the university – that it provides the institution an opportunity to outline its position on the multiple dimensions of EDI, and how they should be balanced with the professional activities and academic discourses that are so important to the university. He reported that two changes were made to the draft policy since the request for input was presented to Council, as indicated in the materials. He also noted that the Board of Governors approved the policy at its October meeting, pending the approval of Council.

There was a question about the definition of diversity. Dr. Wotherspoon responded that actions coming from the policy will be identified in the EDI strategy and action plan.

There was another question about seeking balance between the policy and academic practices and academic freedom. The Chair of Council responded that this question had been previously addressed by Ms. Cheryl Carver, Associate Vice-President, People and Resources, in advance of the meeting.

There was a question about who was consulted. Dr. Wotherspoon referred back to the information presented in the agenda package.

There was another question about the link to the anti-racism policy. Ms. Carver responded that the policy is in development and that the work is being led by the Vice-Provost Indigenous Engagement.

CARRIED.

13.2 Notice of Motion: College of Education Faculty Council Membership

It is recommended that Council approve the membership of the College of Education's Faculty Council effective immediately, as part Part III section V.1. (A&B) of the Council Bylaws.

Dr. Wotherspoon noted the extensive consultation that took place in the development of these Bylaws to ensure the appropriate balance of voice, vote, and participation amongst various constituencies, with particular attention to ensuring Indigenous vote, voice, and representation.

13.3 Notice of Motion: Planning and Priorities Committee Terms of Reference

It is recommended that Council approve the addition of the standing subcommittee on centres to the Planning and Priorities Committee (PPC) of Council's terms of reference as part two, section V of the Council bylaws, effective immediately.

Dr. Wotherspoon reported that this change was precipitated by the revisions to the Centres Policy.

14. Nominations Committee

Dr. Paul Jones, Chair of the Nominations Committee, presented two items for decision.

14.1 Request for Decision: Academic Programs Committee Nomination

(Jones/Lamb): *It is recommended that Council approve the nomination of Steven Seiferling as the sessional lecturer representative to the Academic Programs Committee (APC) effective immediately to June 30, 2021.*

Dr. Wilson called for nominations from the floor three times.

CARRIED.

14.2 Request for Decision: Promotion Appeal Panel nominations

(Jones/Lamb): *It is recommended that Council approve the nomination of Valerie Thompson and Susantha Gomis to the Promotions Appeals Panel effective immediately to June 30, 2022.*

Dr. Wilson called for nominations from the floor three times.

CARRIED.

15. Research, Scholarly and Artistic Work (RSAW) Committee

Dr. Marjorie Delbaere, Chair of RSAW, presented one item for information.

15.1 Report for Information: 2019/20 Report of Allegations and Breaches under the Responsible Conduct of Research Policy

She noted the balance between ensuring confidentiality and importance of disclosing the number of incidences annually. There were no questions on the report.

16. Other business

Dr. Chelsea Willness, University Secretary, presented an item for information in follow-up to the request that was made at the September 17, 2020 Council meeting.

16.1 Report for Information: Review of the University's "Search and Review Procedures for Senior Administrators"

Dr. Willness reported that prior to receiving Board approval for the revisions to the procedures, feedback was received from Council leadership which was incorporated into the Board document.

There was a suggestion that the Governance Committee consider adding the Joint Council-Board Committee for the Review of the Search and Review Procedures for Senior Administrators to the Council Bylaws [action item no. 3].

17. Question period

There was a question about whether the decrease in number of volunteer notetakers for Access and Equity Services and the increased number of accommodation requests was related to the move to remote learning. Dr. McDougall responded that it is a blend of different factors.

There was a request to put enrolment data in the context of other U15 universities. Dr. McDougall responded that this information will be available online.

There was a question about the definition of active researcher for TABBS purposes as compared to RSAW activity for Tri-Council funding. Dr. Just responded that there are several different criteria used in the definition of active researcher. The matter will be referred to the RSAW Committee of Council [action item no.4].

18. Adjournment

(Flynn): *Adjourned.*

Table 1. Action Items

Pg. and no.	Action item	Responsibility	Timeline
p.2 s.7	1. Draft Sustainability Strategy	President	Dec/Jan
p.3 s.7	2. Post-pandemic shift update	President	November
p.6 s.16.1	3. Search and Reviews Review Committee to Governance	Dr. Willness	TBD
p.7 s.17	4. Active researcher definition to be considered by RSAW	Dr. Just	TBD

Appendix A: Listing of members in attendance

Appendix B: Financial presentation 2020/21

Next Council meeting is November 19, 2020 – Please send regrets to Michelle.Kjargaard@usask.ca

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Voting Participants

Sep 17, 2020 - meetings are being held via Webex and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Adl	Sina	A	P								
Aitken	Alec	R	P								
Alcorn	Jane	A	A								
Augusta	Carolyn	P	P								
Bedard-Haughn	Angela	P	P								
Bell	Scott	P	A								
Boland	Mark	R	A								
Bonham-Smith	Peta	P	P								
Brook	Ryan	A	P								
Brothwell	Doug	P	P								
Bruni-Bossio	Vince	P	P								
Burgess	David	P	P								
Burshtyn	Deborah	P	P								
Card	Claire	P	P								
Chernoff	Egan	R	R								
Chibbar	Ravindra	P	P								
Chowdhury	Nurul	P	P								
Cooper	David	P	P								
Dadachova	Kate (Ekaterina)	P	P								
DaSilva	Keith	P	P								
Dawson	DeDe	P	P								
de Boer	Dirk	A	A								
Delbaere	Majorie	P	P								
Deters	Ralph	P	P								
Detmer	Susan	A	P								
Dick	Rainer	P	A								
Downe	Pamela	P	P								
Flynn	Kevin	A	P								
Fotohui	Reza	A	A								
Gabriel	Andrew	A	A								
Gillis	Glen	P	P								
Gjevre	John	P	A								
Gyurcsik	Nancy	P	P								
Harrison	William	A	P								
Hu	Katie	A	A								
Jamali	Nadeem	P	P								
James-Cavan	Kathleen	R	P								
Jensen	Gordon	P	P								
Jones	Paul	P	P								
Just	Melissa	P	P								
Kalra	Jay	A	A								
Kelly	Timothy	P	P								
Khandelwal	Ramji	P	P								
Koechl	Natasha Martina	P	P								
Kresta	Suzanne	P	P								
Kumaran	Arul	P	P								
Lamb	Eric	A	P								
Langhorst	Barbara	P	A								
Larre	Tamara	P	P								
Lindenschmidt	Karl	P	P								
London	Chad	P	P								
Lovick	Olga	P	P								
Luke	Iain	P	P								
Lumberding	Dominique	A	A								
Macfarlane	Cal	A	A								
Makarova	Veronika	P	P								
Mamun	Abdullah	P	R								

Last Name	First Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Manley-Tannis	Richard	R	A								
Marquez	Carmen	P	P								
Mousseau	Darrell	P	P								
Muir	Gillian	R	A								
Murphy	JoAnn	P	P								
Neufeld	Matthew	P	P								
O'Connell	Ryan	P	P								
Papagerakis	Petros	P	A								
Paslawski	Teresa	P	P								
Peternelj-Taylor	Cindy	A	P								
Phillipson	Martin	P	P								
Pocha	Sheila	A	P								
Poettcker	Grant	A	A								
Pomazon	Alisha	P	P								
Prytula	Michelle	P	P								
Racine	Louise	A	A								
Rayan	Steven	P	P								
Risling	Tracie	P	P								
Sarjeant-Jenkins	Rachel	P	P								
Sarty	Gordon	P	P								
Shevchuk	Yvonne	P	P								
Shin	Hyunjung	R	R								
Singh	Jaswant	P	A								
Smith	Martha	P	P								
Smith	Preston	P	P								
Smyth	Stuart	P	P								
Somerville	Kara	P	P								
Sorensen	Charlene	P	P								
Spurr	Shelley	P	P								
Squires	Vicki	P	P								
Steele	Tom	P	P								
Stoicheff	Peter	P	P								
Stuart	Glenn	A	P								
Urquhart	Stephen	P	P								
Waldner	Cheryl	P	P								
Walker	Keith	P	P								
Willenborg	Christian	P	P								
Willoughby	Keith	R	A								
Wilson	Jay	P	P								
Woods	Phil	A	R								
Wotherspoon	Terry	P	P								
Xiao	Jing	P	P								
Yao	Yansun	P	A								
Zhang	Chris	A	P								

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

Sep 17, 2020 - meetings are being held via Webex and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sep 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Baljit	Singh	Dr. Singh to begin as VP Research Feb 1, 2021									
Chad	Karen	P	P				Dr. Chad has completed her VP Research as of Jan 31, 2021				
Fowler	Greg	P	P								
Gill	Qasim	A	A								
Inam	Humaira	P	P								
Isinger	Russell	P	P								
Kaminski	Nicholas	P	P								
LaRose-Smith	Autumn	P	P								
McDougall	Patricia	P	P								
Osburn	Debra Pozega	P	P								
Ottmann	Jacqueline	A	A								
Roberts	Kiefer	P	A								
Still	Carl	P	P								
Thronberg	John	P	P								
Willness	Chelsea	P	P								

Financial Overview

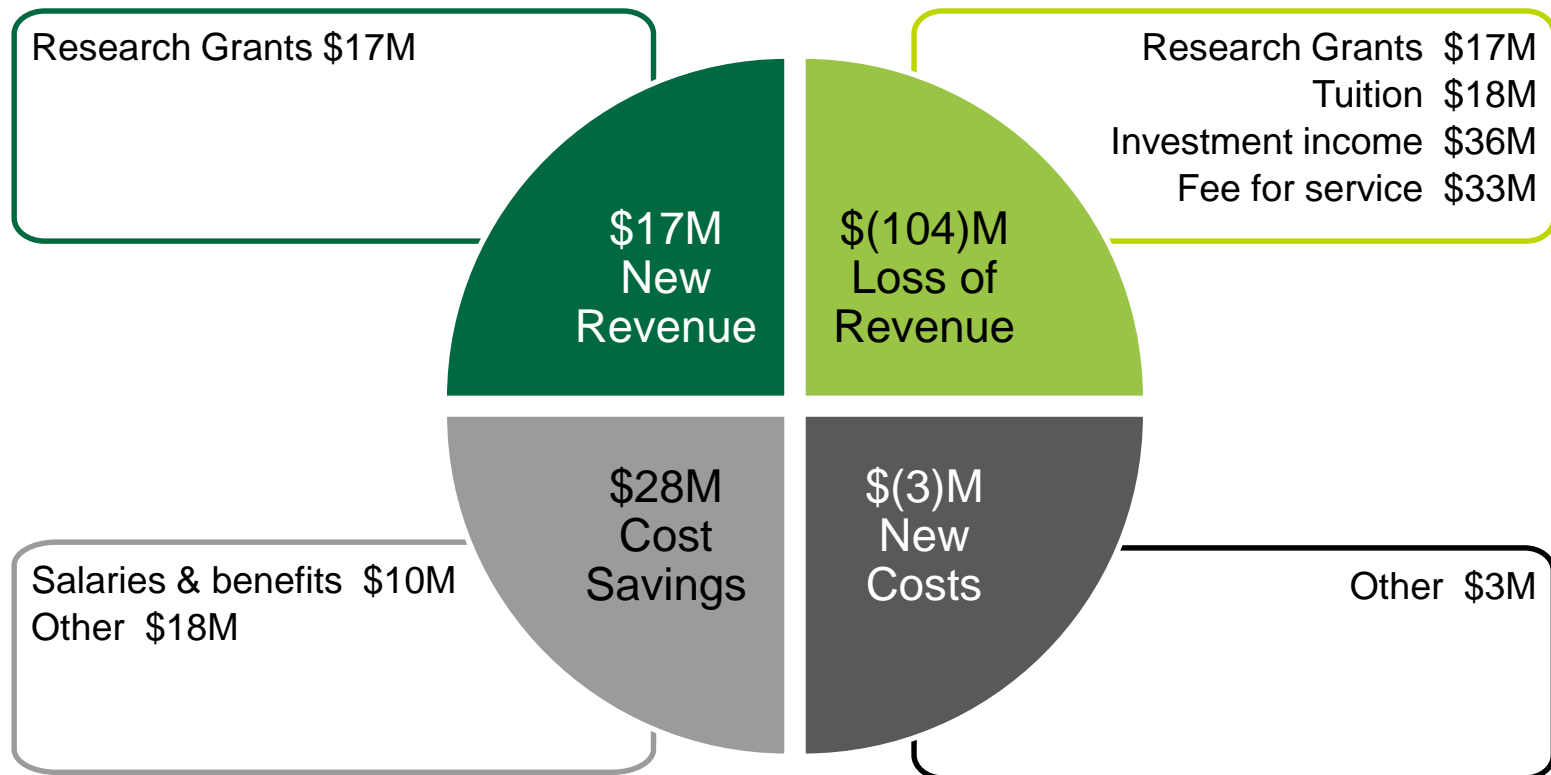
**Presentation to University Council
October 15, 2020**

Presentation Highlights:

- Budgeted COVID Impacts
- Budget 2020-21
- Operating Fund Trends
- USask Financial Sustainability Strategy

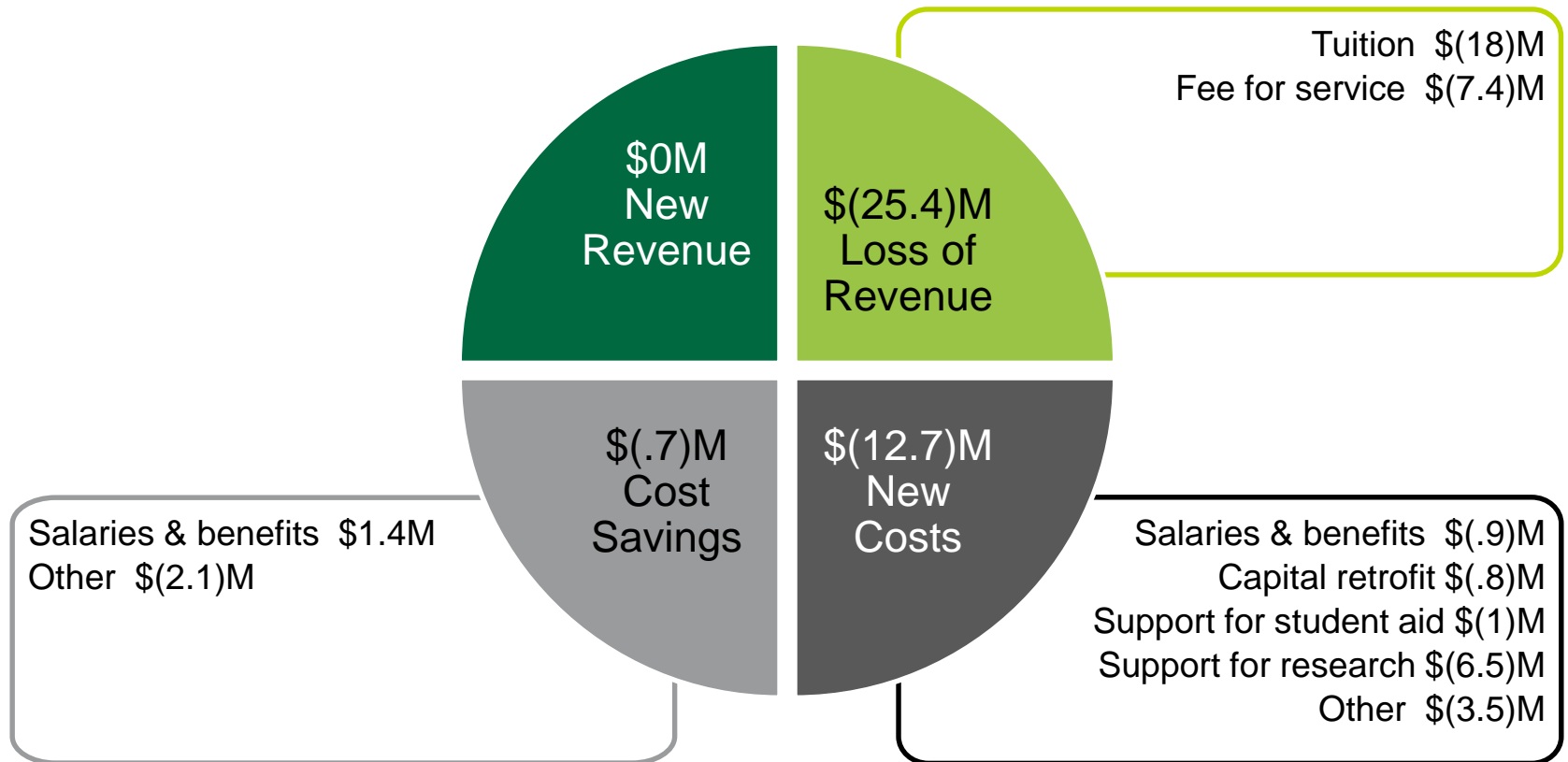
Budgeted COVID Impacts 2020/2021

All Funds: **\$(61.5)M**







Budgeted COVID Impacts 2020/2021

Operating Fund: **\$(-38.8)M**



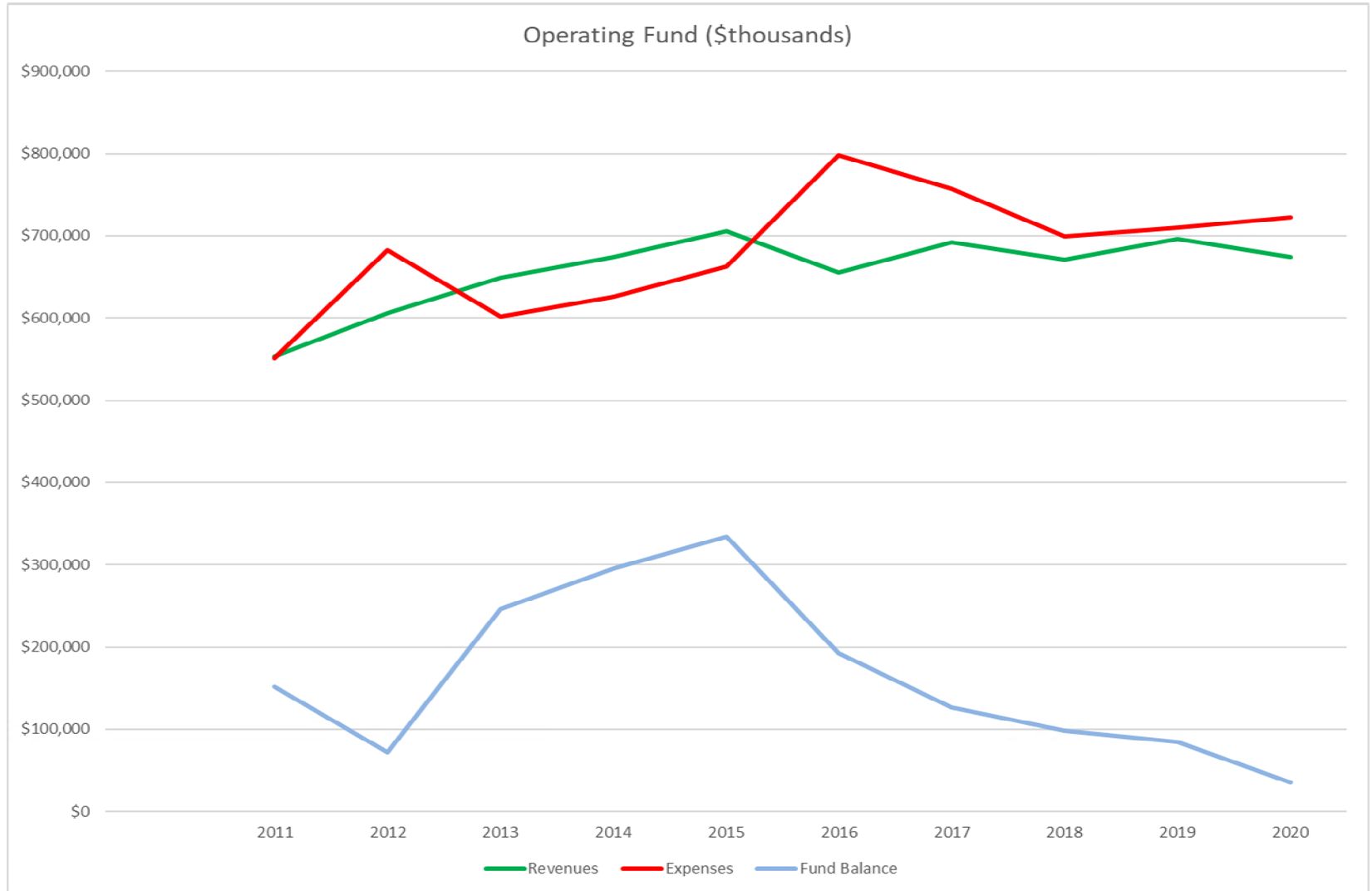
Comprehensive Budget

2020/21 Net Surplus (**Deficit**) By Fund

	Operating	Ancillary	SFA*	Research	Capital	Endowments	TOTAL
 ONGOING	\$10.5M	\$5.8M	\$3.7M	\$6.8M	\$(21.7)M	\$18.4M	\$23.5M
 ONE-TIME COSTS	\$(8.4)M				\$1.0M		\$(7.4)M
 COVID	\$(38.8)M	\$(11.2)M	\$(1.9)M	\$(2.9)M	\$16.6M	\$(23.3)M	\$(61.5)M
 NET	\$(36.7)M	\$(5.4)M	\$1.8M	\$3.9M	\$(4.1)M	\$(4.9)M	\$(45.4)M

*SFA = Student Financial Aid

Operating Fund Trends



USask Financial Sustainability Strategy

Short- to Medium-Term (1-5 years)



Questions



PRESIDENT'S REPORT TO COUNCIL

November 2020

Dear colleagues,

As I reflect on this November Council Report and consider that we will soon be nearing the end of this very different Fall term, I'm continually reminded of the great spirit of this organization and how all areas of the university have banded together to meet the challenges brought on by COVID-19. To acknowledge this commitment to helping guide the university through these difficult past few months, the university is providing all faculty and staff with additional days off from Monday, December 21 to Thursday, December 24. The university will be closed during this time and these added days will coincide with the university's scheduled winter closure between Friday, December 25 and Monday, January 4.

Please take this extended time off to rest and recharge. As indicated in the recent employee pandemic engagement and wellness surveys, faculty and staff are feeling the additional burden and increased demands brought on by the pandemic. The health and wellbeing of all members of the university community remain the highest priority and we encourage everyone to utilize the wellness resources that are available to faculty, staff and their families. We hope that these additional days off will contribute to the overall wellness of our campus community in supporting [a healthy mind, a healthy body, and a healthy life.](#)

Closing the university earlier than planned required careful consideration of exam scheduling. The resulting schedule that enables us to conclude all exams by December 19 is only possible because of changed assessment practices in some classes. We recognize this is a one-time situation reflective of our current remote delivery environment.

The desire is for all faculty and staff to be able to take full advantage of the additional time off for some much-deserved rest and relaxation. Thank you for your contributions to making us the university the world needs.

USask to pay tribute to distinguished honorary degree recipients

I am proud to announce that USask will honour three survivors who went on to make major contributions to their communities and to society, and whose stories have inspired and informed Canadians all across the country.

During this year's virtual USask Fall Convocation online celebration beginning Nov. 10, the university will award honorary degrees to: Holocaust historian Max Eisen, the only member of his family to survive the horror of Auschwitz during the Second World War; celebrated author Joy Kogawa, who endured the internment of Japanese-Canadians during the war; and Fred Sasakamoose, who suffered through a decade in the residential school system after he was taken from his family during the Second World War, but would go on to make history in the National Hockey League.

We are humbled and honoured to recognize these three extraordinary individuals for their respective accomplishments, courage and conviction, commitment to community, and passion and perseverance in sharing stories that need to be told. This is an opportunity to celebrate the impact that each of these outstanding individuals has made to their communities and country. I am grateful to have the opportunity to express our admiration and appreciation, and to bestow the university's highest honour during our Fall Convocation celebration

Max Eisen (Honorary Doctor of Laws):

One of the few survivors of the Nazi concentration camp of Auschwitz, Eisen came to Canada after the Second World War to build a new life, and to educate others about the Holocaust. The author of the recent award-winning book, *By Chance Alone: A Remarkable True Story of Courage and Survival at Auschwitz*, Eisen has spent the past three decades travelling coast to coast telling his first-hand account of a horrible chapter in human history. Eisen also committed to finding justice for the millions of victims of the Holocaust, testifying at the trial and conviction of two Nazi SS guards from Auschwitz.

Joy Kogawa (Honorary Doctor of Letters):

One of the country's most revered authors and a passionate advocate for the plight of Japanese-Canadians who were forced from their homes into internment camps during the Second World War, Kogawa began her celebrated career as a writer while studying at USask in the 1960s. She went on to craft award-winning novels including *Obasan* and worked tirelessly to educate and to earn reparations for those interned during the war. Her contributions to Canadian society were celebrated when she was invested into the Order of Canada in 1986, earning one of the country's highest honours.

Fred Sasakamoose (Honorary Doctor of Laws):

From residential school survivor to band leader, Chief, Elder, and a passionate proponent of creating opportunity for youth, Sasakamoose has spent 60 years serving his community of Ahtahkakoop Cree Nation, after becoming the first Indigenous player from Saskatchewan to make it all the way to the National Hockey League. Sasakamoose, a member of the Order of Canada who testified for the Truth and Reconciliation Commission of Canada about the abuse that he suffered in residential school, now teaches youth to hunt, fish and trap, and counsels them about drug and alcohol addiction.

Eisen, Kogawa and Sasakamoose will be honoured on the graduation celebration website, which will launch on November 10 and will be accessible through the [USask convocation website](#).

USask VIDO-InterVac expands international role

USask VIDO-InterVac has been awarded a grant of almost \$830,000 from the COVID-19 Therapeutics Accelerator to determine the effectiveness of several antiviral compounds against COVID-19. The COVID-19 Therapeutics Accelerator was launched in March by the Bill & Melinda Gates Foundation, Wellcome, and Mastercard, with additional funding from a range of donors, to help speed the discovery and scale-up of effective treatments against COVID-19. Testing will occur in VIDO-InterVac's world-class containment Level 3-agriculture (CL3-Ag) facility using a hamster model of SARS-CoV-2 infection, a model meant to mimic human infections.

As a world leader in infectious disease research and vaccine development for humans and animals, VIDO-InterVac frequently works with companies and research institutes in the fight against COVID-19. VIDO-InterVac is currently engaged with more than 80 organizations globally to test antivirals, vaccines, and other therapeutics.

USask research teams awarded funding for COVID-19 mental health projects

Two USask-led research teams have been awarded a total of \$400,000 in federal funding to expand the reach of innovative digital technology projects aimed at meeting mental health needs of people coping with physical distancing and isolation during the COVID-19 pandemic.

Nursing associate professor, Dr. Tracie Risling, has been awarded \$170,487 by the Canadian Institutes of Health Research (CIHR) and \$25,000 by the Saskatchewan Health Research Foundation (SHRF) to develop a customized two-way mobile phone texting process that will help people underserved by the health system gain access to mental health services—particularly online services that are emerging to address challenges arising from the pandemic.

USask psychology professor, Dr. Megan O'Connell, has received \$174,577 from CIHR and \$25,000 from SHRF. Her team will expand a pilot project for older adults in Saskatchewan that employs “virtual socialization hubs” and will also extend the program into British Columbia. The hubs involve eight to 10 seniors meeting online weekly or bi-monthly on a secure Zoom videoconferencing site. Participants receive support and training in using the technology, and phone assessments take place through trained staff chatting monthly with each participant.

Provost's Report to Council

November 2020

TEACHING, LEARNING AND STUDENT EXPERIENCE

Launch of Learning Modules

A recent study found that 71% of students attending post-secondary institutions experienced unwanted sexualized behaviors, and that 91% of women and 92% of men who witnessed unwanted sexualized behaviours, in at least one instance, choose not to intervene, seek help, or take action (Statistics Canada, 2019). At the University of Saskatchewan, we have long maintained that we are a campus community and environment in which sexual violence will not be tolerated. We have undertaken various prevention and response efforts with the goal of reducing incidents of sexual violence through our USASK 'React to Sexual Violence' approach.

As the next phase of this work, in mid-October we launched '*Sexual Violence Prevention and Response: We are all part of the solution*' which is a set of four online learning modules designed for students, faculty and staff which serve to increase our community members sexual violence prevention literacy through education related to: sexual violence and its prevalence, sexual consent and power in relationships, bystander intervention, and how our community members can respond to disclosures of sexual violence. In the 2 weeks since the launch, 595 community members have already accessed and taken the training, which is encouraging. We have also received requests from other institutions and community partners in Saskatchewan and beyond for us to share the modules for them to use. We are pleased by this interest and will be exploring opportunities to do so.


INSTITUTIONAL PLANNING AND ASSESSMENT

Resource Allocation Process

The 2021-22 resource allocation process is underway. The Office of Financial Strategy and the Office of Institutional Planning and Assessment will support resource allocation conversations and decisions taking place throughout November and December. A key component of the resource allocation process is the TABBS model. While the decision has been made to not implement any changes to the model for the 2021/22 allocation year, we will consult over this year on any potential changes for the 2022/23 allocation year. The model results will be finalized in early November and will be used as an input into the resource allocation decisions for the upcoming year. These decisions will be communicated to colleges and schools in early January and will be reflected in the detailed budget submitted to the Board of Governors in March 2021.

Tuition

Discussions regarding tuition rate setting for the 2021/22 year have begun. The new dean of the College of Graduate and Post-Doctoral Studies, Debby Burshtyn, has begun conversations with associate deans academic across the colleges and conversations with deans occurred at the October 27 deans' council meeting. Given the tuition freeze that was implemented for most of our programs for this year, in line with the provincial approach, we will be looking to implement an increase in tuition for the 2021/22 year.



Information supporting tuition rate setting and student consultations within colleges will be distributed before the end of November. USask receives data for tuition and fees from U15 institutions in order to undertake a comparator analysis on similar programs. Relevant non-U15 comparators are also included, where applicable, to present a holistic picture on rates. This process sets the stage for colleges and schools to plan discussions for the upcoming year's tuition rates with students. The tuition rates are approved by the provost prior to reporting to the Board of Governors for information in March.

Update on University Rankings

Each year, national and international rankings are released that provide a perspective on our performance in various areas relative to other universities in Canada and the world. Evaluations are made at both the institutional level, as well as in various subject or program areas. Rankings can impact our ability to recruit students and faculty, create new partnerships and collaborations with other universities, and attract donor investments so it is important for us to pay attention to the results. Out of the many rankings that exist worldwide, we closely monitor Maclean's and Research InfoSource nationally and Times Higher Education (THE) World University Rankings/ Impact Rankings, Quacquarelli Symonds (QS) World University Rankings and the Academic Ranking of World Universities (ARWU) internationally.


At this time, most of the ranking results have been released for 2020. In summary, USask moved up one position in Maclean's (tie for 14), held its position in both ARWU (301-400 out of 2,000+ universities) and THE World University Rankings (401-500 out of 1,500+ universities), and dropped slightly in the QS World University Rankings (465 out of about 1,600 universities). USask also participated in the new THE Impact Rankings, resulting in a strong overall outcome of 96 in the world (out of 766 universities). The Research InfoSource ranking is released in November and our analysis is predicting that we will move up three positions in the overall ranking on research revenue compared to last year (from 14 to 11 out of 50). More information on our placement in university rankings can be found on Institutional Planning and Assessment's website: <https://www.usask.ca/ipa/Assessment-and-Analytics/university-rankings.php>

COLLEGE AND SCHOOL UPDATES

College of Graduate and Postdoctoral Studies

We are pleased that the Graduate Application part of the RECRUIT system successfully launched September 30 and applications are being processed for Spring 2021 admissions onward in the new system.

- Approximately 4 years ago, USask invested in Ellucian RECRUIT, a robust relationship management system. The system manages the front end of the student lifecycle including prospective students and applicants; it includes an agent management portal and provides functionality to connect students to recruitment strategy which allows us to calculate ROI and progress toward enrolment goals.
- Undergraduate admissions functionality has been implemented for all colleges except for Medicine and WCVU. Baseline undergraduate prospect management and the agent portal have also been implemented.
- The primary benefit of the relationship management system is that it allows us to manage enrolment proactively and strategically from the point of interest, to application, to admitted application, to confirmed acceptance, through to enrolled and arrived student.
- The project is currently in Phase 4.2, which is graduate prospect and applicant management. **The graduate application portion was launched (September 30, 2020)** and additional admissions



management functionality and communications will be completed by approximately December. The next phase will be graduate prospect management implementation which will include the ability to identify and track highly desired prospective students, support for units that require pre-application functionality, and processes to aid in Supervisor matching and selection.

- This is currently the final planned project implementation phase, however, there may be one additional group of implementations. Discussions are underway with the College of Medicine, WCVI, and Huskie Athletics.

College of Education

Educational Assistants' Professional Learning Series

In response to the identified needs of provincial school divisions and First Nations education authorities, the Saskatchewan Educational Leadership Unit in the Department of Educational Administration has redesigned several six-hour professional development modules in support of special education student learning needs. This work aligns with the College of Education's strategic plan initiative to enhance structures that support the outward-focused work of teaching and learning in education and the University Plan commitment of Boundless Collaboration. To date, two modules have been offered over four sessions, with 519 registrations received.

Edwards School of Business

The Edwards School of Business (Edwards) partnered with Mitacs, a national not-for-profit organization that supports research and training programs across Canada, to deliver the Mitacs Business Strategy Internship (BSI) program in summer 2020. Edwards supported Canadian businesses in adapting to the new economic realities through internships focused on applied research and business skills, problem solving and innovative thinking to make a difference in business operations. As a result of the Edwards pilot project, a second round of recruitment for employer partners and students will be rolled out to all colleges and schools at the University of Saskatchewan. Watch for more information about eligibility requirements and the application process in early November.

We are also proud to announce a curriculum change as part of the undergraduate Bachelor of Commerce degree program in the Edwards School of Business. Indigenous Business in Canada (formerly Aboriginal Business in Canada) has been renamed and will become a core course beginning in the 2021-2022 academic year. Significant changes were also made to the structure of the course in a thoughtful and consultative way. The addition of the course to our core offerings and the name change reflects an approach to reconciliation in business and in the classroom.

College of Arts & Science

anohc kīpasikōnaw / we rise / niipawī

On October 2, 2020, the College of Arts and Science and University Galleries began the first installation of the collaborative art project *anohc kīpasikōnaw / we rise / niipawī* in the foyer of the Gordon Snelgrove Gallery. Honouring the lunar calendar, *anohc kīpasikōnaw / we rise / niipawī* will be installed over the course of 13 moons. Each installation will be marked by the placement of a reclaimed slate stair tread inscribed with the name of the current moon in Cree / Nehiyaw syllabics.

For more information visit: https://students.usask.ca/events-calendar/2020/01/iaw_artistinresidence.php.

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Thursday November 19th, 2020

Winter has marked its arrival with a record breaking blizzard and term one is almost coming to an end. This year, reading week was filled with snow plows, rising cases of COVID-19, and a new Provincial Cabinet. During the month of October, the executive hosted a Mayoral Candidates forum with the help of Martin Gaal, PhD, and Lecturer for the Department of Political Studies. The Forum allowed all mayoral candidates an opportunity to speak to students and answer any questions they may have. The executive continues to work on the Anti Racism MOU with the university, and are in the process of consulting students. We have also picked the representatives for the Student Forum and are excited for them to have an opportunity to work with the university to discuss a number of topics. Our Senior managers continue to deliver the Upass for undergraduate students and are working to explore a delivery method for the winter term. We also had an opportunity to work with Youthful Cities on their 'Saskatoon Future of Sustainable Work' Hackathon event on Friday October 30th. Students had an opportunity to present their ideas for a more sustainable future and receive feedback.

As we dive into term two using the University of Saskatchewan's Hybrid model we continue to raise concerns surrounding quality of education. These concerns are not limited to our institution as students across the world have expressed issues with online classes. The executive has been meeting with university senior leadership and will be meeting with the University of Saskatchewan Faculty Association to address students' concerns. We believe that online classes have the potential of opening new doors for students and we want to ensure they feel supported in their new virtual reality. The executive continues to work with the Undergraduates of Canadian Research-Intensive Universities (UCRU) to plan a national lobby week starting on November 23rd, this will be done virtually and coordinated with members of the provincial and federal government as well as 10 of the U15 Universities.

On November 8th and November 11th we remember the soldiers who sacrificed their lives in the world wars. We pay our respect and give a moment of silence to honour those who fought for our freedom.

With respect,
Jamie Bell
Kiefer Roberts
Jory McKay
Autumn LaRose-Smith



University of Saskatchewan Graduate Students' Association

University Council Report, November 2020

Dear Members of Council,

In this report, you will find a brief update of the initiatives the GSA has been working on:

1. Student Engagement
2. Graduate Faculty Support
3. Student-Supervisor Relationship

1. Student Engagement

The GSA has been working towards providing Need-Based bursaries to graduate students for the fall 2020 term in collaboration with the College of Graduate and Postdoctoral Studies, which has been especially crucial during COVID-19. We have received over 100 applications and the GSA Bursary Committee is now in the process of choosing successful applicants. The GSA Executives has also begun their work on the three minutes thesis competition, the Graduate Research Conference, and the Winter 2021 orientation, which will all be offered in alternative formats this year due to the pandemic.

2. Graduate Faculty Support

The supervisor handbook has been in the process of being completed since 2018 when our predecessor was working on this handbook in collaboration with the College of Graduate and Postdoctoral Studies (CGPS). The GSA Executives have continued this work with CGPS and are

close to finalizing the handbook so it can go to publishing and be available to faculty in the near future.

3. Student-Supervisor Relationship

We continue to stress the importance of the student-supervisor relationship as well as the mandatory agreement that all incoming graduate students should be completing within the first year of their program. We will continue to promote this document across colleges to students and faculty members to help improve accountability and the relationship between students and supervisors.

The GSA continues its efforts to advocate for the needs and concerns of our members and to look for opportunities to create initiatives that will benefit the academic and social experience of our students at the University of Saskatchewan.

Humaira Inam

President

Graduate Students' Association

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Termination of the Master of Sustainable Environmental Management (MSEM) program

DECISIONS REQUESTED:

It is recommended:

That Council approve the termination of the Master of Sustainable Environmental Management (MSEM) degree program, effective August 2021.

PURPOSE:

University Council has the authority to delete degree programs.

CONTEXT AND BACKGROUND:

With the introduction of the Master of Sustainability (M.Ss.) program, the existing MSEM program is redundant. Though this degree program is being deleted, there will be no course deletions, as all courses will become either required or elective courses for the M.Ss. program. Staff who currently support the MSEM program will shift to support of the new M.Ss. program.

CONSULTATION:

The academic programs committee reviewed the proposal for this termination at its October 21, 2020 meeting, alongside the proposals for the new degree and certificate programs in sustainability. The committee expressed some concern about losing a program that has developed some recognition, but recognized the importance of various sustainability streams under a single degree program and also recognizes that the new program will strengthen Usask's reputation and visibility in this area. APC voted at its October 21, 2020 meeting to recommend this termination be approved by Council.

Prior to APC's review, the planning and priorities committee reviewed this proposal in conjunction with the proposals for the M.Ss programs at October 7, 2020 meeting. This termination was also reviewed and approved by the CGPS Programs committee on September 8, 2020 and by the CGPS Executive Committee on September 23, 2020.

ATTACHMENTS:

1. Program Termination Form – Master of Sustainable Environmental Management



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Maureen Reed, Assistant Director, School of Environment and Sustainability

From: Graduate Programs Committee

Date: September 15, 2020

Re: Termination of Master of Sustainable Environment Management

On September 8, 2020, the Graduate Programs Committee considered the termination of the Master of Sustainable Environment Management (M.S.E.M.) to coincide with the introduction of the new Master of Sustainability (M.Ss.) degree programming.

While it had been anticipated that the M.S.E.M. would be replaced with the new M.Ss. degree programming proposed earlier, it was not explicitly clear, and the proponents have now provided that confirmation.

The Graduate Programs Committee passed the following motion unanimously:

Motion: To recommend approval of the termination of the Master of Sustainable Environment Management degree. Chibbar/Da Silva

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



Program(s) to be deleted: Master of Sustainable Environmental Management (MSEM)

Effective date of termination: August 2021

1. List reasons for termination and describe the background leading to this decision.

SENS has undertaken a major revision of the MSEM program. We re-imagined it into a Master of Sustainability (MSs) with two fields of study housed within the program: Regenerative Sustainability and Energy Security. The Regenerative Sustainability is the revised MSEM. By combining the two fields of study in a single Master's program, we anticipate increased viability, sustainability, and appeal of the program and heightened recognition of USask as an international contributor to sustainability research and education. We also aim to use this structure as a model from which we can build future fields of study—e.g., Biocultural Conservation and Food Security. Additionally, this structure will more easily allow us to build and deliver some common foundational courses that can serve all MSs fields of study, and thus, create some economy of scale. The impetus behind undertaking a major revision of our MSEM program was to create an exceptional program that 1) meets the current and future demand from industry and community stakeholders for an energy program, 2) aims to build key skills and knowledge for sustainability practitioners to take leadership roles, and 3) increases equity through enhanced accessibility and flexibility of program delivery.

2. Technical information.

2.1 *Courses offered in the program and faculty resources required for these courses.*

The required courses (total 18 cu) for the MSEM are

- **ENVS 805** *Data Analysis and Management* (required in the new MSs with new title/same content)
- **ENVS 806** *Field Skills in Environment and Sustainability* (elective in MSs)
- **ENVS 807** *Sustainability Theory and Practice* (required course in MSs)
- **ENVS 808** *Tools and Applications in Sustainability Problem-solving* (elective in MSs)
- **ENVS 992** *Project in Environment and Sustainability* (required in MSs)
- Plus 12 cu of electives

All courses are delivered by SENS faculty.

2.2 *Other resources (staff, technology, physical resources, etc.) used for this program.*

The MSEM is supported by two staff members: the Graduate Student Advisor and Placement Coordinator. These resources will shift to support the MSs.

2.3 *Courses to be deleted, if any.*

None. Two of the required MSEM courses will become electives and may be offered less frequently to allow opportunities to offer the new MSs courses.

2.4 *Number of students presently enrolled.*

There are 28 students currently enrolled in the MSES for the 2019–2020 academic year. This is a one-year professional program that runs from September to August. We anticipated the same demand (if not more) for the Regenerative Sustainability field of study and expect the maximum enrolment (30–35) students into this field.

2.5 *Number of students enrolled and graduated over the last five years.*

Over the past 5 years (2014/2015–2018/2019), 82 students have enrolled in the MSEM program, and to-date we have graduated 76 of those 82 enrolled. As for the most recent year (2019–2020), 30 students enrolled in the program; however, since the program runs from September to August, we do not have any graduate numbers on these students yet, though we anticipate almost all of them will graduate in October 2020 or May 2021.

3. Impact of the termination.

Internal

3.1 *What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?*

There will be very minimal impact on students. The MSEM is a one-year professional program. Almost all students complete within the one-year timeframe. We anticipate that the MSs proposal will be approved and implemented in May 2021. Students enrolled in the 2020–2021 academic year will have the option to complete the MSEM as offered or transfer into the new MSs. The required MSEM courses will still be offered as electives to ensure that the final cohort of students still have the option to complete the MSEM if they choose.

3.2 *What impact will this termination have on faculty and teaching assignments?*

None.

3.3 *Will this termination affect other programs, departments or colleges?*

No.

3.4 *If courses are also to be deleted, will these deletions affect any other programs?*

No. The courses will still be offered as electives though perhaps less frequently.

3.5 *Is it likely, or appropriate, that another department or college will develop a program to replace this one?*

No, we have developed the Master of Sustainability to replace the MSEM.

3.6 *Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?*

No, not applicable. No courses will be deleted.

3.7 Describe any impact on research projects.

Not applicable. The MSEM is a one-year professional program.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No, all resources will be shifted to support the Master of Sustainability.

3.9 Describe the budgetary implications of this deletion.

The budget will not be negatively affected. As mentioned the Regenerative Sustainability field of study is the re-envisioned MSEM. We anticipate the same enrolment numbers for this stream with added enrolments from the addition of a second field of study (Energy Security). Additionally, by sharing a common core between the two fields of study, we will also be creating some economies of scale.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

We do not foresee any negative external impacts as we will continue to offer high-quality graduate programming in Environmental and Sustainability studies/science. By revising our MSEM to the Master of Sustainability, we will be honouring our commitment to provide graduate programming requested and validated by our Indigenous, community, and industry partners. We will also build capacity in areas of high demand, strongly aligned with the university's strategic plan and in response to the needs of Canada and the world.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No, it is unlikely. However, some other institutions already offer Sustainability Management programs (e.g., Royal Roads University's MA/MSc in Environment and Management, Dalhousie's Master of Resource and Environmental Management, SFU's Master of Resource and Environmental Management, UNB's Master of Environmental Management, etc.). In fact, by revising our MSEM, we believe the re-envisioning will further strengthen SENS's and the university's reputation. SENS will offer fields of study and program content that sets us apart from other sustainability programs domestically and internationally; currently, no other institutions offer programs specifically focused on renewable energy in northern and remote communities or regenerative sustainability.

Other

3.12 Are there any other relevant impacts or considerations?

None.

3.13 Please provide any statements or opinions received about this termination.

None.

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

3 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 ☐ No ☐

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?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

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

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

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

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

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

2 What is the name of the new (or renamed 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 - not applicable

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - not applicable

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 - not applicable

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

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

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

Section 10: Convocation Information (only for new degrees) - not applicable

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information - not applicable

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☐

If YES, what and by what date?

Section 12: Registration Information - not applicable

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - not applicable

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

Section 14: T2202 Information (tax form) - not applicable

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - not applicable

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

Yes ☐ No ☐

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - not applicable

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☒ No ☐

If yes, what is the name of the program?

MSEM-P-GP - Master of Sust EnvMgmt-Project

2 What is the effective date of this termination?

202105 [May 2021]

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☒

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☒ No ☐

A search for active students in this program in Degree Works returns 74 students

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

Accommodations will be made so that current students will be able to complete the program.

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

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

It is anticipated that all students should complete by Aug. 31, 2021; however, maximum time for completion would be Aug. 31, 2025.

7 Is there mobility associated with this program termination? Yes ☐ No ☒

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - not applicable

1 How will tuition be assessed?

Standard Undergraduate per credit

Standard Graduate per credit

Standard Graduate per term

Non standard per credit*

Non standard per term*

Other *

Program Based*

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes

No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes

No

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Master of Sustainability (M.Ss.) degree and certificate programs

- M.Ss. in Regenerative Sustainability
- M.S. in Energy Security
- Graduate degree-level Certificate in Sustainability Solutions
- Graduate degree-level Certificate in Governance Foundations for Sustainability
- Graduate degree-level Certificate in Community Energy Finance and Planning
- Graduate degree-level Certificate in Energy Transitions

DECISIONS REQUESTED:

It is recommended:

- *That Council approve the Master of Sustainability (M.Ss.) degree program in Regenerative Sustainability, effective May 2021.*
- *That Council approve the Master of Sustainability (M.Ss.) degree program in Energy Security, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Sustainability Solutions, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Governance Foundations for Sustainability, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Community Energy Finance and Planning, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Energy Transitions, effective May 2021.*

PURPOSE:

University Council has the authority to approve new academic programs, including degree-level certificates.

CONTEXT AND BACKGROUND:

The Master of Sustainability (M.Ss.) program is being introduced as a replacement for the Master of Sustainable Environmental Management. The M.Ss. will have two unique fields of study: 1) Regenerative Science and 2) Energy Security. Further, the School of Environment and Sustainability (SENS) proposed four graduate degree-level certificates that are related to the proposed fields of study and which will allow student the option to ladder into the M.Ss. program.

These graduate programs will integrate social and natural science to address sustainability issues, specifically renewable energy and regenerative sustainability to start. The M.Ss. program will build capacity in areas of high demand. The two fields of study is based on a common set of design principles and a core set of courses. With these two fields of study in a single Master's program, the M.Ss. program will be more competitive and recognizable in the international market of sustainability research and education.

The M.Ss. in Regenerative Science will focus on assessing root causes of sustainability problems and addressing them through the lens of systems and design thinking

The M.Ss. in Energy Security will focus on developing knowledge of renewable energy technology, including the policy and regulatory opportunities and barriers for advancing community renewable energy.

The graduate degree-level certificates can be taken as stand-alone certificates or could be used to ladder into the M.Ss. program.

The graduate degree-level certificate in Sustainability Solutions will teach strategies to design and implement solutions to sustainability challenges. Courses will build competencies in regenerative design and sustainability alternatives.

The graduate degree-level certificate in Governance Foundations for Sustainability will help professionals who work with or within government agencies better understand the governance concepts and tools and to recognize the importance of respectful relationships with Indigenous peoples for sustainable governance arrangements.

The graduate degree-level certificate in Community Energy Planning provides tools for planning and financing community renewable energy projects.

The graduate degree-level certificate in Energy Transitions is designed for professionals who seek to better understand the policy processes for transitioning to renewable energy.

The full program details for each degree program and certificate are outlined in the full proposal.

The admissions requirements for the M.Ss.program is a four-year undergraduate degree, or equivalent, with a minimum cumulative weighted average of at least 70%, along with proof of English proficiency, a statement of intent, and letters of reference. The associated certificate programs will have the same admissions requirements.

CONSULTATION:

The academic programs committee reviewed the proposal for this suite of graduate programs at its October 21, 2020 meeting. The committee commended the proponents for modular nature of this program, which will allow multiple options for prospective students to engage with this area of study. The committee also noted the work undertaken to develop a common core of courses for the different fields of study, recognizing the positive benefit this will provide for students as well as for the cost of delivering these programs. The committee also recognized the opportunity this will open for the development of other fields of study in the future. APC voted to recommend these programs for Council's approval at its October 21, 2020 meeting.

Prior to APC's review, the planning and priorities committee reviewed these proposals at October 7, 2020 meeting. These programs were also reviewed and approved by the CGPS Programs committee on June 29, 2020 and by the CGPS Executive Committee on September 23, 2020.

FURTHER ACTIONS REQUIRED:

Tuition associated with these programs will require approval through the processes outlined in the *Tuition and Fees Authorization Policy*.

ATTACHMENTS:

1. **Program Proposal – Master of Sustainability program and certificates**



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Maureen Reed, Assistant Director, School of Environment and Sustainability

From: Graduate Programs Committee

Date: September 4, 2020

Re: New Master of Sustainability (M.Ss.) degree program with fields of specializations in 1) Regenerative Sustainability and 2) Energy Security to replace the existing Master of Sustainable Environment Management (M.S.E.M.) degree as well as proposals for new graduate certificates in 1) Sustainability Solutions, 2) Governance Foundations for Sustainability, 3) Community Energy Planning & Finance, and 4) Energy Transitions

On June 29, 2020, the Graduate Programs Committee considered a proposal for a new Master of Sustainability (M.Ss.) degree with two fields of specialization. In addition four new graduate certificates are being proposed. Any of the certificate programs could be completed independently as micro credentials. Alternatively, each of the certificates is designed to ladder into one of the degree program options.

All new courses associated with the new programming have been approved through course approval processes as there was anticipated demand for course enrolment in fall 2020 and winter 2021.

The M.Ss in Energy Security is proposed as a project-based program, while the M.Ss. in Regenerative Sustainability is proposed to have project and course-based options.

Each of the proposed degree programs options would require completion of ENVS 886: *Building Understanding in the Age of Reconciliation*, which supports institutional priorities.

A Social Science Research Lab (SSRL) survey had been conducted to gain a sense of demand. All units on campus are facing financial constraints, so planning must be thoughtful and careful. The proponents were projecting a modest increase in demand, and the enrolment projections should allow the program to be sustainable. It was suggested that the projected breakeven costs seemed conservative. It was suggested that the online delivery would be more attractive to more students compared to in-person and/or combined delivery.

The proposals contain standard CGPS policy language on probationary admission. Specific language on probationary requirements would be more appropriate within individual offers of admission, rather than in the full proposal. With probationary admission, there were probationary terms specific to the student, and once satisfied, the student was no longer on probation.

Options for probationary admission and options to complete certificates were anticipated to open doors and remove barriers providing opportunities for enrolment from prospective students in northern and Indigenous communities.

The Graduate Programs Committee passed the following motions:

Motion: *To recommend approval of the Master of Sustainability in Regenerative Sustainability.* Morrison/Tanaka 7 in favour/1 opposed* CARRIED

Motion: *To recommend approval of the Master of Sustainability in Energy Security.* Morrison/Tanaka 7 in favour/1 opposed* CARRIED

Motion: *To recommend approval of the graduate-level certificate in Sustainability Solutions.* Chibbar/Morrison 7 in favour/1 opposed* CARRIED

Motion: *To recommend approval of the graduate-level certificate in Governance Foundations for Sustainability.* Chibbar/Morrison 7 in favour/1 opposed* CARRIED

Motion: *To recommend approval of the graduate-level certificate in Community Energy Finance and Planning.* Chibbar/Morrison 7 in favour/1 opposed* CARRIED

Motion: *To recommend approval of the graduate-level certificate in Energy Transitions.* Chibbar/Morrison 7 in favour/1 opposed* CARRIED

*It was clarified that opposition was noted on proposed tuition rates only, and not the academic merit of the programs.

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

Proposals for Academic or Curricular Change

*Master of Sustainability (M.Ss): The Revised Master of
Sustainable Environmental Management*

and

Suite of Graduate Certificates to complement M.Ss program

Submitted 22 June 2020

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UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION: Master of Sustainability (M.Ss)

Title of proposal: Master of Sustainability (M.Ss): The Revised Master of Sustainable Environmental Management program

Degree(s): Master of Sustainability (M.Ss)

Field(s) of Specialization:

- 1) Regenerative Sustainability
- 2) Energy Security

Level(s) of Concentration: n/a

Option(s): n/a

Contact person(s):

Dr. Martha Smith

Associate Dean

College of Graduate and Postdoctoral Studies (CGPS)

306-966-2229

kelly.clement@usask.ca

Dr. Maureen Reed

Assistant Director Academic

School of Environment and Sustainability (SENS)

mgr774@mail.usask.ca

Proposed date of implementation: May 2021

Proposal Document

Academic Justification

- a. Describe why the program would be a useful addition to the university, from an academic programming perspective.

The graduate students educated over the next 5 to 10 years will be in leadership positions in industry, governments (including Indigenous governments), philanthropic foundations, civil society organizations, and academia. This will occur just as the full impacts of climate change, resource consumption and exploitation, and population growth threaten global thresholds for planetary health and human well-being. At the same time, rising inequalities within and between nations and countries challenge the capacity of

societies to adapt to global change equitably with full recognition of human rights and dignity. The world needs leaders, innovators, and change-makers against this global backdrop. To become the “university the world needs”, the University of Saskatchewan is uniquely poised to prepare such graduates (USask, 2018).

Strategic gaps exist in the integration of social and natural sciences in addressing sustainability issues in current programming. Our Master of Sustainability program will initially focus on two areas—renewable energy and regenerative sustainability. Energy is a focal area and significant challenge for the coming decades, especially in Western Canada, where we aim to help build the leaders needed to facilitate the coming energy transition. Regenerative sustainability challenges students to think beyond the environment and simply lessening impacts; it focuses on truly transformative options that help regenerate and sustain local and global environments and communities. Through this Master of Sustainability program, we will build capacity in areas of high demand, strongly aligned with the university’s strategic plan and in response to the needs of Canada and the world.

The proposed program is based on a common set of design principles and a core set of courses. We have revised the structure of our current Master of Sustainable Environmental Management (MSEM) (approximately 25–30 students/year) to incorporate two initial fields of study: **Regenerative Sustainability** and **Energy Security**—effectively doubling the enrolment capacity within this Master’s program (projected enrolment ~50 students/year)—and renamed the program to a “Master of Sustainability” (henceforth M.Ss.) to rebrand this program.

The President’s Office has indicated that sustainability is one of the University of Saskatchewan’s top priorities, and offering a professional program with a clear and simple name—a Master of Sustainability—will signal the institution’s commitment to this priority, with credible backing from SENS. Ultimately, the program name on a parchment is not a lynchpin for program success. While the M.Ss designation might not be immediately familiar at USask, we note that our other degrees have sustainability in the title—Master of Environment and Sustainability (MES) and Master of Sustainable Environmental Management (MSEM). However, we opted against a project-based MES to more readily distinguish the professional program from the academic program and against retaining the MSEM because the focus is no longer on management.

Furthermore, with an effective marketing strategy, we can enhance the USask and SENS brands and increase our overall presence in the U15. SENS offers fields of study and program content that sets us apart from other sustainability programs domestically and internationally; currently, no other institutions offer programs specifically focused on renewable energy in northern and remote communities or regenerative sustainability. As we extend our sustainability “brand”, we anticipate other fields of study can fall under this degree name (e.g., climate action), further strengthening visibility and recognition for the M.Ss. We are clearly committed to research that supports Reconciliation, Indigenous sovereignty, and incorporating Indigenous perspectives and ways of knowing, as outlined in our involvement with the CASES project, and incoming Energy Security field of study in the M.Ss. To this end, we propose a marketing campaign that puts the M.Ss front and centre of USask student recruitment plans, building on the brand awareness employed by the United Nations Sustainable Development Goals and promoting the M.Ss as the graduate degree the world needs.

By combining the two fields of study in a single Master’s program, we anticipate increased viability, sustainability, and appeal of the program and heightened recognition of USask as an international contributor to sustainability research and education. We also aim to use this structure as a model from which we can build future fields of study—e.g., Biocultural Conservation and Food Security. Additionally, this structure will more easily allow us to build and deliver some common foundational courses that can serve all M.Ss fields of study, and thus, create some economy of scale.

Additionally, we are proposing a suite of **four graduate certificates** connected with this M.Ss, that can either be taken as stand-alone certificates or be used to ladder into the M.Ss. See Appendix B for visual map of the

relationship between each certificate and the M.Ss. A proposal for this suite of certificates follows this proposal.

- b. **Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.**

Sustainability-related issues and solutions are truly interdisciplinary and transdisciplinary. This program will draw on expertise, subject knowledge, and issues related to five of the University's six signature areas—Agriculture, Energy and Mineral Resources, Indigenous Peoples, One Health, and Water Security. This revised program also closely aligns with the following institutional priorities as set out in the University Plan 2025 (USask, 2018):

Courageous Curiosity

Uplift Indigenization through our core courses and focus on energy security, we will strive to offer graduate programming that has been requested and validated by our Indigenous partners and to provide accessible and flexible programming options to amplify Indigenous student recruitment and retention. In our regenerative sustainability program, we embrace diverse ways of knowing, including Indigenous knowledges, and often work with literature, case studies, and research projects completed in collaboration with, or led by, Indigenous Peoples.

Embrace Interdisciplinarity, drawing on our many years of experience and skill in interdisciplinary integration-in-practice. Through a diversity of specialist areas of teaching faculty (presently including biology, economics, education, engineering, geography, history, hydrology, Indigenous studies, political studies, toxicology) we enhance the University's commitment to Sustainability in its academic programming, by providing an integrated, forward-thinking approach to tackling today's sustainability issues, challenges, and needs.

Seek solutions to “confront humanity's greatest challenges” by offering a solutions-oriented program that will equip our graduates with the knowledge, skills and human capacities (RBC, 2018) needed to define problems and identify solutions to sustainability-related challenges.

Boundless Collaboration

Embolden Partnerships by fostering existing and new partnerships with Indigenous and settler communities, non-profit organizations, governments, and industry through delivery of requested programming (i.e., energy security) and students working with partners in project placements.

Experience Reconciliation by providing required courses that address the needs expressed by Indigenous partners such as *Building Understanding in an Age of Reconciliation*, *The Art and Practice of Negotiations*, *Standpoint, Reflexivity, and Power in Sustainability Problem-solving*, while weaving Indigenous perspectives and ways of knowing into courses. Course delivery and projects, where appropriate. Throughout the program we offer the opportunity to build and maintain respectful relationships among students and partners.

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

Within the M.Ss program, we are aiming at a fairly broad demographic. We want to attract both **mid-career professionals** who already have experience in environmental fields and **returning students** wanting to work in sectors addressing sustainability challenges. Our consultations and market survey have suggested a demand from both cohorts for this kind of programming. Additionally, a mix of these cohorts is often ideal in supporting peer-to-peer learning in an online environment.

However, the target student demographic does differ slightly between streams. The Energy Security stream is aimed at a narrower demographic and is designed to train working professionals who need this training to advance their work in the energy sector. Priority will be given to the recruitment and training of **Indigenous students** and students from northern and remote communities. Indigenous partner organizations and communities have committed to assisting with Indigenous student recruitment. Indigenous students will have the opportunity to live and study in their own community, ensuring retention and building capacity in local Indigenous communities. The Regenerative Sustainability stream demographic is a bit broader, and we expect it to include a higher proportion of **international students** than in the energy stream. Like Energy Security though, we aim to attract a mix of mid-career professionals and recent graduates.

The USask strategic plan and core values prioritize Reconciliation and Indigenous contributions to academia. Our Master of Sustainability (particularly the Energy Security field of study) is a demonstrated commitment to supporting the education of Indigenous students and the autonomy of Indigenous communities with regards to the development of sustainable practices and policy solutions to the challenges these communities face. We recognize that Indigenous students face many barriers to attending post-secondary education; the 2-year, online program provides a way for students to achieve their educational goals without having to deal with the financial and emotional burden of leaving their families or uprooting them for a conventional on-campus program.

Similarly, the revised structure, which offers online and blended courses and full-time (1 year) and part-time (2 years) options, also increases accessibility, flexibility, and skills development for working professionals. While we have seen increasing enrolments in the existing MSEM program, relatively few have been working professionals. Unfortunately, the current model for delivery (in-person, weekdays, inflexible, intensive 1-year program) of our MSEM program does not fully accommodate the needs of employed professionals (e.g., the primary or sole income earner often cannot afford to take a year for unpaid study; reducing a double-income household to a single income plus tuition expenses is also challenging; and across industries, there is an inequity of options for paid/unpaid leaves for education, if a leave is even possible at all). We believe these changes will significantly increase accessibility to our professional programs for working (and particularly domestic) professionals by allowing them to study while continuing to work. Results from our market survey indicate that offering flexible program options would increase the likelihood of completing post-secondary education in sustainability for 81% of the prospective student respondents.

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

Energy Security: Although governments, utilities, and communities are all seeking to increase the use of renewable energy technology in northern, Indigenous, and remote areas, until now, no educational programs have existed to offer capacity in this niche sector. A few institutions offer graduate programming in energy; however, none focus on professional skills training for northern and remote areas with a target student demographic of Indigenous and northern professionals. This truly sets us apart from all other Canadian and international programs. Furthermore, the M.Ss in Energy Security will impact all stakeholders, improve knowledge and understanding amongst all parties, and thus reduce communication barriers that currently exist in this sector.

Regenerative Sustainability: This field of study will push the envelope beyond generic sustainability programming and is broader than restoration ecology. Rather, Regenerative Sustainability is solutions-oriented and integrates natural and social sciences. The concept of regenerative sustainability is one that “moves beyond sustaining the environment to one that can regenerate its health—as well as our own” (Reed, W. E. 2007) and one that “enables social and ecological systems to maintain a healthy state and to evolve” (Brown et al., 2018).

Our program will offer a Master's degree with specialization in one of two fields of study. No university is offering the suite of applied, design-thinking, and assessment-oriented courses that we propose, focussed on **regeneration** by design rather than simply lessening or understanding impacts. Additionally, this program is intended to provide skills development for professionals to take up leadership positions in work situations rather than train academics. The two closest programs offered in Canada are at Royal Roads University (MA/MSc in Environment and Management) and Western University (Master of Environment and Sustainability); however, neither institution's program offers a focus on Energy or Regenerative Sustainability.

See Appendix C for a list of other sustainability programs across Canada.

Admissions

a. What are the admissions requirements of this program?

1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a minimum cumulative weighted average of **at least** a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the M.Ss program.]
4. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
5. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take one or more preparatory courses to improve their qualifications. In this case, they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Description of Program

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

The Master of Sustainability (M.Ss) is a 30-credit unit program with a common core and two fields of study: Energy Security and Regenerative Sustainability (see Fig. 1, below). All students are required to take 9 credit units of foundational core courses and must specialize in one of the two fields of study. The mission of the Master of Sustainability is to **inspire** the next generation of leaders to **forge** robust and collaborative solutions to sustainability challenges.

Curricular Objectives

Common Core: Graduates of the M.Ss will be able to

1. Engage challenging sustainability concepts and practices from multiple perspectives.
2. Recognize the importance of including Indigenous peoples and practices in advancing a sustainability agenda.
3. Demonstrate the skills required to become effective and reflective leaders who can implement sustainability solutions in the private, public, and not-for-profit sectors.
4. Advance the United Nations Sustainable Development Goals.

The mission of the **Energy Security** stream is to **empower** a network of northern, Indigenous, remote, and career professionals through distance education and purpose-driven practical experience to lead sustainable community energy development. Graduates of the M.Ss in Energy Security will be able to

1. Demonstrate knowledge of renewable energy technology for energy transitions.
2. Employ their skills and crucial tools for managing energy projects.
3. Identify policy and regulatory opportunities and barriers for advancing community renewable energy.
4. Undertake community economic analyses to determine the business case for renewable energy projects.
5. Lead best practices for holistic community energy project development.

The mission of the **Regenerative Sustainability** stream is to **empower** our graduates to **catalyze** positive, transformative, changes in socio-ecological systems by engaging with the latest developments in sustainability thinking and practice. Graduates of the M.Ss in Regenerative Sustainability will be able to

1. Recognize and critically assess root causes of sustainability problems.
2. Reimagine sustainability problems through the lens of systems and design thinking.
3. Demonstrate professional skills as reflective practitioners and change-oriented thinkers.
4. Collaborate to co-produce knowledge and lead best practices for regenerative sustainability.

Figure 1: Proposed structure for Master of Sustainability [M.Ss] Program

Mission Statement: The mission of the Master of Sustainability is to inspire the next generation of leaders to forge robust and collaborative solutions to sustainability challenges.

*new courses are indicated in blue

Common Core (9 credit units) “Foundational” courses to ensure all students have the necessary foundational knowledge required for success within the program

Sustainability and Thriving in Uncertainty

ENVS 818.1 *Introduction to Sustainability*

ENVS 850.1 *Systems Thinking for Sustainability*

Institutions for Governance and Relations

ENVS 882.2 *Foundations of Governance for Sustainability*

ENVS 884.1 *Fundamentals of Environmental Law and Policy* OR ENVS 885.1 *Practical Law for Project Development*

ENVS 886.2 *Building Understanding in the Age of Reconciliation*

ENVS 834.2 *The Art and Practice of Negotiations*

Students must take an additional 21 CU in their chosen field of study, either Energy Security or Regenerative Sustainability.

Energy Security

Mission Statement: The Energy Security stream empowers a network of northern, Indigenous, remote, and career professionals through distance education and purpose-driven practical experience to lead sustainable community energy development.

Required Courses (15 cu)

ENVS 840.3 *Renewable Energy & Energy Transitions*

ENVS 841.3 *Renewable Energy Systems*

ENVS 842.3 *Community Economic Analysis & Renewable Energy*

ENVS 843.3 *Energy Project Finance*

ENVS 844.3 *Community Energy Planning*

Project (6 cu)

ENVS 992.6 *Project in Environment and Sustainability*
(project or placement on case-by-case basis)

Regenerative Sustainability

Mission Statement: The Regenerative Sustainability stream empowers our graduates to catalyze positive, transformative, changes in socio-ecological systems by engaging with the latest developments in sustainability thinking and practice.

Required Courses (12 cu)

ENVS 805.3 *Data-Driven Solutions for Sustainability*

ENVS 807.3 *Sustainability in Theory and Practice*

ENVS 810.1 *Standpoint, Reflexivity, and Power in Sustainability Problem-Solving*

ENVS 851.2 *Design-Thinking for Sustainability*

ENVS 853.3 *Regenerative Sustainability*

Electives (minimum 3 cu)

To be chosen from the suite of SENS courses in any given year—with the possibility of special permission to take courses outside of SENS. All electives must be pre-approved by the Program Director through the completion of a “program of studies”.

Project (6 cu)

ENVS 992.6 *Project in Environment and Sustainability*
(project or placement on case-by-case basis)

or

Additional Electives
(6 cu)

ENVS 990.0: The purpose of the 990 Seminar Series is to bring students, faculty, and partners together to learn about sustainability challenges, case studies of success, emerging opportunities, professional practice, and skills required by sustainability practitioners, and to help build a cohesive network of scholars and professionals engaged in and connected to activities at USask.

- b. **Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.**

The impetus behind undertaking a major revision of our MSEM program was to create an exceptional program that 1) meets the current and future demand from industry and community stakeholders for an energy program, 2) aims to build key skills and knowledge for sustainability practitioners to take leadership roles, and 3) increases equity through enhanced accessibility and flexibility of program delivery. The characteristics embedded within this revised program include:

- Case-based learning opportunities
- Clear links to addressing the UN's Sustainable Development Goals
- Current and highly applied solutions-oriented programming
- Experiential learning opportunities (i.e., learning by doing—guided by needs identified by practitioners), such as project placements
- Online and blended courses
- Full- and part-time options: Students can choose to complete the program in 1 year of intensive study or over 2 years of part-time study.
- Certificates (see following proposal) that can be taken as stand-alone certificates or used to ladder into the M.Ss.

Indeed, the results of our market survey support our proposed directions toward accessible programming and flexible options. Specifically, 81% of respondents indicated that they are more likely to pursue graduate educational opportunities if our programs offered flexible options such as online courses and the ability to complete programs part-time. Additionally, the majority of prospective students indicated that they would consider graduate programs that offered combined delivery (a blend of online and on-campus).

Our teaching philosophy is centered around building the skills and approaches students need to tackle deep, complex, and long-lasting sustainability problems. We employ an experiential, solution-focused, interdisciplinary (sometimes transdisciplinary) approach, with an emphasis on professional skill development and deployment. We will engage case-based learning approaches to build crucial links across courses, helping students understand how to apply the new skills and methods they are learning, becoming agents of changes as they mobilize theory into practice to solve multi-faceted, often wicked, problems. We embrace complexity, helping our students understand the linkages across human and natural systems, and consider the importance of complexity and uncertainty, rather than avoid them. Students deepen their respect for a range of perspectives and ways of knowing, and their understanding of themselves and how their training, skills, attributes, and background affect their role as sustainability practitioners.

c. Provide an overview of the curriculum mapping.

Core								Energy						Regenerative Sustainability				
	818	834	850	882	884	885	886	840	841	842	843	844	805	807	810	851	853	
	Intro to sust.	Neg.	Systems thinking	Govern	Law & policy	Practical law	Reconcil'n	Energy transitions	Renewable Energy	Economic Analysis	Project Finance	Comm. Planning	Data-driven	Theory & practice	Standpoint	Design thinking	Regen sust.	
Leader	L1 ethics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	L2 commitment		X		X	X		X		X	X	X		X	X	X	X	
	L3 trust		X	X	X	X		X		X	X	X		X	X	X		
	L4 reconciliation		X	X	X		X	X		X	X	X		X	X			
	L5 growth		X			X	X	X	X	X	X	X		X	X	X		
	L6 adaptive	X	X	X	X	X		X	X	X	X	X		X	X	X	X	
	L7 risk-taking	X	X	X		X	X	X	X	X	X	X		X	X	X		
Integrator	I1 understand	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	I2 multiple sources	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	I3 theories of interaction	X	X			X	X	X	X	X	X	X		X	X	X		
	I4 change agents	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	I5 conflict		X	X	X	X	X	X	X		X	X		X	X		X	
Thinker	T1 complexity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	T2 open-minded	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	T3 multiple dimensions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	T4 challenge	X	X		X	X	X	X	X	X	X	X	X	X	X		X	
	T5 diverse data	X	X			X	X	X	X	X	X	X	X		X			
Collaborator	C1 communication	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
	C2 relationships	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	C3 ways of knowing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	C4 humility	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
	C5 healthy debate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Adaptor	A1 self-awareness	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
	A2 continual learning	X	X	X	X		X	X	X	X	X	X		X	X	X	X	
	A3 management	X	X		X	X		X	X	X	X	X	X		X	X	X	
	A4 feedback	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
	A5 self-monitoring	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

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

Our programs and courses are centered on building professional skills and knowledge for problem-solving and application of solutions. We will help students further develop their skills in synthesis and analysis, critical thinking, and problem-solving.

We have deliberately created a set of foundational core courses that will ensure all students build key skills and knowledge to achieve our graduate attributes. These courses are fundamental to ensuring students gain a breadth of knowledge required to fully understand the complexity of sustainability problems and solutions. Students will then delve into courses in their area of focus with further opportunities for application, problem-solving, critical thinking, interdisciplinary collaboration, and synthesis. We will sequence and network these courses appropriately to enhance student success. Some courses will include delivery by experienced practitioners (through either sessional or guest lecturers). Having access to this professional expertise will help students better understand real-world applications and build their professional networks.

All courses within the M.Ss and Graduate Certificates provide learning opportunities for our graduate students to develop and hone their professional skills, including critical and creative-thinking, interdisciplinary and intercultural collaboration, and professionalism. Our curriculum will also expand their potential for reflection, communication, and leadership. We are developing sets of case studies that will be used across courses that enable students to apply different critical “lenses”, and analytical and design approaches. These approaches will equip our graduates with a solutions-oriented skill set well matched to addressing real-world problems. We aspire to not only bring key solutions-oriented practitioners together to become agents of change-build solutions, but ensure they are equipped with the critical interdisciplinary, intersectoral, and intercultural skills required.

These opportunities can be found in:

Problem-solving: specific courses such as 805, 850, 853, 884, 886

Synthesis and analysis: 805, 807, 850, 882

Critical thinking: all of our courses

Interdisciplinary collaboration: everywhere

Application: 805, 807, 834, 841–844, 850, 851, 853, 882, 884, 992 project

e. Explain the comprehensive breadth of the program.

The primary objective of the M.Ss is to empower graduates to become leaders in addressing sustainability-related challenges and to design and implement solutions. This program is designed to meet the needs of working professionals and recent graduates wanting to expand their skills in sustainability-related issues. Sustainability solutions do not belong to a single discipline; rather, the transdisciplinary nature of the program will bring together the vast expertise of our faculty with the educational and work experiences of our student base. This program will not just focus on sustainability concepts, but will also offer opportunities for students to learn how to apply knowledge and gain key skills related to governance, economics, law, finance, planning and regulation, negotiations, and Indigenous relations.

Solving the sustainability challenges of the world will only happen by bringing people together from across disciplines and ensuring development of critical skills for interdisciplinary, intersectoral, and intercultural collaboration. Not only will the program bring people together from across disciplines, but this mingling of the minds in the context of well-designed programming will also allow us to contribute to and advance positive solutions towards the United Nations’ [Sustainable Development Goals \(SDGs\)](#). The following table outlines which of the courses within the program work towards addressing specific SDGs.

Connection to Sustainable Development Goals (SDGs)



Sustainable Development Goals

SDG	Aspiration	Core	Energy	Regenerative Sustainability
1	No Poverty End poverty in all its forms everywhere	818	840, 841, 842, 843, 844	851
2	Zero Hunger End hunger, achieve food security and improved nutrition and promote sustainable agriculture	818	840, 842	851
3	Good Health & Well-being Ensure health lives and promote well-being for all	818	840, 842, 844	805, 853
4	Quality Education Ensure quality education and promote lifelong learning opportunities for all	818	840, 842, 844	805, 853
5	Gender Equality Achieve gender equality and empower all women and girls	818	840, 842, 844	810, 853
6	Clean Water & Sanitation Ensure access to water and sanitation for all	818	840, 841, 842, 843, 844	851, 853
7	Affordable & Clean Energy Ensure access to affordable, reliable sustainable and modern energy for all	818, 884	840, 841, 842, 843, 844	853
8	Decent Work & Economic Growth Promote inclusive and sustainable economic growth, employment and decent work for all	818	840, 842, 843, 844	851, 853
9	Industry Innovation & Infrastructure Build resilient infrastructure, promote sustainable industrialization, and foster innovation	818	840, 841, 842, 843, 844	805, 851, 853
10	Reduced Inequalities Reduce inequalities within and among countries	818	843, 844	805, 853
11	Sustainable Cities & Communities Make cities and human settlements inclusive, safe, resilient and sustainable	818	840, 842, 843, 844	805, 851, 853
12	Responsible Consumption & Production Ensure sustainable consumption and production patterns	818, 850	840, 841, 842, 843, 844	853
13	Climate Action Take urgent action to combat climate change and its impacts	818, 884	840, 841, 842, 843, 844	805, 851, 853
14	Life Below Water Conserve and sustainably use the oceans, seas and marine resources for sustainable development	818, 850	841, 843	805, 851
15	Life on Land Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	818, 850	840, 841, 842, 843, 844	805, 851, 853
16	Peace & Justice Strong Institutions Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all level	818, 850, 882, 884	840, 842, 843, 844	805, 810, 851, 853
17	Partnerships for the Goals Strengthen the means of implementation and revitalize the global partnership for sustainable development	818, 884	840, 841, 842, 843, 844	805, 853

- f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, what degree attributes and skills will be acquired by graduates of the program.

The table below illustrates how the core and required courses in the Master of Sustainability (M.Ss) align with the Five Learning Objectives outlined in the University’s *Learning Charter*. The course numbers are listed for each learning objective and its sub-objectives. See Figure 1 above (p. 9) for a list of course numbers and titles.

Learning Charter: Five Learning Objectives

	Description	Core Courses	Energy Security	REGEN Sustainability	Seminars & Project
Pursuit of Truth and Understanding	Critical thinking	818, 834, 850, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851, 853	990, 992
	Multiple ways of knowing and learning	818, 834, 850, 882, 884; 886	840, 841, 842, 843, 844	807, 810, 851, 853	990, 992
	Intellectual flexibility	818, 834, 850, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851, 853	990, 992
Pursuit of Knowledges	Depth of understanding in subject area	818, 834, 882, 885, 886	840, 841, 842, 843, 844	805, 835, 851, 853	990, 992
	Breadth of understanding how subject area intersects with related subject areas	819, 834, 850, 882, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851, 853	990, 992
	Understanding how one’s subject area impacts communities	818, 834, 882, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851	990, 992
	Using and applying one’s knowledge with respect to all individuals	818, 834, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851, 853	990, 992
Pursuit of Integrity and Respect	Exercising intellectual integrity and ethical behavior	818, 834, 850, 882, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851, 853	990, 992
	Recognizing and thinking through moral and ethical issues	818, 834, 882, 884; 885, 886	840, 841, 842, 843, 844	807, 810, 851, 853	990
	Recognizing the limits to one’s knowledge, skills and understanding and acting in accordance with these limits	818, 834, 850, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851	990, 992
	Appreciate one’s own worldview while showing respect for others’ worldviews	818, 834, 850, 882, 884; 886	840, 841, 842, 843, 844	805, 807, 810, 851, 853	990, 992
Recognizing and thinking through moral and ethical issues	Develop and apply research, inquiry, knowledge creation and translation skills	818, 834, 884; 885, 886	840, 841, 842, 843, 844	805, 807, 835, 851, 853	990, 992
	Communicate clearly, substantively and persuasively in different contexts	818, 819, 834, 850, 885, 886	840, 841, 842, 843, 844	807, 810, 851, 853	990
	Locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness	818, 834, 850, 882, 885, 886	840, 841, 842, 843, 844	805, 807, 810, 851, 853	990, 992
Pursuit of Skills and Practices	Commit to positive growth and change for oneself and for local, national and global communities	834, 850, 884; 885, 886	840, 841, 842, 843, 844	807, 810, 851, 853	990, 992
	Act with confidence and strength of purpose for the good of oneself and different communities	834, 850, 885, 886	840, 841, 842, 843, 844	810, 851	990, 992
	Embrace responsibilities to oneself and others in ways that are authentic and meaningful	834, 850, 885, 886	840, 841, 842, 843, 844	810, 851, 853	990, 992
	Sharing knowledges and exercise leadership as acts of individual and community responsibility	818, 834, 885, 886	840, 841, 842, 843, 844	810, 851	992

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

The Master of Sustainability (and its related suite of certificates) is open to graduate students from all disciplines. There are no barriers. In fact, we encourage cohorts of students from varying disciplines. We have had students as diverse as music, history, engineering, and health sciences enter SENS programs. Additionally, the suite of certificates may serve as stand-alone programs for professionals; however, we also expect that some students may also ladder into the professional M.Ss from the certificates.

h. Specify the criteria that will be used to evaluate whether the program is a success with a timeframe clearly specified by the proponents in the proposal.

We will evaluate the success of the program through the following metrics:

1. **Enrolment:** we project that the M.Ss will meet its enrolment targets for both streams within three years (25 new student enrolments per year in Energy and 30 new student enrolments per year in Regenerative Sustainability)
2. **Demand:** measured by the percentage of high-quality applicants and application numbers (annually)
3. **Student satisfaction:** measured by exit surveys and course evaluations (annually)
4. **Graduate employment and/or advancement:** determined by alumni surveys (3 yearly)
5. **Recognition:** for example, institutional ranking and rating
6. **Satisfaction of program partners:** measure by partner and employer surveys and continued engagement and requests for student projects (3 yearly)

i. If applicable, is accreditation or certificate available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.

Not applicable

Consultation

a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in the program. Does this proposed program lead into other programs offered at the university or elsewhere?

The Master of Sustainability (M.Ss) is the revised and renamed Master of Sustainable Environmental Management (MSEM) program. This program will continue to be one of our two professional Master's degrees—alongside our Master of Water Security program. We also have thesis-based Master of Environment and Sustainability (MES) and PhD programs as well as an Undergraduate Certificate in Sustainability. All the courses within the M.Ss will be open to our MES and PhD students as electives that may complement some of their research/thesis-related work.

Graduate students outside of SENS will also benefit from individual course offerings or from the various certificates. We note that there is a paucity of graduate courses on offer across campus; courses related to sustainability and governance may be particularly useful to students in other graduate programs.

- b. **List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.**

In developing this Master of Sustainability, we consulted with stakeholders across campus and beyond, including our colleagues in the Colleges of Engineering, Johnson-Shoyama Graduate School of Public Policy, College of Arts and Science, College of Law, College of Education, and College of Agriculture and Bioresources. As a result of COVID-19 and the need for online delivery (which is woven into our new programs), we moved up the timeline for delivery of the program. While this limited the depth of the conversations we could have with other units on the program design, we achieved support of all six units we consulted. Our consultations revealed continued interest in strengthening co-delivery of key components from partners across the University. Engineering, JSGS, and Arts and Science have all expressed interest in pursuing opportunities to collaborate in the delivery of the program, and we are keen to build and enhance our partnerships with these units as we grow and refine the M.Ss.

We have also consulted with current USask students, alumni, associate members, the Saskatchewan Environmental Industry and Managers Association, and our community partners through a survey designed to capture their interest and demand for a professional Master's and/or certificates. The results of this study are included in Appendix J.

We also consulted with our community and industry partners. Consultations were conducted in a wide-range of formats: Design Lab workshops, in-person meetings, symposia, planning meetings, and a market survey. We consulted with more than 60 practitioners and industry leaders from electrical utilities, Indigenous communities and government, First Nations businesses, and organization, energy developers, governments, and NGOs to co-design this curriculum. The list includes First Nations Power Authority, SaskPower, Gwich'in Tribal Council, Alaska Village Electric Cooperative, Valard, Arctic Energy Alliance, Northwest Company, Alaska Center for Energy and Power, among many others. This represented five provinces, two territories, and five states. We responded with the graduate level training that Indigenous and business leadership said they needed and helped us co-design.

Further, the academic design and learning objectives were workshopped within the *Energy, Society, and the Arctic: An Interdisciplinary Workshop, April 25–27, 2019, Arthur L. Irving Institute for Energy and Society*. The program was reviewed by leading energy scholars from across the United States, including from institutions such as MIT and Dartmouth. We were commended on our visionary master's level program that met the needs of Northern, Indigenous and Remote communities. The very positive and constructive feedback was worked into the proposal we submitted. We stand behind the academic rigor of our program.

See Appendix E for a complete summary of consultation activities, stakeholders, and planning activities.

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

We do not anticipate significant additional library resources. See Appendix G for evidence of consultation with the University Librarian.

- d. **List other pertinent consultations and evidence of support, if applicable (e.g. professional associations, accreditation bodies, potential employers, etc.)**

Energy Security: Leaders in the utility industry and Indigenous communities agree that successful energy transitions require more than engineering and technical solutions; the development of new energy systems and renewable energy projects depend heavily on economics, policy and regulatory regimes, and

community consultation and engagement. A business case for new energy developments requires developing a value proposition that accommodates stakeholders and rights holders that leverages new economic and social opportunities and that is responsive to changing policy and economic environments. This transition, to a stable and secure energy future for remote, northern and Indigenous communities represents a significant opportunity for this generation to achieve reconciliation with Canada's Indigenous peoples. This is especially true in Saskatchewan. Over an 18-month period, Greg Poelzer, a professor in SENS, engaged with provincial, territorial, and municipal governments, industry (including Valard Group, Arctic Energy Alliance, First Nations Power Authority, Northwest Territories Power Corporation, Tli'cho Investment Corporation), and Indigenous communities (Peter Ballantyne Cree Nation, Gwich'in Tribal Council) to co-create the program design, focusing especially on foundational knowledge, renewable energy, community planning, and project management. See Appendix E for a description of the USask Community and Industry Engagement History.

Regenerative Sustainability:

In order to better understand the demand and appeal of a professional program, we surveyed a number of people who could be potential by students or employers. The people survey included recent Undergraduate Certificate in Sustainability graduates, USask alumni, SENS community partners, and adjunct faculty. Our survey included questions about likelihood of seeking education in sustainability, preference for master's degree and certificates, program delivery options, program appeal, etc. The complete results of the survey are included in Appendix J.

Budget

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/breadth requirements or electives)? (Estimate the percentage time for each person).**

We estimate that approximately 13 instructors will participate in delivering the program, including faculty functioning as program directors (0.15 FTE each) and project directors (0.30 FTE each) for each field, and faculty teaching the courses (~0.15 FTE for each 3-cu course). Note: We anticipate that some of our instructors will teach more than one course within the program (this accounts for the difference between the number reported here—13—and the number projected in the budget table below. The number in the table (16) refers to the number of 3-cu equivalent courses to be delivered in the program.

The total number of credit units needed to deliver the program is 51 credit units: 9 cu of shared core courses + 21 cu for Energy Security + 21 cu for Regenerative Sustainability = 51 cu. Having a shared common core that both fields take allows us to institute some economies of scale—as opposed to needing to deliver two full 30 cu programs (totaling 60 cu).

Our long-term plan is to use our experiences from developing and implementing fields of study to inform the development of other fields of study into the Master's program once the critical resources and infrastructure become available. We anticipate that this revised structure will serve as a model and open the door to co-develop future fields of study with USask partners in biocultural conservation and food security.

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

None; we are revising our current Master of Sustainable Environmental Management to incorporate two fields of study. Some courses will likely be offered less frequently to provide time to teach the additional courses.

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

The teaching load of instructors will remain static, with slight shifts in teaching assignments in the courses, leading to consistency and better alignment with instructors' areas of expertise. Two required courses in the current MSEM program will become electives and will not be taught every year. We hired an APA (effective March 2020) to facilitate program delivery and management of the new Energy Security field of study.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this program. (Unit administrative support; space issues, class room availability, studio/practice rooms, laboratory/clinical or other instructional space requirements).

One-time costs: We secured funds from the University's Curriculum Innovation Fund as well as the time of a curriculum specialist from the GMCTL to assist with planning and program design. We have used this funding for consultations with external partners and online survey expenses to gather data from prospective students and employers.

Most of the core and required courses will be developed for on-line delivery to enhance flexibility for students who live and work off campus. The University of Saskatchewan Distance Education Unit has committed to provide the instructional design and instructional technology coordination components. See Appendix I.

On-going costs: On-going costs have been absorbed by the Unit. For example, program directors and coordinators are part of our existing faculty complement; administrative support will be provided by existing staff. We anticipate on-going commitments associated with:

- Two Program Directors: one each for Energy Security and Regenerative Sustainability.
- A Placements Coordinator to support program placements for both field of study (0.67 FTE).
- An Academic Programs Manager who oversees all academic programs in SENS (0.15 FTE).
- Salaries of administrative support: Graduate Advisor (0.30 FTE) and Graduate Support Assistant (0.2 FTE).
- Teaching Assistant positions to support faculty with increased class sizes and online delivery (6 TAs per academic year beginning in 2021/2022).
- Writing support for graduate students; the need for this support may increase as the programs and international scope of the student body grows.

As enrolment and revenues increase, we anticipate that these revenues will be reinvested to offset on-going costs.

e. If this program is to be offered in a distributed content, please describe the costs associated with this approach of delivery and how these costs will be covered.

Faculty development and delivery costs of the distributed content will be covered under assignment of duties with the program. Content will be developed in conjunction with the Distance Education Unit (DEU). See Appendix I for a Letter of Support.

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

N/A. All resources and courses will be delivered from within SENS.

- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

We anticipate a number of scholarships will be offered by our external partners who are interested in securing graduates. To date, Peter Ballantyne Cree Nation and Valard Group of Companies have committed scholarships through the CASES program to support students in the Energy Security stream. See letters of support Appendix I.

Small scholarships (\$1,500/student for six students on an annual basis) will also be available from SENS for M.Ss students in Regenerative Sustainability. Applicants are assessed for scholarship funding based on merit. Additionally, project placement partners are encouraged to provide whatever financial support to students for the projects that is possible and desirable for them, ranging from covering direct expenses to providing full scholarships. However, we cannot require this of all partners as we will not be able to secure enough projects if funding is a requirement.

- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

To accommodate full- and part-time students and 3-, 2-, and 1-cu courses, we propose a special tuition model that charges student tuition based on a single credit unit. Our tuition projections are based on \$375 per credit unit for domestic students and \$634 for international students (based on the assumed 1.69 differential for all graduate students in fall 2021) in the 2021–2022 academic year.

Therefore, we propose a tuition model where

Credit Unit	Domestic	International
1 cu	\$375	\$634
2 cu	\$750	\$1268
3 cu	\$1125	\$1901

In this model, tuition costs for each student will be assessed each semester according to how many credit units the student is taking in that semester (rather than the full program divided equally among 3 terms). This proposed adjustment to the tuition model is necessary to accommodate part-time students who chose to complete the program over 2 years.

Additionally, M.Ss students who are not enrolled in a course in a particular term do not need to register for that term. M.Ss students are permitted to be unregistered for a **maximum of three consecutive terms**. If not registered after the three consecutive terms, students will be automatically withdrawn from the program and will have to re-apply to the program to continue.

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

The following tables provide 5-year budget projections for the delivery of the program. Table 1 indicates the enrolment projections for the program over the next 5 years. Table 2 indicates the expected tuition revenue and costs associated with program delivery. The highlighted column indicates the year (2023/24)

when we anticipate reaching our target enrolment numbers for the M.Ss program in both fields of study. In this year, the estimated total costs of the program are \$616,551 while the estimated revenue is \$926,515, which would lead to a \$309,965 surplus in Year 3. With the exception of Year 1, we project a surplus in every year—\$203,248 (Y2), \$309,965 (Y3), \$369,189 (Y4), and \$389,588 (Y5).

Table 1: Enrolment projections for Energy Security and Regenerative Sustainability fields of study

TUITION - \$		
	375	per cu.
3.5% increase Yrs. 2- 5		
ENROLMENT		
Year:	Energy	Regen.
2021/22	16	25
2022/23	20	30
2023/24	25	30
2024/25	25	30
2025/26	25	30
Int'l	50%	80%
Domestic	50%	20%
Int'l diff.	1.69	1.69

Table 2: 5-year budget projections for the M.Ss program for both fields of study from 2021 to 2026 (with highlighted column indicating anticipated year of reaching target enrolments for both streams)

University of Saskatchewan

School of Environment & Sustainability

Masters of Sustainability degree program (revised MSEM)

Projected Revenue and Expenditures based on enrolment projections (above) and assumptions listed in the notes below as of April 24, 2020

REVENUE		2021/22	2022/23	2023/24	2024/25	2025/26
Tuition						
Energy Security		121,142	282,110	364,980	419,727	434,417
Regenerative Sustainability		327,625	519,940	561,535	581,189	601,531
		448,767	802,050	926,515	1,000,916	1,035,948
EXPENDITURES						
SALARY & BENEFITS			2.5%	2.5%	2.5%	2.5%
0.15 FTE	2 Program directors	42,290	43,347	44,430	45,541	46,680
0.15 FTE	Faculty - both streams (per 3 cu course x 16)	362,520	371,583	380,873	390,394	400,154
	1 Sessional lecturer	7,500	7,688	7,880	8,077	8,279
	Administrative staff	104,951	107,575	110,264	113,021	115,847
0.67 FTE	Placement coordinator					
0.15 FTE	Manager - Academic programs					
0.3 FTE	Graduate advisor					
0.2 FTE	Graduate support assistant					
3,720	6 TAs - 12 hours per week x 13 weeks plus benefits	22,321	22,879	23,451	24,038	24,639
	Writing support	14,350	17,500	19,250	19,250	19,250
	Total Salary & Benefits	553,932	570,572	586,149	600,321	614,848
OTHER EXPENDITURES			2.0%	2.0%	2.0%	2.0%
	Operating Costs - promo & recruitment	5,000	5,100	5,202	5,306	5,412
	Scholarships - 6 x \$1,500	9,000	9,000	9,000	9,000	9,000
	Online delivery \$15/mo/student	7,380	14,130	16,200	17,100	17,100
	Total other expenditures	21,380	28,230	30,402	31,406	31,512
	TOTAL EXPENDITURES	575,312	598,802	616,551	631,727	646,360
REVENUE OVER EXPENDITURES SURPLUS (DEFICIENCY)		(126,545)	203,248	309,965	369,189	389,588
Beginning fund balance		0	(126,545)	76,703	386,668	755,856
Ending fund balance		(126,545)	76,703	386,668	755,856	1,145,444

Assumptions

Notes:

- 1 Above excludes any maintenance / program fee that may be charged if a student takes longer than 2 years to complete
- 2 Overall salary escalation of 2.5% forecasted for all employee groups
- 3 Non-salary expenditures escalate 2% per year
- 4 Operating costs for promotion of energy security remain at \$5K (50% of the \$10K already allocated to professional programs)
- 5 Assumes each student receives 10 hours writing support for duration of their program
- 6 TABBS overall impact is positive

For a summary of the TABBS implications, see Appendix F.

- j. **What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, given the limitations of the resources allocated to the program?**

We anticipate enrolments of 25 students per year within three years (16 in 2021/22, 20 in 2022/23, 25 in 2023/24) in the Energy Security stream, and 30 students per year within two years (25 in 2021/22, 30 in 2022/23) in the Regenerative Sustainability stream. Additionally, we anticipate 50% domestic and 50% international students in the Energy Security, and a 20% domestic and 80% international students in Regenerative Sustainability. See Table 1 above.

These target numbers are derived from two sources: historical numbers from the existing Master of Sustainable Environmental Management (MSEM) program data and knowledge that the environmental workforce in Canada is projected to grow steadily and at a quicker pace (24%, 90,000 workers) than the total labour force (7%). Also, demographic changes will lead to turnover in the existing environmental work force of about 30% (ECO Canada, 2017). The Royal Bank of Canada's report *Humans Wanted* describes the increasing need for the kind of human and technical skills that these programs will provide (RBC, 2018).

- k. **What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?**

In Table 3, we provide a comparison of the total costs versus the incremental costs of the revised program. We provide the comparison for Year 3 of the program when we anticipate to reach our target enrolments for both fields of study. The incremental costs are based on the addition of the Energy Security stream into the Master's program. The Regenerative Sustainability stream is the revised and renamed "MSEM", and all costs associated with this stream are not considered incremental.

Table 3: Comparison of Total Costs and Incremental Costs of the Master of Sustainability program

		Total cost (2023/24)		Incremental Cost (2023/24)
REVENUE				
Tuition				
Energy Security		364,980		364,980
Regenerative Sustainability		561,535		0
		926,515		364,980
EXPENDITURES				
SALARY & BENEFITS		2.5%		2.5%
Program Directors	2 @ 0.15 FTE	44,430	1 @ 0.15 FTE	22,215
Faculty—both streams (per 3-cu course)		380,873		119,023
Sessional Instructor	1	7,880	1	7,880
Administrative Staff and Support		110,264		39,629
Placements Coordinator	0.67 FTE		0.33 FTE	
Manager, Academic Programs	0.15 FTE			
Graduate Advisor	0.30 FTE		0.15 FTE	
Graduate Support Assistant	0.20 FTE			
TAships (@\$3720/each)	6	23,451	3	11,726
Writing Support		19,250		8,750
Total Salary & Benefits		586,148		206,809
OTHER EXPENDITURES		2.0%		2.0%
Operating Costs - promo & recruitment		5,202		
Scholarships - 6 x \$1,500		9,000		0
online delivery \$15/mo/student		16,200		8,100
Total other expenditures		30,402		8,100
TOTAL EXPENDITURES		616,550		214,909
REVENUE OVER EXPENDITURES		309,965		150,071
SURPLUS (DEFICIENCY)				

- I. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

The increase in enrolment that we expect as a result of the redesign will lead to an incremental tuition revenue of \$364,980. The program will be financially sustainable and represents an important alternative revenue stream for SENS. To break even on full costs, we require 35 students (20 Regenerative Sustainability students and 15 Energy Security students); however, based on incremental costs, the breakeven is 15 Energy Security students. These numbers are based on the domestic/international enrolment numbers for each stream—20% domestic / 80% international for Regenerative Sustainability and 50% / 50% for Energy Security.

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

We expect to reach our target enrolment for both streams of the M.Ss in 2023–2024. In this year, total cost for the program is \$616,551 which is less than the projected tuition revenue of \$926,515 by \$309,965. With the exception of the first year, our budget projections indicate surpluses in Years 2–5. For more detail, see Table 2 above.

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

University of Saskatchewan Provost's Office

Extensive discussions have taken place with the Provost, who approved two new faculty positions to support the Energy Security field of study with the following funding model:

- a. **New Academic Programming Appointment** (start date 1 March 2020)—effective 1 May 2020, 100% salary & benefits is SENS's responsibility
- b. **New Centennial Chair** (estimated start date 1 January 2021)
 - Up to \$125K per year to cover off salary & benefits for a 5-year term with possibility to renew for another 5 years.

References

- Brown, M., Haselsteiner, E., Apr., D., Kopeva, D., Luca, E., Pulkkinen, K., Vula Rizvanolli, B., (Eds.), (2018). Sustainability, Restorative to Regenerative. *COST Action CA16114 RESTORE, Working Group One Report: Restorative Sustainability*.
- EcoCanada. (2017). *Canadian Environmental Employment: Summary Analysis*. Retrieved from <https://www.eco.ca/wp-content/uploads/ECO-Canada-Canadian-Environmental-Employment-Summary-September-2017.pdf>
- Reed, B. (2007). Shifting from 'sustainability' to regeneration. *Building Research and Information*, 35(6), 674–680. doi: [10.1080/09613210701475753](https://doi.org/10.1080/09613210701475753)
- Royal Bank of Canada. (2018). *Human's Wanted: How Canadian youth can thrive in the age of disruption*. Retrieved from <https://www.rbc.com/dms/enterprise/futurelaunch/humans-wanted-how-canadian-youth-can-thrive-in-the-age-of-disruption.html>.
- University of Saskatchewan. (2018). University Plan 2025. Retrieved from <https://plan.usask.ca/>.

School 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 the recommendation

- Summary of issues that the College discussed and how they were resolved

The school statement for the Master of Sustainability and Graduate Certificates is in Appendix A.

Related Documents

At the online portal, attach any related documentation which is relevant to this proposal to the online portal. 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.

Letters of Support

The following letters of support have been received for this proposal:

Murray Fulton, Director, Johnson-Shoyama Graduate School of Public Policy
 Susanne Kresta, Dean, College of Engineering
 Martin Phillipson, Dean, College of Law
 Mary Buhr, Dean, College of Agriculture and Bioresources
 Michelle Prytula, Dean, College of Education
 Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science
 Chief Peter A. Beatty, Peter Ballantyne Cree Nation
 Steve Sousa, Valard Group of Companies
 Cheri Spooner, Director, Distance Education Unit

All letters are included in Appendix I.

Consultation Forms

1. Consultation with the Registrar Form - completed by CGPS with Registrar's Office
2. Complete Catalogue Entry (changes indicated in red)

Catalogue Entry for Master of Sustainability (M.Ss) (renamed MSEM)

Admission Requirements

1. a four-year ~~honours~~ degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, **OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate degree.**
2. a **minimum** cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. **A minimum overall TOEFL score of 86, a**

minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [**Note:** These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the M.Ss program.]

3. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
4. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Degree Requirements

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research, if research involves human subjects
- [GPS 962.0](#) Ethics and Integrity in Animal Research, if research involves animal subjects

All M.Ss students must complete a total of 30 credit units, ~~including the following~~: 9 credit units of core courses.

- ~~[ENVS 806.3](#) Field Skills in Environment and Sustainability~~
- ~~[ENVS 807.3](#) Sustainability in Theory and Practice~~
- ~~[ENVS 808.3](#) Tools and Applications for Sustainability Problem Solving~~
- ~~[ENVS 805.3](#) Data Analysis and Management~~

Core (9 credit units)

Required courses:

- **ENVS 818.1** *Introduction to Sustainability*
- **ENVS 834.2** *The Art and Practice of Negotiations*
- **ENVS 850.1** *Systems Thinking for Sustainability*
- **ENVS 882.2** *Foundations of Governance for Sustainability*
- **ENVS 884.1** *Fundamentals of Environmental Law and Policy* OR **ENVS 885.1** *Practical Law for Project Development*
- **ENVS 886.2** *Building Understanding in the Age of Reconciliation*
- **ENVS 990.0** *Seminar in Environment and Sustainability*

Student must also declare which field of study they will pursue within the M.Ss—Regenerative Sustainability or Energy Security. Students must complete 21 credit units within their chosen field of study.

Regenerative Sustainability (21 credit units)

Students in the Regenerative Sustainability field of study must take

1. 12 credit units of required courses,
2. a minimum of 3 credit units of electives, and
3. either a 6-credit unit project OR an additional 6 credit units of electives.

1) Required Courses (12 credit units)

- **ENVS 805.3** *Data-driven Solutions for Sustainability*
- **ENVS 807.3** *Sustainability in Theory and Practice*
- **ENVS 810.1** *Standpoint, Reflexivity, and Power in Sustainability Problem-solving*
- **ENVS 851.2** *Design Thinking for Sustainability*
- **ENVS 853.3** *Regenerative Sustainability*

2) Electives (minimum 3 credit units): students must choose a minimum of 3 cu of course work from the available graduate courses offered in at the time of enrolment—with the possibility of special permission to take courses outside of SENS. All electives must be pre-approved by the Program Director through the completion of a “program of studies”.

3) Project or Additional Electives (6 credit units)

- **ENVS 992.6** *Project in Environment and Sustainability*

OR

- **Additional Electives (6 credit units)**

Energy Security (21 credit units)

Students in the Energy Security field of study must take

1. 15 credit units of required courses and
2. a 6-credit unit project.

1) Required Courses (15 credit units)

- **ENVS 840.3** *Renewable Energy and Energy Transitions*
- **ENVS 841.3** *Renewable Energy Systems*
- **ENVS 842.3** *Community Economic Analysis and Renewable Energy*
- **ENVS 843.3** *Energy Project Finance*
- **ENVS 844.3** *Community Energy Planning*

2) Project (6 credit units)

- **ENVS 992.6** *Project in Environment and Sustainability*
- ~~ENVS 990.0 Seminar in Environment and Sustainability~~
- ~~ENVS 992.6 Project in Environment and Sustainability~~
- ~~a minimum of 12 credit units (as approved by faculty)~~



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION: Graduate Certificates for M.Ss

Title of proposal: *Suite of Graduate Certificates to complement the Master of Sustainability program in SENS*

Degree(s): *Graduate Certificate in Sustainability Solutions*
Graduate Certificate in Governance Foundations for Sustainability
Graduate Certificate in Energy Transitions
Graduate Certificate in Community Energy Planning and Finance

Field(s) of Specialization: n/a

Level(s) of Concentration: n/a

Option(s): n/a

Degree College: College of Graduate and Postdoctoral Studies/School of Environment and Sustainability

Contact person(s):

Dr. Martha Smith

Associate Dean
College of Graduate and Postdoctoral Studies (CGPS)
306-966-2229
kelly.clement@usask.ca

Dr. Maureen Reed

Assistant Director Academic
School of Environment and Sustainability (SENS)
mgr774@mail.usask.ca

Proposed date of implementation: May 2021

Proposal Document

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

Academic justification

a. Describe why the program would be a useful addition to the university, from an academic programming perspective.

These four certificate programs will provide a way for SENS to focus the knowledge we can share with working professionals; these individuals do not require an additional degree, or the placement opportunities that are more valuable to less experienced students or professionals. Instead, these individuals require more specialized training in a particular area, which is why the certificates have been designed to encompass thematic areas or address gaps in particular areas of knowledge.

Growing stressors affect all sectors of the economy, and all aspects of society. Addressing energy and environmental stressors requires integrative thinking, and a suite of professional tools and skills. As indicated by our market survey, more accessible, certificate programs will allow active professionals to broaden and deepen their expertise without the financial or time commitment of a full graduate degree. This is a key motivation behind development of these certificates. ***These certificate programs represent relatively short, accessible (online), market-oriented micro-credentials that use course offerings from ongoing programs (MSEM/M.Ss). As such they are expected to expand access to our programs, increase visibility of our programs due to broader uptake in professional communities, and add revenues without substantive increases in costs.***

These proposed 6-, 7-, and 9-credit unit certificates are a thoughtful repackaging of the M.Ss courses to ensure we offer our graduate students what they need. We have built on advice provided by Dr. Nancy Turner, Director, Gwenna Moss Centre for Teaching and Learning relating to best-practices for building micro-credentials through certificates. The proposed configurations of courses in our micro-credentials are important for

1. **Stackability**—We propose these certificates to allow students to “stack” the credentials and lead to a degree program, the M.Ss. For example, a student could stack the *Energy Transitions* certificate (6 cu) and *Community Energy Planning and Finance* certificate (9 cu) to complete the required courses (15 cu) for the Energy Security stream in the M.Ss. If the 6- and 7-cu certificates were larger, then the number of credit units for the certificates would be more than for the programs they are intended to lead to.
2. **Market demand**—In our market survey, indicates that there is external interest/demand for “bite-size” credentials. In fact, 65% of survey respondents indicated that smaller certificate programs in a specialized topic would appeal to them as a post-secondary educational option.

When initially developed, our professional Master’s programs (Master of Sustainable Environmental Management and Master of Water Security) were conceived as ways for working professionals to enhance their credentials in sustainability-related fields. The intention was to provide programs that would attract working professionals who were seeking additional educational and skills-building opportunities. While we have seen increasing enrolments, relatively few have been working professionals in these programs. We attribute this to several factors, but the biggest barriers are accessibility, flexibility, and professional skill development. Unfortunately, the current model for delivery (in-person, weekdays, inflexible, intensive 1-year program) of the programs do not account for the needs of employed professionals (e.g., a professional who brings in the sole household income cannot afford to take a year of unpaid study; reducing a double-income household to a single income plus tuition expenses is also challenging; and across industries there is an inequity of options for paid/unpaid leaves for education, if a leave is even possible at all). Professional programs must adapt to the needs of the marketplace because they exist to provide the knowledge and expertise currently demanded in the workforce across various industries.

We intend to offer the courses in these certificates in an online format. We believe offering certificates online will increase accessibility to our professional programs for working professionals by allowing them to

study while continuing to work. The University of New Brunswick, for example, has a similar professional program (Master of Environmental Management), but students do not have the flexibility offered by our proposed certificate program; we believe this will make us more attractive to prospective students who are already working full time or have families, giving us an additional market share.

Note: We include this proposal for a suite of certificate as a package with our proposal for major revision of our flagship professional program, the Master of Sustainable Environmental Management (MSEM), which has been re-envisioned to become a Master of Sustainability (M.Ss).

b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

Canada is undergoing a period of profound economic, social, and technological change that needs a “mobile, skilled workforce, constantly learning, training, and upgrading to meet the demands of a changing world” (RBC, 2018). A mobile workforce needs opportunities to transition between and upgrade within jobs. Increasing access and flexibility of educational opportunities for energy security and regenerative sustainability is a major motivator.

Energy Security—with a focus on renewable energy—is a critical field of study area that can advance the USask’s dedication to and global impact on planetary health and human well-being. Within a global context, USask is uniquely positioned to deliver educational opportunities with a strong commitment to Indigenization, reconciliation, and decolonization. This commitment sets us apart from programs of similar format elsewhere and will attract students from Canada and the global north and south, and given the expected strong focus on indigenization and reconciliation, Indigenous peoples from across the world. The University of Saskatchewan’s strategic plan and core values prioritize Reconciliation and Indigenous contributions to academia. Our proposed certificates in energy security help fulfil our commitment to supporting the education of Indigenous students and the autonomy of Indigenous communities with regards to the development of sustainable practices and policy solutions to the challenges these underserved communities face. We know that Indigenous students face many barriers to attending post-secondary education; the online certificate program options provide a way for students to achieve their educational goals without having to deal with the financial and emotional burden of leaving their families or uprooting them altogether for a 1-year program.

While all certificates enhance the University’s commitment to sustainability, certificates related to regenerative sustainability will build on our current success in the professional Master’s program and be very visible contributions to this strategic priority. We anticipate that such visibility will enhance our reputation across a range of prestige indicators including leading initiatives within the Sustainable Development Solutions Network, and increasing our rating in the STARS rankings undertaken by the Association for the Advancement of Sustainability in Higher Education and the [Times Higher Education \(THE\) World Impact Rankings](#) in which USask participated for the first time this year.

These certificates will also address the issue of accessibility of graduate programs to allow all types of students (including working professionals and students with family commitments) opportunities for further education and skills building. The addition of the graduate certificates in Energy Security and Regenerative Sustainability align with SENS’s strategic plan and are fully consistent with the overall vision of the University of Saskatchewan being “the University the world needs,” “growing in recruitment of students,” and ensuring “our university is viewed as an accessible, go-to resource by partners and stakeholders.” (University Plan 2025)

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

For our certificates, we are aiming at a fairly broad demographic. We want to attract both **mid-career professionals** (who already have experience in the environmental field) and **returning students** wanting to work in sectors addressing sustainability challenges. A mix of these cohorts is often ideal in supporting peer-to-peer learning in an online environment. We anticipate many students will see the certificates as an achievable goal while working full time. Although some will ladder to the full degree program, many will simply seek one or two certificates as they advance through their careers.

However, the target student demographic does look slightly different between the energy security certificates and the regenerative sustainability certificates. The energy security certificates are aimed at a narrower, defined demographic. These certificates are intended to train working professionals who need additional skills to advance their work in energy. Priority will be given to recruitment and training of **Indigenous students**. Indigenous partner organizations and communities are already assisting with Indigenous student recruitment. Indigenous students will have the opportunity to live and research in their own community after completing program residency requirements, ensuring retention and building capacity in local Indigenous communities. The regenerative sustainability certificates demographic is a bit broader, and we expect to include a higher proportion of **international students** than in the energy stream. Like the energy security stream though, we aim to attract a mix of mid-career professionals and recent graduates.

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

The intention of our certificates is to provide skills development for professionals in work situations rather than train academics. An environmental scan shows few sustainability graduate certificates exist across Canada. Given the dearth of micro-credential options, we believe these certificates will be attractive to many types of prospective students. The RBC Humans Wanted report (2018) indicates that students are not always looking for full degree programs; certificates help them gain the credentials they need in packages that are affordable in time and money. Also, we may attract strong international students who can benefit from this credential and/or who may ladder certificates into a degree without having to leaving their country.

See Appendix D for a list of other sustainability certificates.

Admissions

- a. What are the admissions requirements of this program?

As one or more certificates may be used to ladder into the Master of Sustainability program, the admission requirements are the same for the certificates as they are for the Master's program.

1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a minimum cumulative weighted average of **at least** a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)

3. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [**Note:** These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]
4. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
5. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Description of the program

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

Graduate Certificate in Sustainability Solutions (minimum 9 credit units)

The Graduate Certificate in Sustainability Solutions teaches new strategies to design and implement solutions to sustainability challenges. Courses build competencies towards regenerative design and sustainability alternatives to common sustainability problems by teaching key concepts and practical tools. New professionals and longstanding professionals will become more effective practitioners by learning about sustainability innovations and how to apply them. Graduates of this certificate will be able to:

Curricular Objectives:

1. Bridge social and natural sciences to advance an agenda for regenerative sustainability.
2. Employ skills in organizing, analyzing, and interpreting empirical data.
3. Demonstrate how systems function and apply design thinking tools to advance sustainability solutions.

Graduate Certificate in Governance Foundations for Sustainability (minimum 7 credit units)

The Graduate Certificate in Governance Foundations for Sustainability will help professionals who work with (or within) government agencies to better understand the basic structures of governance, actor groups and policy communities who influence governance, and the present-day imperatives of working with Indigenous peoples. Courses related to reconciliation and negotiation will also provide students with practical tools to

become more effective practitioners when planning and implementing sustainability innovations. Graduates of this certificate will be able to:

Curricular Objectives:

1. Apply governance concepts and tools to confront super-wicked problems.
2. Recognize the importance of respectful relationships with Indigenous peoples for sustainable governance arrangements.
3. Model best practices for conducting negotiations among Indigenous, private, public, and not-for-profit sectors.

Graduate Certificate in Community Energy Planning and Finance (minimum 9 credit units)

The Graduate Certificate in Community Energy Planning and Finance provides tools for planning and financing community renewable energy projects. Graduates of this certificate will be able to:

Curricular Objectives:

1. Demonstrate skills and crucial tools for managing energy projects.
2. Undertake community economic analyses to determine the business case for renewable energy projects.
3. Develop best practices for holistic community energy project development.

Graduate Certificate in Energy Transitions (minimum 6 credit units)

The Graduate Certificate in Energy Transitions is designed for professionals who seek to better understand how to navigate policy processes for transitioning to renewable energy. Graduates of this certificate will be able to:

Curricular Objectives:

1. Demonstrate knowledge of renewable energy technology for energy transitions.
2. Identify policy and regulatory opportunities and barriers for advancing community renewable energy.
3. Apply tools to assess generation, site-specific applications, and project development.

- b. **Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.**

Each certificate maybe taken as a stand-alone certificate or used to ladder into the M.Ss.

The impetus behind bundling our M.Ss courses into micro-credentials is to further increase accessibility to and flexibility of our graduate programs, allowing students options to find opportunities that meet their needs. The characteristics embedded within the certificates include:

- Case-based learning opportunities
- Clear links to addressing the Sustainable Development Goals
- Highly applied, solutions-oriented programming
- Experiential learning opportunities (i.e., learning by doing—guided by needs identified by practitioners)
- Online and blended courses

Our teaching philosophy is centered around building the skills and approaches students need to tackle deep, complex, and long-lasting sustainability problems. We employ an experiential, solution-focused,

interdisciplinary (sometimes transdisciplinary) approach, with an emphasis on professional skill development and deployment. We will engage case-based learning approaches to build crucial links across courses, helping students understand how to apply the new skills and methods they are learning, becoming agents of changes as they mobilize theory into practice to solve multi-faceted, often wicked problems. We embrace complexity, helping our students understand the linkages across human and natural systems, and consider the importance of complexity and uncertainty, rather than avoid them. Students deepen their respect for a range of perspectives and ways of knowing, and their understanding of themselves and how their training, skills, attributes and background affect their role as sustainability practitioners.

c. Provide an overview of the curriculum mapping.

	Governance Foundations				Energy Transitions		Community Energy Planning			Sustainability Solutions			
	834 Neg.	882 Govern	884 Law & policy	886 Reconcil'n	840 Energy Transitions	841 Renewable Energy	842 Economic Analysis	843 Project Finance	844 Comm. Planning	850 Systems thinking	805 Data- driven	851 Design thinking	853 Regen sust.
Leader	L1 ethics	X	X	X	X	X	X	X	X	X	X	X	X
	L2 commitment	X	X	X	X		X	X	X			X	X
	L3 trust	X	X	X	X		X	X	X	X		X	
	L4 reconciliation	X	X	X	X	X	X	X	X				
	L5 growth	X		X	X	X	X	X	X	X		X	
	L6 adaptive	X			X	X	X	X	X	X		X	X
	L7 risk-taking	X		X	X	X	X	X	X	X		X	
Integrator	I1 understand	X	X	X	X	X	X	X	X	X	X	X	X
	I2 multiple sources	X	X	X	X	X	X	X	X	X	X	X	X
	I3 theories of interaction	X		X	X	X	X	X	X				
	I4 change agents	X		X	X	X	X	X	X	X		X	X
	I5 conflict	X	X	X	X	X		X	X	X			X
Thinker	T1 complexity	X	X	X	X	X	X	X	X	X	X	X	X
	T2 open-minded	X	X	X	X	X	X	X	X	X	X	X	X
	T3 multiple dimensions	X	X	X	X	X	X	X	X	X	X	X	X
	T4 challenge	X	X	X	X	X	X	X	X		X		X
	T5 diverse data	X		X	X	X	X	X	X		X		
Collaborator	C1 communication	X	X		X	X	X	X	X	X	X	X	
	C2 relationships	X	X	X	X	X	X	X	X	X	X	X	X
	C3 ways of knowing	X	X		X	X	X	X	X	X	X	X	X
	C4 humility	X	X		X	X	X	X	X	X	X	X	X
	C5 healthy debate	X	X	X	X	X	X	X	X	X	X	X	X
Adaptor	A1 self-awareness	X		X	X	X	X	X	X	X	X	X	X
	A2 continual learning	X	X		X	X	X	X	X	X	X	X	X
	A3 management	X	X	X	X	X	X	X	X	X	X	X	X
	A4 feedback	X	X		X	X	X	X	X	X		X	X
	A5 self-monitoring	X	X		X	X	X	X	X	X		X	X

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

As mentioned in our M.Ss proposal above, our programs and courses are centered on building professional skills and knowledge for problem solving and application of solutions. We will help students further develop their skills in synthesis and analysis, critical thinking, and problem solving.

We have deliberately created a set of foundational core courses that will ensure all students build key skills and knowledge to achieve our graduate attributes. These courses are fundamental to ensuring students gain a breadth of knowledge required to fully understand the complexity of sustainability problems and solutions. Students will then delve into courses in their area of focus with further opportunities for application, problem solving, critical thinking, interdisciplinary collaboration, and synthesis. We will sequence and network these courses appropriately to enhance student success. Some courses will include delivery by experienced practitioners. Having access to this professional expertise will help students better understand real-world applications and build their professional networks.

All courses within the M.Ss and Graduate Certificates provide learning opportunities for our graduate students to develop and hone their professional skills, including critical and creative-thinking, interdisciplinary and intercultural collaboration, and professionalism. Our curriculum will also expand their potential for reflection, communication, and leadership. We are developing sets of case studies that will be used across courses that enable students to apply different critical “lenses”, and analytical and design approaches. These approaches will equip our graduates with a solutions-oriented skill set well matched to addressing real-world problems. We aspire to not only bring key solutions-oriented practitioners together to become agents of change-build solutions, but also to ensure they are equipped with the critical interdisciplinary, intersectoral, and intercultural skills required.

These opportunities can be found in:

Problem-solving: specific courses such as 805, 850, 853, 884, 886

Synthesis and analysis: 805, 850, 882

Critical thinking: all of our courses

Interdisciplinary collaboration: everywhere

Application: 805, 834, 841–844, 850, 851, 853, 882, 884

e. Explain the comprehensive breadth of the program.

The primary objective of the certificates is to provide accessible and flexible graduate learning opportunities. The courses from the M.Ss have been bundled into micro-credentials to meet the needs of working professionals and recent graduates wanting to expand their skills in sustainability-related issues. These certificates will not just focus on sustainability concepts, but also offer opportunities for students to learn how to apply knowledge and gain key skills related to governance, economics, law, finance, planning and regulation, negotiations, and Indigenous relations. For more detail, please refer to the M.Ss proposal.

f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The table below illustrates how required courses for each of the proposed certificates align with the Five Learning Objectives outlined in the University’s *Learning Charter*. The course numbers are listed for each learning objective and its sub-objectives.

Learning Charter: Five Learning Objectives

	Description	Governance Foundations	Sustainability Solutions	Energy Transitions	Community EN Planning
Pursuit of Truth and Understanding	Critical thinking	834, 884, 886	805, 850, 851, 853	840, 841	842, 843, 844
	Multiple ways of knowing and learning	834, 884, 886	850, 851, 853	840, 841	842, 843, 844
	Intellectual flexibility	834, 884, 886	850, 805, 851, 853	840, 841	842, 843, 844
Pursuit of Knowledges	Depth of understanding in subject area	834, 882, 886	805, 851, 853	840, 841	842, 843, 844
	Breadth of understanding how subject area intersects with related subject areas	834, 882, 884, 886	805, 850, 851, 853	840, 841	842, 843, 844
	Understanding how one's subject area impacts communities	834, 882, 884, 886	805, 851	840, 841	842, 843, 844
	Using and applying one's knowledge with respect to all individuals	834, 884, 886	805, 851, 853	840, 841	842, 843, 844
Pursuit of Integrity and Respect	Exercising intellectual integrity and ethical behavior	834, 882, 884, 886	850, 805, 851, 853	840, 841	842, 843, 844
	Recognizing and thinking through moral and ethical issues	834, 882, 884, 886	851, 853	840, 841	842, 843, 844
	Recognizing the limits to one's knowledge, skills and understanding and acting in accordance with these limits	834, 884, 885, 886	850, 805, 851	840, 841	842, 843, 844
	Appreciate one's own worldview while showing respect for others' worldviews	834, 882, 884, 886	850, 805, 851, 853	840, 841	842, 843, 844
Recognizing and thinking through moral and ethical issues	Develop and apply research, inquiry, knowledge creation and translation skills	834, 884, 886	805, 851, 853	840, 841	842, 843, 844
	Communicate clearly, substantively and persuasively in different contexts	834, 884, 886	850, 851, 853	840, 841	842, 843, 844
	Locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness	834, 882, 884, 886	805, 850, 851, 853	840, 841	842, 843, 844
Pursuit of Skills and Practices	Commit to positive growth and change for oneself and for local, national and global communities	834, 884, 886	850, 805, 851, 853	840, 841	842, 843, 844
	Act with confidence and strength of purpose for the good of oneself and different communities	834, 886	810, 850, 851	840, 841	842, 843, 844
	Embrace responsibilities to oneself and others in ways that are authentic and meaningful	834, 886	850, 851, 853	840, 841	842, 843, 844
	Sharing knowledges and exercise leadership as acts of individual and community responsibility	834, 886	851	840, 841	842, 843, 844

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

This suite of certificates is open to graduate students from all disciplines. There are no barriers. In fact, we encourage cohorts of students from varying disciplines. We have had students as diverse as music, history, engineering, and health sciences enter SENS programs. These certificates may serve as stand-alone programs for professionals; however, we also expect that some certificate students may also ladder into the professional M.Ss (or possibly the thesis-based Master of Environmental Sustainability (MES) program) from the certificates.

- h. **Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.**

The two key benefits of offering these certificates are: 1) training highly qualified professionals in Saskatchewan, Canada, and internationally and 2) increasing enrolment numbers in the areas of Energy Security and Regenerative Sustainability. Enrolment success can be measured through the number of student applicants, enrolment and completion; program success can be reviewed by the number and quality of external partnerships; and professional success of our graduates can be tracked by employer and alumni surveys.

Additionally, now is the time for investing in sustainability programming. Climate change, water security, energy security, and other sustainability issues are currently of great significance and working professionals need to “upskill” in these areas to meet these challenges. With our community and industry partners, we are well positioned to attract new students once we increase access to and flexibility of our learning opportunities.

We will evaluate the success of the certificates through several metrics:

- **Enrolment:** we project that we will meet our enrolment targets for all certificates within in three years.
- **Demand:** measured by the percentage of high-quality applicants and application numbers.
- **Student satisfaction:** measured by exit surveys and course evaluations.
- **Graduate employment and/or advancement:** determined by alumni surveys.
- **Recognition:** for example, through institutional rankings and ratings.

- i. **If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.**

Not applicable

Consultation

- a. **Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?**

We are in the midst of revising our flagship professional Master’s program, and we are building the certificates in tandem with the new program. The proposed certificates will be consistent with our professional Master’s programs, requiring no changes or additions to program courses, but will allow part-time students (e.g., working professionals) or students not sure about committing to a 1-or 2-year program to take one or more certificates. Students may take them as stand-alone certificates or use them to ladder into the Master’s program. As we are not proposing any new courses and these certificates are tied directly to the M.Ss, we do not anticipate that they will lead into other programs on or off campus.

- b. **List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.**

We did not consult other units on the certificates specifically since no new courses are being proposed and no courses are being deleted. However, we consulted with the senior leadership in Engineering, Law, Education, JSGS, Agriculture and Bioresources, and Arts and Science regarding the Master of Sustainability

program plan, structure, and courses and secured their support (See Appendix I for their Letters of Support.). Consultation also occurred with all SENS Faculty for the suite of certificates. See Appendix E for a list of consultation activities.

- c. **Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.**

Not applicable

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

We have consulted with our University Librarian (Virginia Wilson) with respect to the M.Ss. See Appendix G for the Budget Consultation Form. As the certificate courses will exist within the M.Ss program, we do not anticipate any other demand on library resources from the addition of the certificates over and above the resources needed for the M.Ss.

- e. **List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)**

Along with the market survey for the M.Ss, we included survey questions to understand possible demand and appeal for micro-credentials. The people surveyed included recent Undergraduate Certificate in Sustainability graduates, USask alumni, SENS community partners, and adjunct faculty. Our survey included questions about likelihood of seeking education in sustainability, preference for master's degree and certificates, program delivery options, program appeal, etc. The complete results of the survey are included in Appendix J.

Budget

- a. **How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).**

All courses in these four certificates are required courses in the Master of Sustainability (M.Ss) program. Certificate students will enroll in the same courses and sections as their Master's counterparts. This will boost enrolment within these courses and help ensure that they are fully subscribed, while also providing an economical use of faculty time.

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

No programs will be eliminated. We propose to bundle some of our courses into smaller micro-credentials that will be offered alongside our professional M.Ss as either stand-alone certificates or as a way to ladder into the M.Ss.

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

Because all the courses will exist as part of the M.Ss program, the addition of these certificates will not affect teaching assignments. No new courses will be added.

d. **Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).**

Because all the courses will exist as part of the M.Ss program, the addition of these certificates will not affect teaching assignments. No new courses will be added. We see the certificates as a way to help increase accessibility and enrolment for what are currently high-quality offerings. We have a large cohort of sustainability-related faculty on campus and need to develop successful and well-subscribed graduate programming in this area.

e. **If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.**

As the courses will be developed and delivered as part of the M.Ss program, we do not anticipate any other costs associated with the online development and delivery.

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

Not applicable

g. **What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?**

Students enrolled in certificate programs will not be eligible for financial support.

h. **What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).**

To accommodate our 3-, 2-, and 1-cu course offerings, we propose a special tuition model that charges student tuition based on a single credit unit. Our tuition projections are based \$375 per credit unit:

In this model, tuition costs for each student will be assessed each semester according to how many credit units the student is taking in that semester.

For 2021–2022, we anticipate the tuition for each certificate will be

Graduate Certificate	cu	Domestic	International (based on anticipated 1.69 differential)
<i>Sustainability Solutions</i>	9 cu	\$3375	\$5704
<i>Governance Foundations for Sustainability</i>	7 cu	\$2625	\$4436
<i>Energy Transitions</i>	6 cu	\$2250	\$3803
<i>Community Energy Planning & Finance</i>	9 cu	\$3750	\$5704

Additionally, M.Ss students who are not enrolled in a course in a particular term do not need to register for that term. M.Ss students are permitted to be unregistered for a **maximum of three consecutive terms**. If not registered after the three consecutive terms, students will be automatically withdrawn from the program and will have to re-apply to the program to continue.

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

Because all the certificate courses will be existing SENS courses offered through the M.Ss program, we do not anticipate any significant additional costs of program delivery. In fact, packaging many of the M.Ss courses into micro-credentials to increase accessibility and flexibility will ensure that our courses are more fully subscribed. We believe that by combining resources and drawing on increased tuition revenues from 20–40 new students per year, we will have more than sufficient resources to deliver these certificates.

However, if we see a significant demand for certificates from students, we may need to hire additional TAs to manage increased class sizes.

- j. **What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?**

We expect that, within three years, each certificate will attract an additional 5–10 students per year (approximately 20–40 additional students a year across all certificates). This number would be over and above the anticipated demand for Master of Sustainability (50–55 students/year). Because the courses for the certificates will be part of the M.Ss, there is no minimum enrolment number for the certificates. Students will come from undergraduate programs and from employers in public, private, and civic sectors, with diverse academic and career backgrounds. We anticipate that they will seek out these certificate programs to build and enhance their professional competencies and knowledge in the program areas.

- k. **What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?**

We anticipate that all revenue generated from the addition of these certificates to be incremental revenue. The table below provides estimates for the next two academic years for our projected minimum number of students (5 per certificate) and our maximum number of students (10 per certificate)—based on domestic tuition.

Certificate	# of cu	# of students	Academic Year (2021–2022)	
			\$375/cu	
Energy Transitions	6	5	\$	11,250
		10	\$	22,500
Community planning	9	5	\$	16,875
		10	\$	33,750
Governance	7	5	\$	13,125
		10	\$	26,250
Sustainability Solutions	9	5	\$	16,875
		10	\$	33,750
Anticipated incremental revenue (5 students/cert.)			\$	58,125
Anticipated incremental revenue (10 students/cert.)			\$	116,250

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

It is not the intention for this suite of certificates to be independently sustainable. Rather, these certificates will complement the M.Ss program and offer students options for accessibility and flexibility. They may be taken as stand-alone certificates or used to ladder into the M.Ss. However, their sustainability is connected to the sustainability of the M.Ss itself.

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

Because the courses within the proposed certificates are required for the M.Ss, we do not anticipate any additional incremental costs, except the possibility of needing additional TAs to support increased class-size. At most, we anticipate hiring an additional 1 or 2 TAs, equaling between \$3720–\$7440 in incremental costs where we have large class sizes.

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

No new courses are being added, so we do not anticipate any incremental costs. If we assume our minimum projected enrolment numbers for each certificate (5 people/certificate x 4 certificates = 20 certificate students), this would result in an additional \$58,125 of revenue for the 2021–2022 academic year. (See table above.)

School 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

See Appendix A for the School Statement.

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 (in proposal)
- SPR recommendations (none)

- Relevant sections of the College plan (in proposal)
- Accreditation review recommendations (n/a)
- Letters of support (Appendix I)
- Memos of consultation (none)

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:

1. Consultation with the Registrar form
2. Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red.

Catalogue Entry for *Graduate Certificate in Sustainability Solutions*

The Graduate Certificate in Sustainability Solutions teaches new strategies to design and implement solutions to sustainability challenges. Courses build competencies towards regenerative design and sustainability alternatives to common sustainability problems by teaching key concepts and practical tools. New professionals and longstanding professionals will become more effective practitioners by learning about sustainability innovations and how to apply them.

Admission Requirements

1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a minimum cumulative weighted average of **at least** a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). **[Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]**
4. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
5. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Certificate Requirements

The certificate can be taken as a stand-alone program and/or the certificates can be applied to the completion of the Master of Sustainability (M.Ss).

- **ENVS 818.1** *Introduction to Sustainability* (This course is required for all the graduate certificates. Students that have successfully completed this course previously will not be required to repeat it.)

A minimum of 9 credit units including:

- **ENVS 850.1** *Systems Thinking for Sustainability*
- **ENVS 851.2** *Design Thinking for Sustainability*
- **ENVS 853.3** *Regenerative Sustainability*
- **ENVS 805.3** *Data-driven Solutions for Sustainability*

Catalogue Entry for *Graduate Certificate in Governance Foundations for Sustainability*

The *Graduate Certificate in Governance Foundations for Sustainability* will help professionals who work with (or within) government agencies to better understand the basic structures of governance, actor groups and policy communities who influence governance, and the present-day imperatives of working with Indigenous peoples. Courses related to reconciliation and negotiation will also provide practical tools to become more effective practitioners when planning and implementing sustainability innovations.

Admission Requirements

1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a minimum cumulative weighted average of **at least** a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)

3. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). **[Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]**
4. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
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For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Certificate Requirements

The certificate can be taken as a stand-alone program and/or the certificate can be applied to the completion of the Master of Sustainability (M.Ss).

- **ENVS 818.1** *Introduction to Sustainability* (This course is required for all the graduate certificates. Students that have successfully completed this course previously will not be required to repeat it.)

A minimum of 7 credit units including:

- **ENVS 882.2** *Foundations of Governance for Sustainability*
- **ENVS 884.1** *Fundamentals of Environmental Law and Policy*
- **ENVS 886.2** *Building Understanding in the Age of Reconciliation*
- **ENVS 834.2** *The Art and Practice of Negotiations*

Catalogue Entry for *Graduate Certificate in Community Energy Planning and Finance*

The Graduate Certificate in Community Energy Planning and Finance provides tools for planning and financing community renewable energy projects.

Admission Requirements

1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a minimum cumulative weighted average of **at least** a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [**Note:** These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]
4. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
5. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Certificate Requirements

The certificate can be taken as a stand-alone program and/or the certificate can be applied to the completion of the Master of Sustainability (M.Ss).

- **ENVS 818.1** *Introduction to Sustainability* (This course is required for all the graduate certificates. Students that have successfully completed this course previously will not be required to repeat it.)

A minimum of 9 credit units including

- **ENVS 842.3** *Renewable Energy and Community Economic Analysis*
- **ENVS 843.3** *Energy Project Finance*
- **ENVS 844.3** *Community Energy Planning*

Catalogue Entry for *Graduate Certificate in Energy Transitions*

The Graduate Certificate in Energy Transitions is designed for professionals who seek to better understand how to navigate policy processes for transitioning to renewable energy.

Admission Requirements

1. a four-year undergraduate degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a minimum cumulative weighted average of **at least** a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [**Note:** These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]
4. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
5. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

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For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Certificate Requirements

The certificate can be taken as a stand-alone program and/or the certificate can be applied to the completion of the Master of Sustainability (M.Ss).

- o **ENVS 818.1** *Introduction to Sustainability* (This course is required for all the graduate certificates. Students that have successfully completed this course previously will not be required to repeat it.)

A minimum of 6 credit units including:

- **ENVS 840.3** *Renewable Energy and Energy Transitions*
- **ENVS 841.3** *Renewable Energy Systems*

Required for all new courses:

- New Course Proposal forms ([none](#))
- Calendar-draft list of new and revised courses ([none](#))

Required if resources needed: ([none](#))

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

Appendices

Appendix A: School Statement



UNIVERSITY OF SASKATCHEWAN

School of Environment
and Sustainability

USASK.CA/SENS

MEMORANDUM

To: College of Graduate and Postdoctoral Studies
University Council

From: Karsten Liber, Executive Director (Interim)

Subject: School Statement: Master of Sustainability (M.Ss.) and Graduate Certificates

Date: June 8, 2020

CC:

Colleagues,

I am pleased to offer this proposal from the School of Environment and Sustainability (SENS). On 5 June 2020, the faculty of SENS unanimously voted in favour of pursuing this revised professional program, the Master of Sustainability (M.Ss.), and the associated suite of Graduate Certificates that can be taken as either stand-alone programs or used to ladder into the M.Ss.

SENS has undertaken several steps to get this point. In 2017, we received a *Curriculum Innovation Grant* for \$20,000 from the Gwenna Moss Centre for Teaching and Learning (GMCTL) to assist us with the revisioning. Beginning in fall, 2017, faculty attended a “Change Academy” sponsored by the GMCTL. At this point, faculty began to discuss how best to strengthen the professional offerings within our present “MSEM” program. Initial discussions were followed by a design workshop (May 2018) involving faculty from across campus. Simultaneously, community and industry consultations with Indigenous partners took place from September 2017 to May 2019, while individual meetings were held with Deans and other stakeholders throughout 2019. To further understand what employers and professionals look for in graduates, we also undertook a market survey of prospective employers and students to identify critical programmatic characteristics that these people are looking for (See Appendix J for the survey results.).

As the program became refined, SENS held multiple workshops and then established small working groups to craft individual syllabi and to review and discuss syllabi as they were drafted. Members of the Academic Programs Committee of SENS also reviewed syllabi and refined the overall program structure. The program structure was submitted to faculty council and approved by formal electronic vote on 27 April 2020.

After several rounds of collaborative work and revision, the proposed syllabi were submitted to University Course Challenge in 2020 (22 in total). The process to arrive at the recommendation for the structure of the program and the individual courses was an iterative one, with extensive faculty involvement prior to a faculty vote. Remarkably, faculty did not restrict their participation to their subject expertise, so that all faculty have become familiar with and responsive to the suite of offerings across the program proposals.

Key issues that were identified and addressed in revisioning our professional Master's program are listed in the table below.

Key issues	Resolution
Target audience	Target audience for the Energy stream is practitioners and early- to mid-career professionals in northern, Indigenous and remote communities. Target audience for the Regenerative Sustainability stream is: 1) Mid-career professionals and 2) More recent graduates with some work or life experience that catalyzes their interest.
Mode of delivery	Both streams will be delivered online in a multi-modal format (synchronous, asynchronous, and in-person when it becomes available).
Accessibility and flexibility	Courses have also been bundled into more accessible certificate program options that will allow active professionals to broaden and deepen their expertise without the financial or time commitment of pursuing a full post-graduate degree.
Professional skills v. academic offerings	Courses are oriented to supporting professional skill development to address common sustainability issues.
Maintaining a SENS brand	All students in the proposed programs (M.Ss. and graduate certificates) must take ENVS 818.1 Introduction to Sustainability .

We are very excited about these new directions and believe that these programmatic changes and additions are critical for moving SENS and the University of Saskatchewan forward to become the “University the World Needs.”

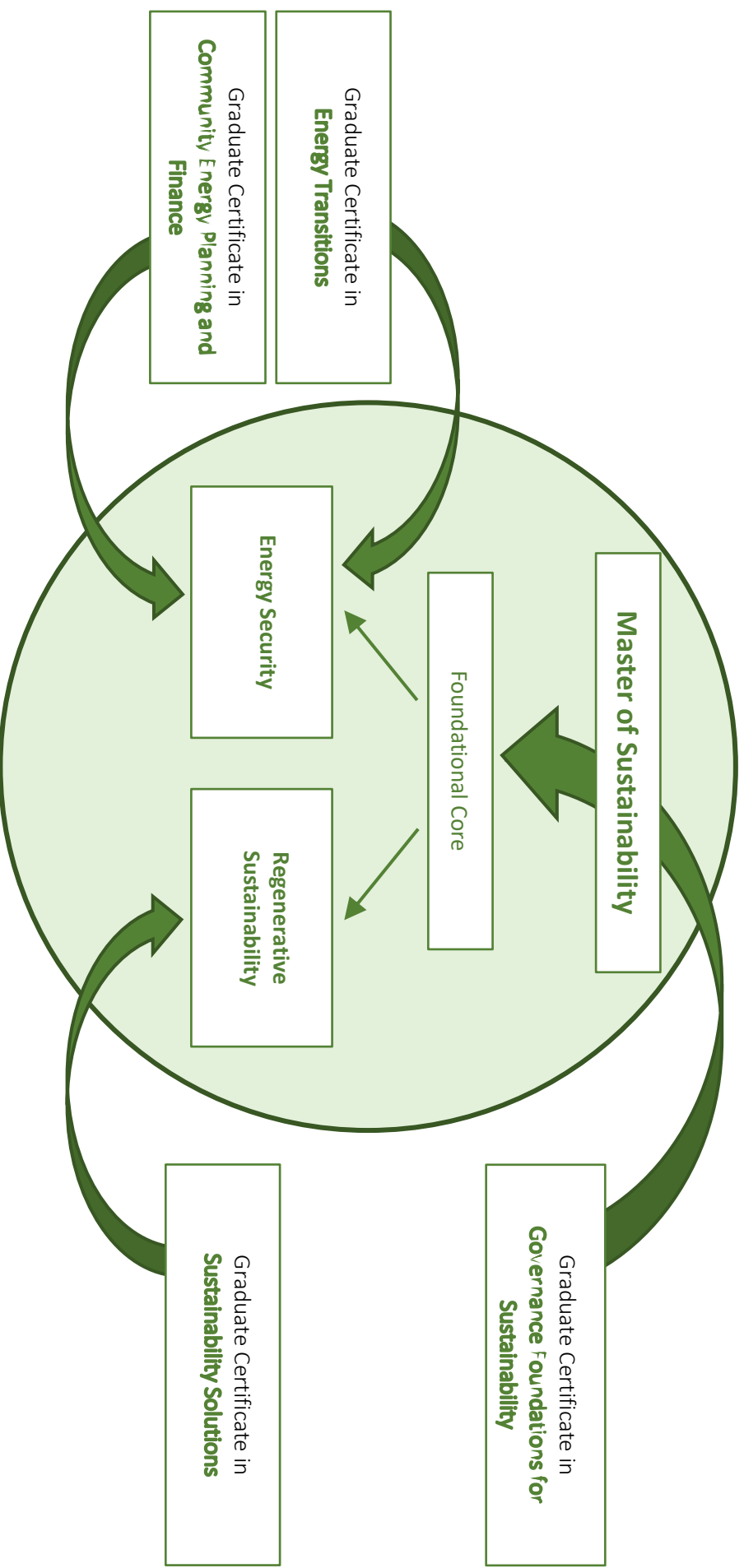
Thank you for reviewing this proposal. Please let me know if you require any additional information.

Sincerely,

KARSTEN LIBER, PH.D.
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability
karsten.liber@usask.ca

KEL/jlm

Appendix B: Visual Map of M.S.s and Graduate Certificates



Appendix C: Professional and course-based Master's Comparator Programs

- U15 comparators are shaded in green

Institution	Program	Description (+ credit units and courses)	Delivery	Tuition (domestic)
Brock University	Master of Sustainability	<ul style="list-style-type: none"> - Two streams: co-op and thesis - Co-op stream = 6 term courses + major term paper + two co-op placements (16-month completion) - Language proficiency: TOEFL minimum 80 & IELTS minimum 6.5 	onsite	\$2725/term + program fees (4 terms) == \$10,900
Concordia University	Master of Environment: Environmental Assessment	<ul style="list-style-type: none"> - comprehensive background in scoping, data collection and analysis, and Geographical Information Systems (GIS), and policy development - course work (27 cu) + internship (18 cu) - Language proficiency: TOEFL minimum 90 & IELTS minimum 6.5 	onsite	\$2977/term + program fees (4 terms) == \$11,908
Royal Roads University	MA/Sc in Environment and Management	<ul style="list-style-type: none"> - designed for professionals who are deeply interested and involved in practical environmental issues - 36 cu - <u>at least two years of relevant work or volunteer experience</u> - Language proficiency: TOEFL minimum 88 & IELTS minimum 6.5 	Blended (onsite & online)	\$25,810
	MA/Sc in Environmental Practice	<ul style="list-style-type: none"> - 30 cu - Prepares students for career advancement and environmental problem-solving - 1-year program - Developed in partnership with ECO Canada - <u>at least two years of relevant work or volunteer experience</u> - Language proficiency: TOEFL minimum 88 & IELTS minimum 6.5 	online	\$23,860
Trent University	Master of Bioenvironmental Monitoring & Assessment	<ul style="list-style-type: none"> - 1-year course-based program with a placement & capstone - 8 courses online + 15-week placement + 1-week face-to-face capstone - provides students with a background in the theory and practice of biological monitoring and assessment within and environmental context - Language proficiency: TOEFL minimum 93 & IELTS minimum 6.5 	online	\$1170/course + other fees == \$9360 for courses
Dalhousie University	Master of Resource and Environmental Management	<ul style="list-style-type: none"> - Full-time 16-month course-based program; equivalent of 39 cu - Designed to provide skills and knowledge needed to pursue a career in natural resource and environmental management - Internship component - Language proficiency: TOEFL minimum 100 & IELTS minimum 7.5 	onsite	~\$10,328/year
Queen's University	Master in Environmental Studies	<ul style="list-style-type: none"> - Course-based option - 3–5 semesters - Course work (18 cu equivalent) + library research project - Language proficiency: TOEFL minimum 88 & IELTS minimum not listed 	onsite	\$5,772.99/term + term fee (\$1924)

Simon Fraser University	Master of Resource and Environmental Management	<ul style="list-style-type: none"> - Designed for recent graduates and for individuals with experience in private organizations or public agencies dealing with natural resources and the environment - Course-based option (11 courses + research project == 57 units) - 2-year program (6 terms) - Language proficiency: TOEFL minimum 93 & IELTS minimum 7.0 	onsite	\$1871.33/term ==\$11,226
University of New Brunswick	Master of Environmental Management	<ul style="list-style-type: none"> - 16-month program (4 semesters) - Professional program that provides practical skills and experience needed to work as an environmental or natural resource manager - Course work (9 courses) + major project + practicum - Language proficiency: TOEFL minimum not listed & IELTS minimum 7.0 	onsite	\$857/course + other fees ==\$9427
University of Toronto	Master of Environmental Science	<ul style="list-style-type: none"> - 12-month course-based professional program—development of well-trained practitioners in environmental science - Research or internship options with 3 fields of study - Language proficiency: TOEFL minimum 93 & IELTS minimum 7.0 	onsite	\$12,310 for program
University of Ottawa	MSc in Environmental Sustainability	<ul style="list-style-type: none"> - Capstone (1 year) option - combines economics, science, law and policy to provide graduates with the skills they need to create effective policy solutions to today's complex environmental sustainability problems - 9 courses + research paper (31.5 cu) - Language proficiency: TOEFL minimum 100 & IELTS minimum 7.0 	onsite	\$2,465.71/term + other fees ==\$7,397.13 (1 year)
Western University	Master of Environment and Sustainability	<ul style="list-style-type: none"> - 3 terms (1-year program) - 5 required courses + project - designed to focus and develop intellectual and practical skills for the application and advancement of environmental sciences and sustainability in scientific, business, industrial and policy sectors - Language proficiency: TOEFL minimum 94 & IELTS minimum 7.0 	onsite	\$16,246 (total)
University of Calgary	MSc in Sustainable Energy Development	<ul style="list-style-type: none"> - Interdisciplinary program—designed for professionals and students who are seeking a broad-based and comprehensive education in sustainable energy - 16 months of full-time study - 13 courses + capstone project - Language proficiency: TOEFL minimum 86 & IELTS minimum 6.5 	onsite	\$764.82/ 3 cu course == \$12237.12
Johns Hopkins University	MA in in Sustainable Energy	<ul style="list-style-type: none"> - designed the for professionals who want to help shape the future of renewable energy - part-time completed in 21 months 	online	None currently listed

Appendix D: Graduate Certificate Comparator Programs

Institution	Program	Description (+ credit units and courses)	delivery	Tuition
Ryerson University	Sustainability Management and Enterprise Process Excellence	<ul style="list-style-type: none"> - Maximize impact by deploying and executing sustainability principles and using Lean Six Sigma continuous improvement tools and techniques - 6 courses (total 18 cu) 	Blended (online + onsite)	\$917.90/course == \$5507.4
Royal Roads University	Graduate Certificate in Science of Policy of Climate Change	<ul style="list-style-type: none"> - the critical knowledge, interdisciplinary education, and practical skills to identify climate challenges and solutions and act on them - 1-year program: 3 courses (total 9 cu) - Partnership with ECO Canada 	online	\$6530
	Graduate Certificate in Sustainable Community Development	<ul style="list-style-type: none"> - Designed for working professionals—builds leadership, knowledge, and practical experience - 6-month program 	blended	\$6530
Kwantlen Polytechnic University	Graduate Certificate in Sustainable Food Systems and Security	<ul style="list-style-type: none"> - Certificate for practicing professionals - 1-year program - 18 credit units - Connected with Royal Roads University's Master of Arts—Integrated Studies 	online	not listed
Harvard	Sustainability Certificate	<ul style="list-style-type: none"> - 5 courses (typically takes 2 years to complete—max. 3 years) - Certificates can be used as credit toward a graduate degree - Professional graduate certificate to deepen knowledge and expertise in sustainability 	onsite & online courses	\$14,200 (USD)
Columbia University	Certificate in Sustainability Analytics	<ul style="list-style-type: none"> - 4 courses (12 cu) - trains professionals to develop skills in analytic methods and quantitative analysis that enable practitioners to measure, report, and communicate the sustainability of organizations, products, and services 	online	\$2,182/ 1 cu == \$26,172 (USD)

Appendix E: Consultations and Program Planning Activities

May 2017 Workshop

The Following Attendees RSVP'd and participated for all or part of the day to develop the initial suite of programs. Some have been consulted with since about the proposed new format (indicated with an asterisk).

May 17, 2018 - Design Lab Attendees		
First Name	Last Name	College
Mike	Nickerson	AgBio
Christopher	Eskiew	AgBio
Supratim	Ghosh	AgBio
John	Moffatt	Engineering
Jafar	Soltan	Engineering
Noreen	Mahoney	ESB
Vicky	Parohl	ESB
Susan	Bens	GMCTL
Sheryl	Mills	GMCTL
Haizhen	Mou	JSGS
*Murray	Fulton	JSGS
*Jason	MacLean	Law
*Doug	Clark	SENS
David	Schneider	SENS
Phil	Loring	SENS
*Colin	Whitfield	SENS
Yanping	Li	SENS
*Maureen	Reed	SENS
Vladimir	Kricsfalussy	SENS
*Karl	Lindenschmidt	SENS
*MJ	Barrett	SENS
Anthony	Johnston	SENS Indg Mentor
Michelle	Watson	w Anthony
Andrea	Eccleston	SENS
*Tim	Jardine	SENS
Trever	Crowe	CGPS
*Paul	Jones	SENS
*Graham	Strickert	SENS
Nancy	Turner	GMCTL
*Greg	Poelzer	SENS
Stuart	Smyth	AgBio
Takuji	Tanaka	AgBio
Cherie	Westbrook	Arts & Science
*Kelly	Clement	CGPS
*Karsten	Liber	Toxicology Centre
*Jim	Robson	SENS

October 2017 Change Academy

U of S Change Academy School of Environment and Sustainability (SENS) Project Summary October 2017

Project Title: SENS Curriculum Redesign of Professional Degree Programs

Team Members:

Douglas Clark – Centennial Chair and Associate Professor, SENS and Team Lead, SENS Change Academy Team

Helen Baulch – Centennial Chair and Assistant Professor, SENS

Felicitas Eguny – Research Associate, SENS

Greg Poelzer – Professor, SENS

Vladimir Kricsfalussy – Associate Professor AP, MSEM Program Coordinator

Brady Highway – Current MES Student

Andrea Eccleston – Graduate Programs Coordinator

Maureen Reed- Professor and Assistant Director, Academic

SENS seeks to redesign the curriculum for our professional master's degree programs. There are three main reasons we want to make this change, all of which fundamentally relate to challenges we have faced so far meeting student satisfaction and recruitment goals for our professional programs (including overall numbers, applicant quality, proportion of domestic students). These reasons are:

1. SENS faculty has concluded that the MSEM in particular doesn't adequately focus on management, and we want to increase that focus.
2. We want to increase enrolment of mid-career professionals.
3. We want to meet our enrolment target for our professional programs because that will increasingly be an important piece of SENS' overall financial health.

In short, the two key areas we would like to focus on in the curriculum redesign are, first, what are the core competencies we would like our students to develop while in program and how do we achieve that? Second, how can we design the programs to be more flexibly-delivered in a flipped and blended format to increase the programs' reach and marketability?

Major outcomes and design decisions from the Change Academy were that our professional master's need to be offered in a flexibly-delivered, flipped and blended format, and that the professionally-oriented graduate degree programs will be designed to:

1. Prepare students to be effective environmental managers in the public, private, and not-for-profit sectors
2. Attract top-quality students from Canada and internationally who seek to advance careers in environment and sustainability practice, as distinct from academic careers
3. Attract, as students, mid-career environmental and sustainability professionals from the public, private, and not-for-profit sectors
4. Engage all of SENS's faculty because it enhances their own scholarship
5. Be the equal of our thesis-based programs in quality, drawing power, and renown
6. Contribute to SENS's brand recognition and competitiveness across Canada and globally
7. Produce graduates who lead and excel in their chosen careers.

USask Community and Industry Engagement History for Energy Security

Event	Date	Engagement
Renewable Energy Symposium: Saskatoon	September 2017	118 people in attendance; industry (32), Government (20), Indigenous (12), researchers (18), USask Community (27)
Renewable Energy Symposium: Yellowknife	September 2017	28 people in attendance: industry (14), government (7), Researchers (6) USask (1)
WWF Toolkit Workshop	May 2018	First Nations Power Authority SaskPower Peter Ballantyne Cree Nation Stantec CanWEA Saskatchewan Polytechnic
SSHRC CASES Workshop	August 2018	Gwich'in Tribal Council University of Arizona University of Alaska Fairbanks
WWF Toolkit Briefing	November 2018	SaskPower (Regina) First Nations Power Authority (Regina)
Manitoba Partnership	December 2018	Northwest Company (Winnipeg)
Manitoba Partnership	December 2018	Canadian Museum of Human Rights (Winnipeg)
WWF Toolkit Briefing	February 2019	Saskatchewan Association of Rural Municipalities (Regina)
Master of Energy Security Consultation	February 2019	SaskPower (Regina) SK Ministry of the Environment (Regina)
Manitoba Partnership	February 2019	North West Company (Winnipeg)
Manitoba Partnership	February 2019	Canadian Museum of Human Rights (Winnipeg)
Master of Energy Security Consultation	March 2019	Valard Group (Calgary) Arctic Energy Alliance (Yellowknife) Northwest Territories Power Corporation (Yellowknife) Til'cho Investment Corporation (Yellowknife) Natural Forces (Saskatoon)
Gwich'in Tribal Council: The Next 40 Academic Conference: Public Policy & Energy Sovereignty in Arctic Communities	May 2019	Hosted by Gwich'in Tribal Council, USask SENS & The College of Arts & Science: Ten Gwich'in youth (age 15–27) from NWT travelled to USask for 5 days to experience life on University campus.

Phase 2 NRCan Proposal Engagement: Energy Security

Name	Meeting Date	Title	College/Department	Institution
Mary Buhr	June 18, 2019	Dean	College of Agriculture & Bioresources	USask
Murray Fulton	June 21, 2019	Director	Johnson-Shoyama Graduate School of Public Policy	USask
Suzanne Kresta	July 4, 2019	Dean	College of Engineering	USask
Martin Philipson	July 8, 2019	Dean	College of Law	USask
Jack Gray	July 10, 2019	Vice-Dean Research, Scholarly and Artistic Work	College of Arts & Science	USask
Terry Fonstad & Carey Simonsen	July 11, 2019	Associate Dean Research and Partnerships & Associate Dean Graduate Studies & Strategic Projects	College of Engineering	USask
Cheri Spooner	July 11, 2019	Director	Distance Learning Education	USask
Guy Lonechild	July 16, 2019	CEO	N/A	First Nations Power Authority
Eryn Stewart & Terri Lynn Mason	July 17, 2019	Director, Catalyst 20/20 Program	N/A	Indigenous Clean Energy Network (ICE)
Eryn Stewart	July 19, 2019	Director, Catalyst 20/20 Program	N/A	Indigenous Clean Energy Network (ICE)
Laura Lyons	July 23, 2019	President	N/A	The Rockies Institute
Mark Heyck	July 23, 2019	President	N/A	Arctic Energy Alliance
Jordan Peterson	July 24, 2019	Grand Deputy Vice Chief	N/A	Gwich'in Tribal Council
Tim Eckel	July 25, 2019	VP, Asset Management	N/A	SaskPower
Noel Voykin	July 26, 2019	President & CEO	N/A	North West Territories Power Corporation
Tosh Southwick	July 26, 2019	Associate Vice-President Indigenous Engagement and Reconciliation First Nations Initiatives	N/A	Yukon College

Program Planning Meetings with SENS Faculty

Date	Discussion/Decisions/Outcomes	Attendees
1 November 2019	<ul style="list-style-type: none"> Breakout sessions to discuss critical aspects <ul style="list-style-type: none"> Composition of a common core Delivery of program (face-to-face vs. online vs. blended) 	Greg Poelzer, Doug Clark, Helen Baulch, Lori Bradford, Graham Strickert, Jim Robson, Markus Brinkmann, Andrew Ireson, Paul Jones, Colin Laroque, Karl Lindenschmidt, Maureen Reed, Karsten Liber, Colin Whitfield
26 November 2020	<ul style="list-style-type: none"> Discussion of who the target students would be. There was discussion about the trade-offs of having more paying students v. higher quality students, esp. mid-career professionals. Compile all learning objectives from SENS courses and review Garrett's curriculum map Next step: create a "straw dog" of proposed program as a starting point to develop and refine 	Greg Poelzer, Doug Clark, Helen Baulch, Jim Robson, MJ Barrett, Maureen Reed, Graham Strickert
20 December 2019	<ul style="list-style-type: none"> Program will be designed to accommodate professionals (people with jobs and/or family). We will demonstrate a commitment to making the program accessible to professionals who have less flexibility and competing responsibilities. Students attending full-time, on campus, are also considered vital to the success of this program. The Common Core will be 9 credit units. The "classic" MSEM will move away from the terminology of "management". We will consider this field of study to be one focused on "sustainability" or "regenerative sustainability". This new field of study will have 9 cu of required courses, 6 cu of elective courses, and a 6-cu project/placement. Project Management will be removed from the Common Core and "woven" into appropriate courses. Field Skills will become an elective (with an enrolment cap). 	Greg Poelzer, Doug Clark, Jim Robson, Maureen Reed, Helen Baulch, MJ Barrett, Graham Strickert
10 February 2020	<ul style="list-style-type: none"> Tentative Name of new program is <i>Master of Sustainability</i>. Online courses with be the default for core and required areas—unless a strong case can be made for why it would be better as a face-to-face delivery (e.g. Negotiations, cohort building, etc.). <i>Systems Thinking</i> would be the primer in the core with "teaser" for design thinking, then <i>Design Thinking</i> would be 2 cu required for "regenerative sustainability" field, and then have an <i>Advanced Design Thinking</i> in the electives. SDGs need to be woven through courses. Program should have students work towards a Portfolio that they would build up from components of all courses. 	Maureen Reed, Graham Strickert, Markus Brinkmann, Helen Baulch, Andrew Ireson, Jim Robson, MJ Barrett, Karsten Liber, Emily Cavaliere, Colin Whitfield, Lori Bradford, Sheri Andrews-Key,

	<ul style="list-style-type: none"> • The program needs a course (or content) on environmental psychology—"behavioural change and collective action"? • Still need to decide on a name/title for the other field of study: Regenerative Sustainability? Sustainability Transformations? Will then need an operational definition for second field of study—e.g., Regenerative Sustainability. 	
2 March 2020	<p>Program Planning Meeting</p> <ul style="list-style-type: none"> • Workshop mission statements and student personas, resulting in draft mission statements for SENS overall, the Master of Sustainability, Energy Security, Regenerative Sustainability, and Water Security (facilitated by Liz Kuley and Megan Evans) • Agreement on timelines • Assigned syllabi development to faculty groups (15 syllabi) 	Maureen Reed, Andrea Kraj, Grant Ferguson, Graham Strickert, Tim Jardine, Markus Hecker, Markus Brinkmann, Karl Lindenschmidt, Jason Maclean, Helen Baulch, Saman Razavi, Andrew Ireson, Jim Robson, MJ Barrett, Karsten Liber, Emily Cavaliere
26 March 2020	<p>Program Discussion and Syllabi review</p> <ul style="list-style-type: none"> • Discussed and decided on outstanding programmatic structure questions • Faculty provided feedback on first drafts of all new syllabi for the revised program 	Maureen Reed, Tim Jardine, Jeff McDonnell, Lori Bradford, Andrea Kraj, Markus Brinkmann, Karl Lindenschmidt, Andrew Ireson, Greg Poezler, Graham Strickert, Sheri Andrews-Key, MJ Barrett
15 April 2020	<p>SENS Academic Program Committee Meeting</p> <ul style="list-style-type: none"> • Approved M.Ss v8.0 for submission to Faculty Council for vote • Proposed Admission requirements, including mid-career option and increased language proficiency IELTS and TOEFL scores • Proposed structure of 990 	Helen Baulch, Maureen Reed, Markus Brinkmann, Jim Robson, Paul Jones, Purbasha Mistry, Saman Razavi, Irene Schwalm
23 April 2020	<p>SENS Faculty Meeting</p> <ul style="list-style-type: none"> • Final discussion and questions regarding M.Ss program structure for both fields of study • Followed by email faculty vote on motion to approve M.Ss v8.0—motion approved 27 April 2020 	MJ Barrett, Markus Hecker, Andrea Kraj, Markus Brinkmann, Maureen Reed, Helen Baulch, Paul Jones, Karsten Liber, Tim Jardine, Graham Strickert, Jim Robson, Dave Schneider, Doug Clark, Lori Bradford, Jeff McDonnell,
26 May 2020	<p>Final discussion and feedback on Proposal for Curricular Change for M.Ss program and Suite of Graduate Certificates</p>	Helen Baulch, Maureen Reed, Markus Brinkmann, Paul Jones, Jim Robson, MJ Barrett, Purbasha Mistry, Saman Razavi, Irene Schwalm
5 June 2020	<p>Faculty Council vote and approval of program proposal for submission to CGPS and University Council</p>	Andrea Kraj, Andrew Ireson, Christy Morrissey, Colin Laroque, Colin Whitfield, Irena Creed, Dave Schneider, Jay Famiglietti, Graham Strickert, Grant Ferguson, Greg Poezler, Helen Baulch, James Robson, Jeff McDonnell, Karl-Erich Lindenschmidt, Markus Hecker, Lori Bradford, Markus Brinkmann, Maureen Reed, MJ Barrett, Paul Jones, Saman Razavi, Tim Jardine, Yanping Li


Appendix F: Summary or TABBS Implications for M.Ss over first 5 years of the program

University of Saskatchewan
School of Environment & Sustainability
Masters of Sustainability degree program (revised MSEM)
TABBS Implications
as of April 23, 2020

	2021/22				
	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Operating Grant					
Student headcount - Energy	80,958	101,171	45,559	25,317	0
Student headcount - Regen	0	92,894	13,283	0	0
New faculty - assume both are Active researchers	101,728	0	0	0	0
Qualifications awarded - M.Ss	(58,113)	144,119	30,219	23,245	0
	124,574	338,184	89,061	48,562	0
Indirect costs					
Student headcount - Energy	(48,302)	(60,353)	(27,188)	(15,111)	0
Student headcount - Regen	0	(52,822)	(7,557)	0	0
New faculty - assume both are Active researchers	(75,061)	0	0	0	0
	(123,363)	(113,175)	(34,745)	(15,111)	0
NET TABBS IMPACT, excluding tuition	1,211	225,009	54,316	33,451	0
Incremental Tuition year over year (see below)	(75,033)	334,950	105,490	54,762	14,706
NET TABBS IMPACT	(73,823)	559,959	159,806	88,213	14,706
Impacts resource allocation..	2022/23	2023/24	2024/25	2025/26	2026/27

Incremental Tuition year over year					
	2021/22	2022/23	2023/24	2024/25	2025/26
REVENUE	Yr.1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Tuition					
Energy Security	121,142	282,110	364,980	419,727	434,417
Regenerative Sustainability	327,625	519,940	561,535	581,189	601,531
	448,767	802,050	926,515	1,000,916	1,035,948
MSEM - 30 students					
1.69 375 x 30 x 30 credits	80.0%	456,300	472,271	488,800	505,908
increase 3.5% per year	20.0%	67,500	69,863	72,308	74,838
		523,800	542,133	561,108	580,746
		601,073			
Tuition increase	(75,033)	259,917	365,408	420,170	434,875
Incremental change year over year	(75,033)	334,950	105,490	54,762	14,706

Appendix G: Consultation Form from University Library

 UNIVERSITY OF SASKATCHEWAN	Library Requirements for New Programs and Major Revisions
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This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate [Liaison Librarian](#) for assistance.

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

1. Proposal Identification

Full name of program: Master of Sustainability Short form (degree abbreviation): M.Ss

Sponsoring Department/College: College of Graduate and Postdoctoral Studies

Degree Level: Graduate:

2. Library Resources

2.1 Resources are/will be located mainly in the Library

Because this new program is very interdisciplinary, physical library resources can be found across the University Library's 7 branches. The Library has a large collection of electronic resources including journals, databases, ebooks, etc. that will particularly suit the online nature of this program. These resources are accessible to the USask community online from anywhere there is internet access

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

The Library supports current SENS offerings and believes that collections can support the M.Ss. For emerging subject areas such as regenerative sustainability, the liaison librarian will focus on allocating monograph funding to purchase relevant books (ideally ebooks) as they are published to support this area. Faculty and graduate students are encouraged to submit requests for monographs, which is another way to enhance the collection for this program. As scholarly journals publish articles on this topic, they will be indexed in the databases that we have that support SENS (i.e. general databases such as Web of Science Core Collection and Scopus, and more specific databases such as BioOne Complete).

2.3 Specify serial titles that are core to this program.

Given the interdisciplinarity of this program, it is unlikely that there are “core serial titles” that will expressly cover the entirety of the program. Titles that relate to subjects/topics from within the program which are accessible from the Library electronically are *Journal of Cleaner Production*, *Sustainability*, *Annual Review of Environment and Resources*, *Journal of Energy*, and *Natural Resources & Environmental Law, Society and Natural Resources*, for example.

- 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).

All University Library resources are provided through the University Library. There are no additional costs to access what we offer through the Library. If scholarly items are not available in/through our Library, the interlibrary loan service will seek and find the items from other academic libraries for faculty, staff, and students at no cost to them.

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

Funds already in place will continue to be used to support the program from a variety of areas in 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.).

SENS has a liaison librarian who will support the program, faculty, students, and staff.

3. Additional Library Resources Required

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

None

- 3.2 What new electronic resources/databases are required?

None

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

No.

- 3.4 Are there distance education service needs and costs?

Not pertaining to the library.

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

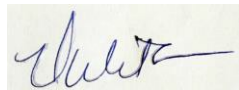
N/A

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

The Library has robust collections in many academic disciplines. Given the interdisciplinary nature of SENS and of the proposed new program, Library collections will support this new endeavor. There are already databases, journals, and monographs (ebook and physical books) that have been targeted to SENS and its multiplicity. Fields such as environment and sustainability, public policy, law, health, natural sciences, Indigenous studies, education, economics, and more are covered by the Library system. Our capacity to serve faculty, staff, and students with online research support, collection inquiries, document delivery, etc. continues with more innovations in these areas all the time. The dedicated SENS liaison librarian serves as a conduit between researchers and learners and the various subject areas they may need to interact with, as well as providing specialized services pertaining to environment and sustainability issues.

Date: May 11, 2020

Liaison Librarian's Signature:




Library Dean's Signature



Faculty member (for the sponsoring college/dept)

Appendix H: Budget Requirements Form

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

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

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

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

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

1. Proposal Identification

Full name of program: Masters of Sustainability

Short form (degree abbreviation): M.Ss.

Sponsoring Dept/College: School of Environment and Sustainability

2. Full costing of resource requirements – refer to Table 1 below

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

a) Capital and Start-up Costs:

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

b) Permanent Operating Costs:

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

3. Sources of funding – 100% tuition – see 4 below

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

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

4. Enrolment (tuition revenue) – see Table 2 below

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

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

a) Sponsoring college/department

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

The anticipated increase in enrolments in the Master of Sustainability (formerly the Master of Sustainable Environmental Management (MSEM)) is due to the addition of an Energy Security field of study within the M.Ss program.

b) Other college/department:

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

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

5. Additional Comments

Please provide and additional comments to support the program budget.

Date: 27 May 2020

Financial Analyst (assisting in form preparation on behalf of the Financial Services Division): Ms. Tracey McHardy, Strategic Business Advisor (Finance), People and Resources

Faculty member (for the sponsoring college/dept): Dr. Maureen Reed, Assistant Director, Academic, School of Environment and Sustainability

Table 1: 5-year Budget Projections

University of Saskatchewan
School of Environment & Sustainability
Masters of Sustainability degree program (revised MSEM)
Projected Revenue and Expenditures based on enrolment projections (above) and assumptions listed in the notes below as of April 24, 2020

REVENUE	2021/22	2022/23	2023/24	2024/25	2025/26
Tuition					
Energy Security	121,142	282,110	364,980	419,727	434,417
Regenerative Sustainability	327,625	519,940	561,535	581,189	601,531
	448,767	802,050	926,515	1,000,916	1,035,948
EXPENDITURES					
SALARY & BENEFITS		2.5%	2.5%	2.5%	2.5%
0.15 FTE 2 Program directors	42,290	43,347	44,430	45,541	46,680
0.15FTE Faculty - both streams (per 3 cu course x 16)	362,520	371,583	380,873	390,394	400,154
1 Sessional lecturer	7,500	7,688	7,880	8,077	8,279
Administrative staff	104,951	107,575	110,264	113,021	115,847
0.67 FTE Placement coordinator					
0.15 FTE Manager - Academic programs					
0.3 FTE Graduate advisor					
0.2 FTE Graduate support assistant					
3,720 6 TAs - 12 hours per week x 13 weeks plus benefits	22,321	22,879	23,451	24,038	24,639
Writing support	14,350	17,500	19,250	19,250	19,250
Total Salary & Benefits	553,932	570,572	586,149	600,321	614,848
OTHER EXPENDITURES		2.0%	2.0%	2.0%	2.0%
Operating Costs - promo & recruitment	5,000	5,100	5,202	5,306	5,412
Scholarships - 6 x \$1,500	9,000	9,000	9,000	9,000	9,000
Online delivery \$15/mo/student	7,380	14,130	16,200	17,100	17,100
Total other expenditures	21,380	28,230	30,402	31,406	31,512
TOTAL EXPENDITURES	575,312	598,802	616,551	631,727	646,360
REVENUE OVER EXPENDITURES SURPLUS (DEFICIENCY)	(126,545)	203,248	309,965	369,189	389,588
Beginning fund balance	0	(126,545)	76,703	386,668	755,856
Ending fund balance	(126,545)	76,703	386,668	755,856	1,145,444

Assumptions

Notes:

- 1 Above excludes any maintenance / program fee that may be charged if a student takes longer than 2 years to complete
- 2 Overall salary escalation of 2.5% forecasted for all employee groups
- 3 Non-salary expenditures escalate 2% per year
- 4 Operating costs for promotion of energy security remain at \$5K (50% of the \$10K already allocated to professional programs)
- 5 Assumes each student receives 10 hours writing support for duration of their program
- 6 TABBS overall impact is positive

Table 2 - M.Ss Tuition & Enrolment

TUITION - \$			
375 per cu.			
3.5% increase Yrs. 2- 5			
ENROLMENT			MSEM
Year:	Energy	Regen.	without
			revisions
2021/22	16	25	25
2022/23	20	30	30
2023/24	25	30	30
2024/25	25	30	30
2025/26	25	30	30
Int'l	50%	80%	
Domestic	50%	20%	
Int'l diff.	1.69	1.69	
% of students that complete in one year	0.0%	50.0%	
% of students that complete in two years	100.0%	50.0%	

Appendix I: Letters of Support

The following letters of support have been received for this proposal.

Murray Fulton, Director, Johnson-Shoyama Graduate School of Public Policy

Susanne Kresta, Dean, College of Engineering

Martin Phillipson, Dean, College of Law

Mary Buhr, Dean, College of Agriculture and Bioresources

Michelle Prytula, Dean, College of Education

Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

Chief Peter A. Beatty, Peter Ballantyne Cree Nation

Steve Sousa, Valard Group of Companies

Cheri Spooner, Director, Distance Education Unit

To: College of Graduate and Postdoctoral Studies
University Council

From: Murray Fulton, Director, JSGS Saskatoon Campus

Date: June 16, 2020

Subject: Letter of Support for Master of Sustainability (M.Ss) program

I am pleased to write this letter of support on behalf of the Johnson Shoyama Graduate School of Public Policy (JSGS) to express our support for the proposed revisions to the Master of Sustainable Environmental Management (MSEM) program from the School of Environment and Sustainability. We have been consulted about the plans for revising and rebranding this program into a Master of Sustainability. The development of a single professional Master's program with multiple fields of study is a logical, cost-effective model.

We look forward to this new program and see in it several opportunities for collaboration between JSGS and SENS that we think would be useful to explore. For instance, we have a strong set of online courses that could enhance the program and provide students with extra flexibility.

We foresee no major negative impact on student enrolment in our programs. By attracting new students to the University of Saskatchewan, the revised program will strengthen the university's position as a leader in the sustainability area, thereby benefitting all programs.

Yours truly,



Murray Fulton
Director and Professor, Johnson Shoyama Graduate School of Public Policy
Saskatoon Campus
University of Saskatchewan



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

To: College of Graduate and Postdoctoral Studies
University Council

From: Suzanne Kresta, Dean of Engineering

Date: June 10, 2020

Subject: Letter of Support for Master of Sustainability (M.Ss.) program

To the College of Graduate and Postdoctoral Studies and University Council,

The College of Engineering supports for the proposed revisions to the Master of Sustainable Environmental Management (MSEM) program from the School of Environment and Sustainability. We were consulted during the initial stages of planning for revisions to this program and rebranding into a Master of Sustainability. A single professional Master's program with multiple fields of study is a logical, cost-effective way forward. This newly envisioned Master of Sustainability aligns with SENS's strategic plan and is fully consistent with the overall vision of the University of Saskatchewan being "the University the world needs."

While the initial model foresaw increased involvement of engineering instructors in SENS graduate programming, this model uses a single APA to deliver all of the engineering content. While additional instructional resources are always welcome and were certainly needed to make the program sustainable, we are reaching out to SENS to explore ways we might to return to a more integrated model, and hope that this leads to continually increasing collaborations between the College of Engineering and SENS.

We foresee no major negative impact on student enrolment in other similar or related programs in our units. By contrast, we hope that by attracting new students to the University, we will raise the University's profile more generally, and the College can benefit from enhanced enrollments over time.

Please let me know if you require further information. Thank you.

Sincerely,

Suzanne Kresta
Dean and Professor
College of Engineering



To: College of Graduate and Postdoctoral Studies
University Council

From: Dean Martin Phillipson, College of Law

Date: June 2, 2020

Subject: Letter of Support for Master of Sustainability (M.Ss) program

To the College of Graduate and Postdoctoral Studies and University Council,

I am pleased to write this letter of support on behalf of the College of Law to express our support for the proposed revisions to the Master of Sustainable Environmental Management (MSEM) program from the School of Environment and Sustainability. We have been consulted about the plans for revising this program and rebranding into a Master of Sustainability, and we see developing a single professional Master's program with multiple fields of study as a logical, cost-effective way forward that can serve as a model for establishing fields of study. This newly envisioned Master of Sustainability aligns with SENS's strategic plan and is fully consistent with the overall vision of the University of Saskatchewan being "the University the world needs."

We look forward to this new program. We foresee no major negative impact on student enrolment in other similar or related programs in our units. By contrast, we hope that by attracting new students to the University, we will raise the University's profile more generally, and the College can benefit from enhanced enrollments over time.

Please let me know if you require further information. Thank you.

Sincerely,

Martin Phillipson
Dean of Law
College of Law



UNIVERSITY OF SASKATCHEWAN

College of Agriculture
and Bioresources

AGBIO.USASK.CA

2D30, 51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: 306-966-4056
Fax: 306-966-8894

To: College of Graduate and Postdoctoral Studies
University Council
From: College of Agriculture and Bioresources
Date: May 26, 2020
Subject: **Letter of Support for Master of Sustainability (M.Ss) program**

To the College of Graduate and Postdoctoral Studies and University Council:

I am pleased to write this letter of support on behalf of the College of Agriculture and Bioresources to express our support for the proposed revisions to the Master of Sustainable Environmental Management (MSEM) program from the School of Environment and Sustainability. We have seen previous drafts of a proposed program, and we see developing a single professional Master's program with multiple fields of study as a logical, cost-effective way forward that can serve as a model for establishing new fields of study. This newly envisioned Master of Sustainability aligns with SENS's strategic plan and is fully consistent with the overall vision of the University of Saskatchewan being "the University the world needs."

We look forward to working with SENS and other pertinent Colleges to develop a carefully-planned program to ensure that the proposed professional Master's and its associated fields of study are distinct, so that there are no negative impacts on student enrolment in other similar or related programs in our units. We hope that by attracting new students to the University to a distinct SENS program, we will raise the University's profile more generally, and the College and School can benefit from enhanced enrollments over time.

Please let me know if you require further information. Thank you.

Sincerely,

Mary M. Buhr, PhD
Dean and Professor
College of Agriculture and Bioresources

June 3, 2020

To Whom it May Concern;

I am pleased to write this letter on behalf of the College of Education in support for the proposed revisions to the Master of Sustainable Environmental Management (MSEM) program from the School of Environment and Sustainability (SENS).

In conversations with Dr. Liber and through the program overview, I understand the benefits of the program revisions and rebranding, and the implications that this programming has in terms of meeting the unit's goals and meeting the larger mission of the University of Saskatchewan.

The College of Education also recognizes alignment in the proposed complementary certificate work and the College's own newly developed strategic goals for climate change and education programming. As these certificates develop, the College of Education sees itself as one of the many units expected to collaboratively work toward the development of interdisciplinary programming, or other new certificate programming as envisioned through this proposal or through the President's Sustainability Council in the future.

We wish SENS great success with this initiative, and look forward to future work together.

Please let me know if you require further information.

Sincerely,



Michelle Prytula
Dean, College of Education



UNIVERSITY OF SASKATCHEWAN

College of Arts and Science

OFFICE OF THE DEAN
ARTSANDSCIENCE.USASK.CA

June 19, 2020

From: Dr. Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science
Attn: College of Graduate and Postdoctoral Studies; University Council
Re: Letter of Support for Master of Sustainability (M.Ss.) Program

Dear Colleagues,

I write on behalf of the College of Arts and Science to express our support for the proposed revisions to the Master of Sustainable Environmental Management (MSEM) program from the School of Environment and Sustainability. There is much to admire in the final draft proposal, not just for the programs and program revisions immediately proposed, but also in terms of a platform for future interdisciplinary degrees and certificates attuned to the needs of professionals in the field. We agree with the proponents that this constitutes a logical, cost-effective way forward that can serve as a model for emerging fields of study.

Consultation appears substantive across much of the university, which is to be commended, but it was a little thinner than ideal with regard to our college. Evidence of substantive consultation at the relevant departmental and unit level would be appreciated regarding future initiatives. That said, we have seen the impressive final draft of the proposal and are pleased to signal our support.

Gordon DesBrisay

Vice-Dean Academic

College of Arts and Science



PETER BALLANTYNE CREE NATION

Chief Joseph Custer Reserve #201

2300 - 10th Avenue West

P.O. Box 2320, Prince Albert, Saskatchewan, Canada S6V 6Z1

Phone: (306) 953-4400 • Fax: (306) 953-4420



July 28, 2019

Professor Greg Poelzer
School of Environment and Sustainability
University of Saskatchewan
Room 337, Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8

Re: Master's of Energy Security, University of Saskatchewan

Dr. Poelzer,

The Peter Ballantyne Cree Nation (PBCN) is pleased to offer this letter of support for the Master's of Energy Security being led by Dr. Greg Poelzer from the University of Saskatchewan.

The PBCN believes that this new program will help train our future leaders who will develop new capacity for energy transition in northern communities. By bringing this opportunity to Indigenous communities in the North, this program seeks to create the knowledge and tools needed to increase capacity in our communities. This type of community capacity will be necessary to ensure sustainable energy solutions are implemented and will continue to help the PBCN bring economic and social opportunity and stability to its members.

We fully support this timely and essential program that will help make strides in enhancing the quality of life for Canada's Northern and Indigenous communities. We offer our representation and expertise to the working group. As a partner of the CASES research initiative co-led by Dr. Poelzer, we extend the following commitments to the 24-month Master's in Energy Security by making contributions of:

- Elected official/staff time as a member of the Governance Committee equivalent to approximately 15 days valued at \$15,000 of in-kind contributions.
- Indigenous student bursaries/scholarships (upon implementation of the degree program) valued at \$100,000.
- Use of facilities and resources to support local meetings, workshops and training valued at \$2,000 of in-kind contributions.

Sincerely,

Chief Peter A. Beatty

Peter Ballantyne Cree Nation

Amisk Lake
P. 306-362-2185
F. 306-362-2186

Deschambault Lake
P. 306-632-4608
F. 306-632-4488

Kinoosao
P. 306-758-3030
F. 306-758-3030

Pelican Narrows
P. 306-632-2125
F. 306-632-2275

Prince Albert
P. 306-953-4400
F. 306-953-4420

Sandy Bay
P. 306-754-2213
F. 306-754-2255

Southend
P. 306-758-2144
F. 306-758-2188

Sturgeon Landing
P. 306-688-4510
F. 306-688-2993



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July 30, 2019

Professor Greg Poelzer
School of Environment and Sustainability
University of Saskatchewan
Room 337, Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8

**Re: NRCan Clean Energy for Rural and Remote Communities (CERRC)
Capacity Building Stream Grant**

Professor Poelzer:

Please accept this letter of support, on behalf of The Valard Group, for the Clean Energy for Rural and Remote Communities (CERRC) Capacity Building Stream grant application.

Valard is Canada's premier utility contractor, providing comprehensive EPC+ (engineering, procurement and construction) and maintenance services to utilities, independent power producers, mining, oil and gas industries, and rural electric associations throughout Canada. ***As a company, Valard is committed to building mutually beneficially, sustainable and collaborative relationships and partnerships with Indigenous communities and has a proven track record of collaborating on successful projects with First Nations groups across the country.*** These partnerships allows Valard to further develop and extend these collaborations as well as to take a pause and think about growing a legacy through better community engagement to build sustainable community capacity.

Valard is committed to overcoming transactional business models and really engaging with communities on community-focused strategies, which is why Valard is greatly interested in participating in the CERRC partnership. This partnership takes a community-directed approach to understanding, identifying and executing energy sustainability. This partnership will allow Valard to continue to build and maintain strong relationships with the Indigenous communities that Valard works with and for.

As a partner of the Renewable Energy in Northern, Remote and Indigenous Communities Flagship Program at the School of Environment and Sustainability at the University of Saskatchewan, Valard has committed their support through:

- A \$100,000 cash commitment (out of our \$500,000 previous commitment to the Flagship program) to fund student bursaries/scholarship.
- Elected official/staff time as a member of the Governance Committee equivalent to approximately fifteen (15) days valued at \$15,000 of in-kind contributions.

These funds will be used to help build the capacity of northern, remote and Indigenous communities and fund participation in the Master's program.

On behalf of the Valard Group, I enthusiastically endorse this program that will build key professional competencies energy security in northern and Indigenous communities across Canada.

Sincerely,

Steve Sousa
Chief Commercial Officer
Valard Group of Companies



June 1, 2020

Dr. Karsten Liber
School of Environment and Sustainability
University of Saskatchewan

Dear Dr. Liber:

I am pleased to support the proposed Master of Sustainability (MSs) curriculum development project.

As you know, the University of Saskatchewan has a long history in providing learning opportunities to students studying at a distance from the main campus. This program builds on that commitment, allowing learners to learn where they live and at a pace that can accommodate students with busy work, home and community commitments.

University of Saskatchewan success in distance education has been built on a foundation of pairing subject matter expertise with professionals in instructional design and instructional technologies to build quality learning experiences. This is the service that my unit provides, and we have agreed to support the development and delivery of 17 courses, comprising 37 credit units, for distance delivery.

I look forward to collaborating with you and your team on this exciting project, and wish you the best of luck on your proposal.

Yours truly,

A handwritten signature in blue ink, appearing to read 'Cheri'.

Cheri Spooner
Director, Distance Education Unit
cheri.spooner@usask.ca

Appendix J: Survey Results

SENS Survey and Analysis Final Report

May 2020

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Introduction

The purpose of this project was to identify enrollment barriers and program needs for the School of Environment and Sustainability's (SENS) Master's of Sustainability, specialization in regenerative sustainability program. To understand unique and divergent perspectives, survey feedback was obtained from both prospective students and employment partners.

Methodology

The SSRL and the service recipient collected survey data between April 23 and May 13, 2020. A hybrid email invitation and snowball recruitment method was used to maximize the number of potential respondents. In total, responses were collected from 73 individuals (26 prospective students, and 47 potential employers). Findings from the survey are summarized and results are presented in tables and graphs as appropriate throughout this report.

Information about the Social Sciences Research Laboratories, University of Saskatchewan, is located in Appendix A.

Prospective Student Findings

Overview

A total of 26 participants completed the survey as prospective students. These respondents provided their feedback on a range of questions below.

Interest and Barriers

Likelihood of Post-Secondary Entrance in Education in Sustainability

How likely or unlikely are you to seek additional post-secondary education in sustainability in the next 5 years?

Overall, respondents who completed the survey were more likely than not to enter post-secondary education in sustainability in the next five years (Extremely unlikely: 3.8%, n = 1; Unlikely: 7.7%, n = 2; Slightly unlikely: 0.0%, n = 0; Slightly likely: 42.3%, n = 11; Likely: 30.8%, n = 8; Extremely likely: 15.4%, n = 4). The results are displayed in Figure 1.

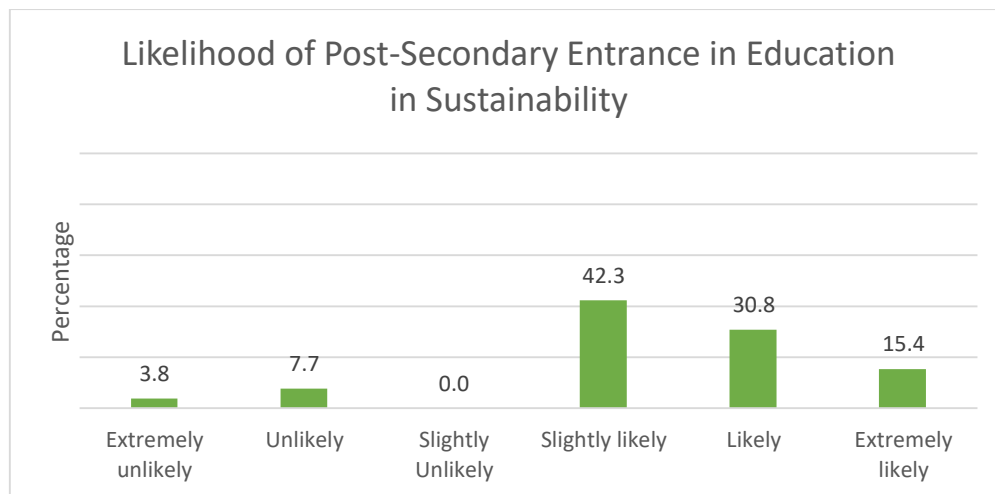


Figure 1: Likelihood of Post-Secondary Entrance in Education in Sustainability

Reasons for Non-Entry

Why are you unlikely to seek additional post-secondary education/training in sustainability in the next 5 years?

Of the three respondents who were unlikely to enter post-secondary education in sustainability, lack of requirement for career advancement was the most common reason (100%; n = 3), followed by anticipated time demands (66.7%; n = 2). Anticipated program costs (33.3%; n = 1) and disinterest in content (33.3%; n = 1) were additionally cited. The results are displayed in Figure 2. However, due to small sample size, the findings should be interpreted with extreme caution.

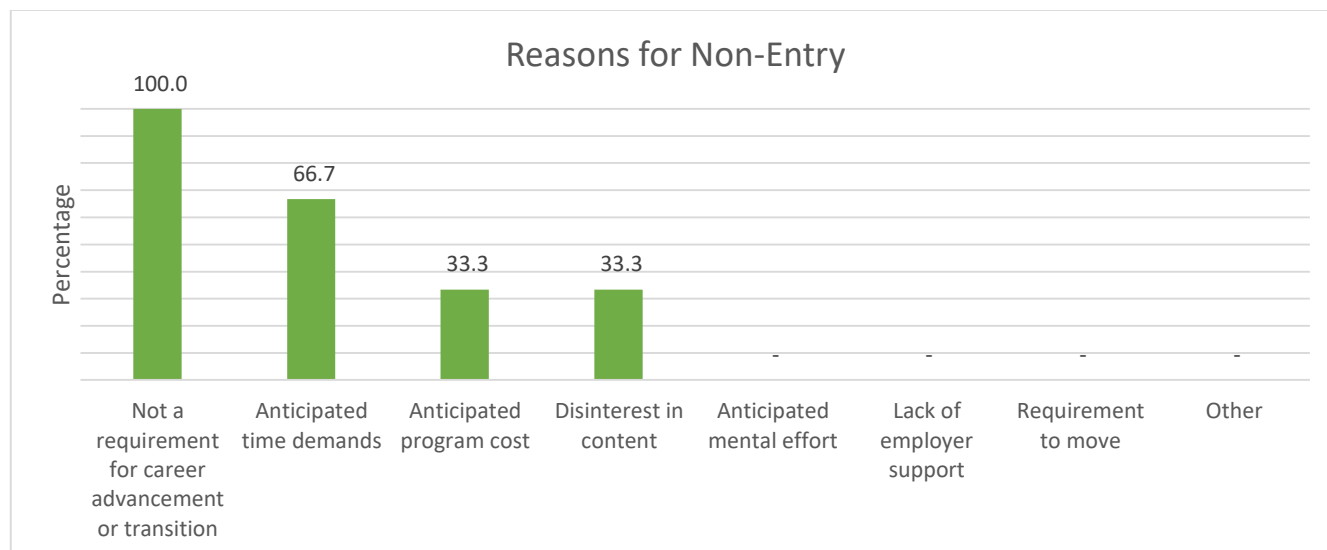


Figure 2: Reasons for Non-Entry

Reasons for Entry

Why are you likely to seek additional post-secondary education in sustainability in the next 5 years?

Of the 23 respondents who were likely to enter post-secondary education in sustainability, general interest was the most commonly cited reason (56.5%; n = 13) followed by seeking career entry (47.9%; n = 11), seeking career advancement (43.5%; n = 10), and seeking career transition (30.4%; n = 7). A small portion of respondents cited other reasons (4.3%; n = 1). The results are displayed in Figure 3. Open ended responses are displayed in Table 1.

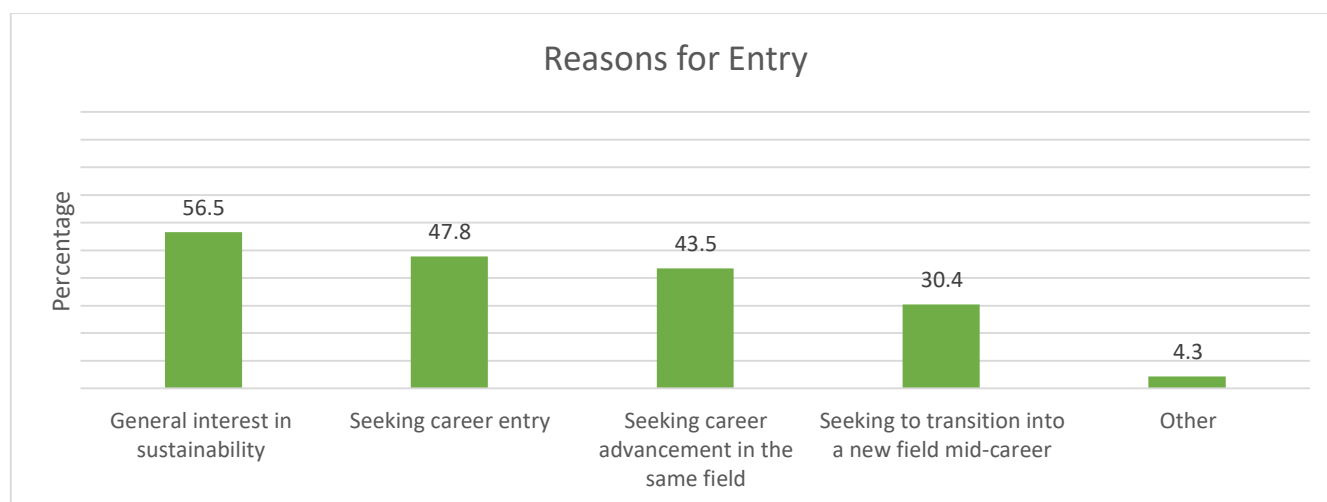


Figure 3: Reasons for Non-Entry

Reasons for Entry (Other)

Expand my understanding of sustainability issues (understanding perspectives other than from a scientist viewpoint)

Table 1: Reasons for Entry (Other)

Likelihood of Post-Secondary Entrance in General

*How likely are you to seek **any** additional post-secondary education in the next 5 years?*

Of the three respondents who were unlikely to enter post-secondary education in sustainability, most were extremely likely to enter post-secondary education in general (66.7%; n = 2); the remaining respondent was slightly likely to continue (33.3%; n = 1). The results are displayed in Figure 4.

Note that those who indicated that they were slightly unlikely to extremely unlikely were screened out of the survey and are not included in this report.

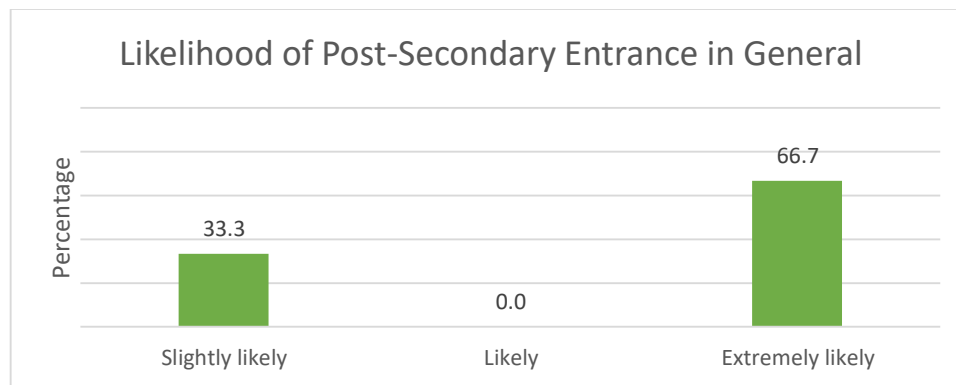


Figure 4: Likelihood of Post-Secondary Entrance in General

Branding

Program Name Preference

Based on name alone, please indicate how appealing each of the following program names are to you:

Overall, prospective students evaluated the three program names somewhat similarly. When binning responses of “slightly appealing” to “completely appealing” for each program name option, *Regenerative sustainability* (73.1%; n = 19) was found appealing more frequently than *Transformative sustainability* (65.4%; n = 17) and *Sustainability transitions* (61.5; n = 16). The results are displayed in Table 2 and Figure 5.

	Slightly to Completely Appealing (%)
<i>Regenerative sustainability</i>	73.1
<i>Transformative sustainability</i>	65.4
<i>Sustainability transitions</i>	61.5

Table 2: Program Name Preference – Slightly to Completely Appealing

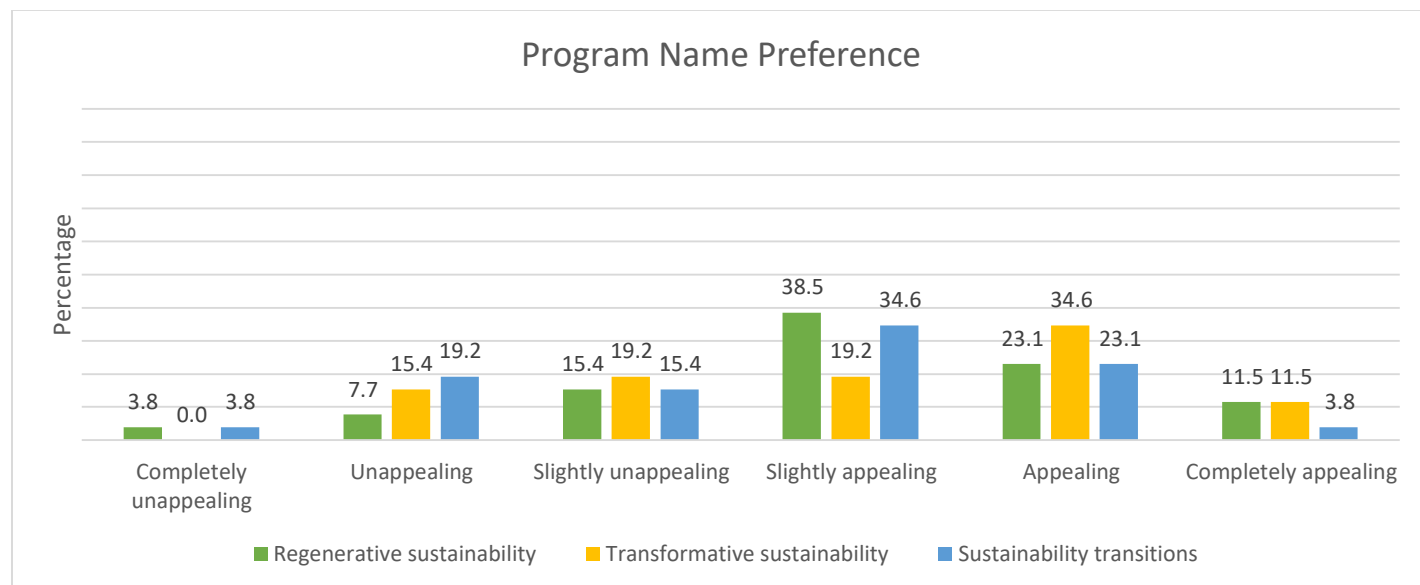


Figure 5: Program Name Preferences

Future Education Considerations

Program Options

If you were considering more post-secondary education, which program options would appeal to you?

The majority of prospective students would consider a professional Master's Degree (76.9%; n = 20) followed by a Graduate Certificate (65.4%; n = 17). Some respondents prefer another option (11.5%; n = 3). The results are displayed in Figure 6; verbatim other responses are displayed in Table 3.

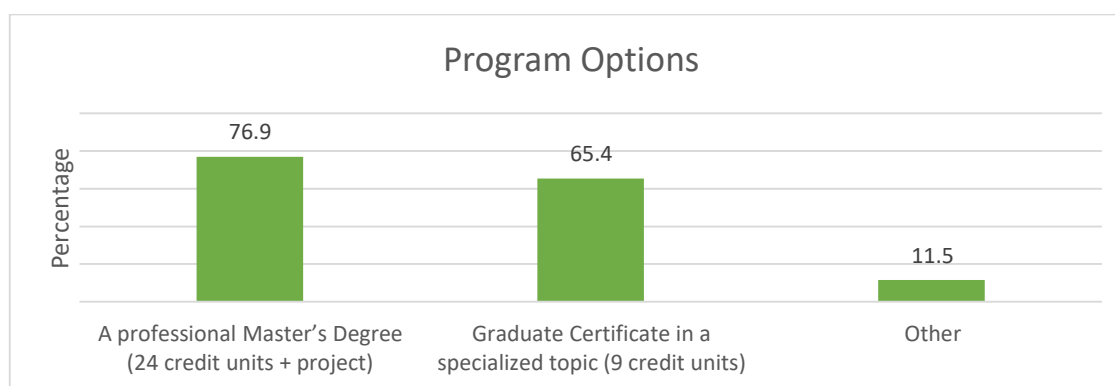


Figure 6: Program Options

Program Options (Other)
I already have a MSc and a PhD in genetics
PhD
Specialization in dentistry

Table 2: Program Options (Other)

Program Delivery

Which program delivery options would you consider given your current circumstances? Select all that apply.

The majority of prospective students would consider combination programs (Full-Time Combination: 57.7%, n = 15; Part-Time Combination: 46.2%; n = 12). After this, students would consider full time on-campus (42.3%; n = 11), followed by part-time online (38.5%; n = 7), and part-time on-campus (26.9%; n = 7). One respondent would not consider any options for their current circumstances (3.8%; n = 1). The results are displayed in Figure 7.

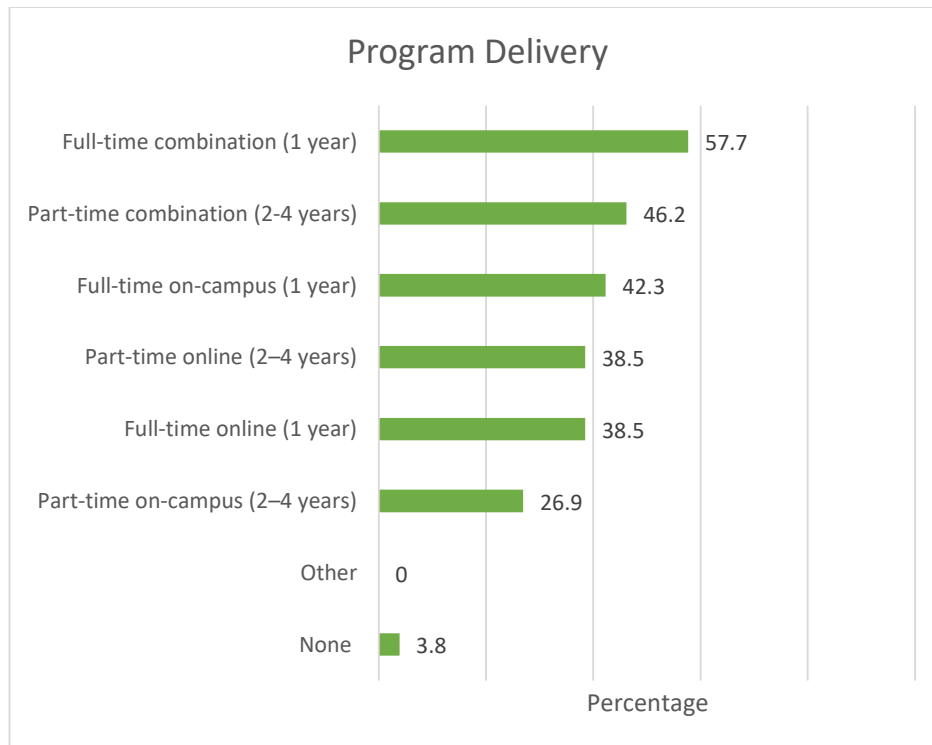


Figure 7: Program Delivery

Flexible Program Option

SENS's Sustainable Environmental Management program does not currently allow students to enroll through a flexible program option. A flexible program options allows students to complete the program part time, remotely, and/or on their own time. To what extent would a flexible program option increase your likelihood of completing post-secondary education in sustainability?

When considering the flexible program option, the majority of respondents experience a considerable or extreme increase in enrollment likelihood (57.7%; n = 15), followed by a moderate increase (23.1%; n = 6) or no or mild increase (19.2%; n = 5). The results are displayed in Figures 8 and 9.

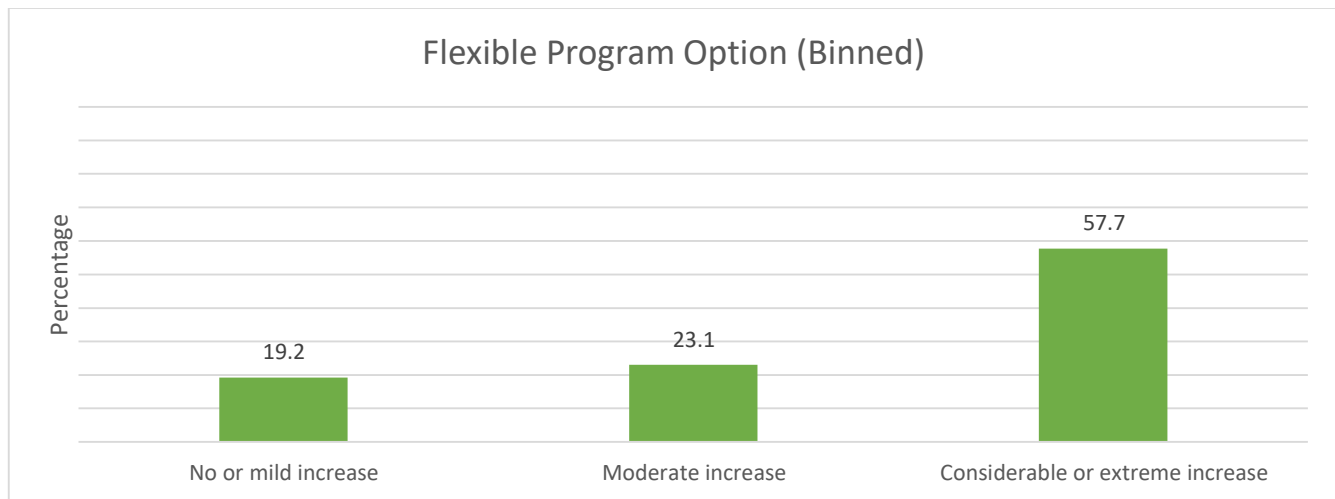


Figure 8: Flexible Program Option (Binned)

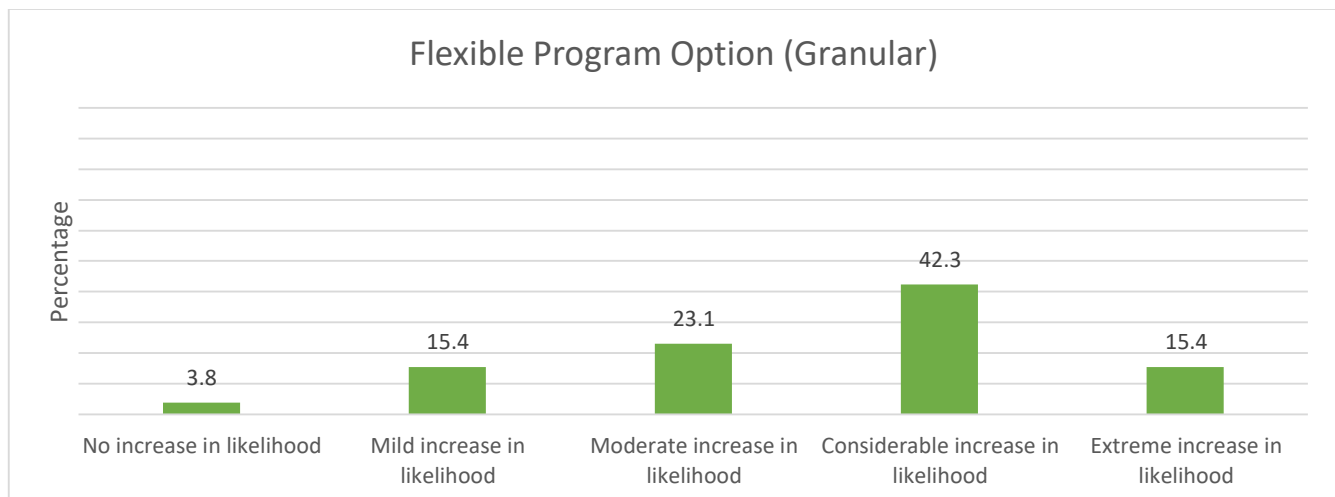


Figure 9: Flexible Program Option (Granular)

Certificate Programs

If you had an option to obtain a 9-credit unit online certificate in a field related to sustainability, which of the following certificate programs would most interest you? Select up to five certificate programs that would most interest you.

The most popular certificate programs were *Sustainability Solutions* (50.0%; n = 13) followed by *Climate Change Assessments and Communications* (46.2%; n = 12), *Government Foundations for Sustainability* (46.2%; n = 12), *Renewable Energy* (42.3%; n = 11), *Advanced Governance for Environment and Sustainability* (38.5%; n = 10), and others. The results are displayed in Figure 10. Verbatim elaborative responses are displayed in Table 3.



Figure 10: Certificate Programs

Certificate Programs (Other)
Food security and impact of agricultural production on the environment
Rangeland management
Regenerative agriculture

Table 3: Certificate Programs (Other)

Educational Program Preferences

Weekly Commitment

Approximately how many hours per week could you potentially commit to educational work (including class time and assignments) in a program of interest?

Interestingly, there appears to be a bimodal distribution potentially reflecting two groups of respondents: (1) those who can spend approximately 6-8 hours per week (38.5%; n = 10), and those who can approximately spend 12 or more hours per week (38.5%; n = 10). An exploratory analysis of demographical information does not reveal any trends to account for this difference. However, those with more time to commit more frequently consider on-campus opportunities regardless of whether those opportunities occur full- or part-time. The results are displayed in Figure 11 and Table 4.

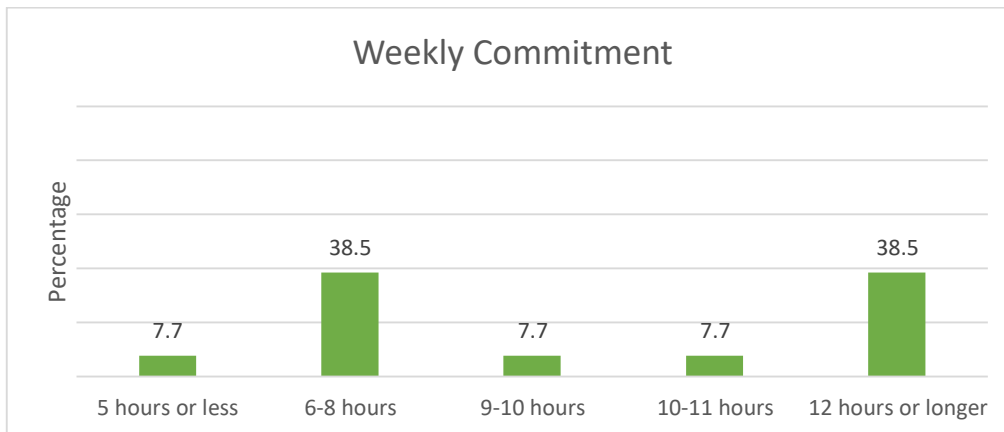


Figure 11: Weekly Commitment

	Full-time on-campus	Full-time online	Full-time combination	Part-time on-campus	Part-time online	Part-time combination
Up to 10 hours/week	18%	50%	40%	14%	60%	42%
10+ hours/week	82%	50%	60%	86%	40%	58%
Total in Group (N = ...)	11	10	15	7	10	12

Table 4: Program Delivery by Weekly Commitment

Intensity and Duration

Currently, SENS's Sustainable Environmental Management program is designed as a 1-year intensive program. Would you prefer to enroll in a program that was...

The majority of respondents prefer a longer and less intensive program (73.1%; n = 19). The remainder prefer to enroll in a program that is unchanged (26.9%; n = 7). The results are displayed in Figure 12.

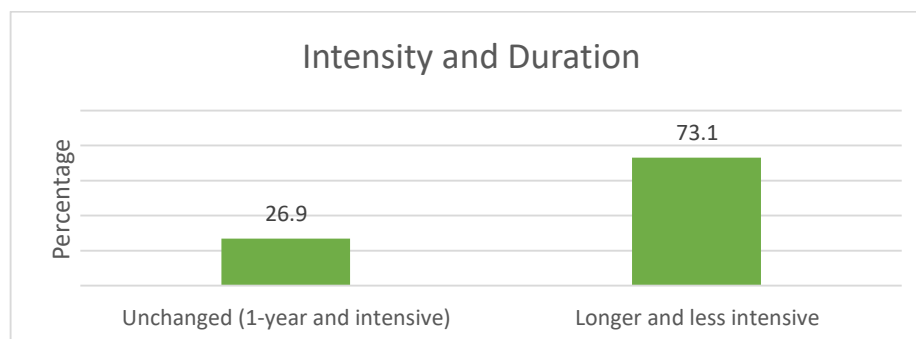


Figure 12: Intensity and Duration

Work Environment

Employment Status

Are you currently employed?

The majority of respondents are employed full-time (50.0%; n = 13). The remainder are employed part-time (19.2%; n = 5), self-employed (3.8%; n = 1) or are unemployed (26.9%; n = 7). The results are displayed in Figure 13.

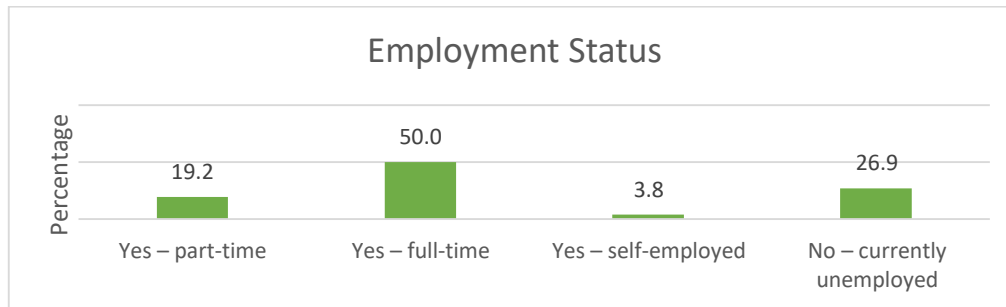


Figure 13: Employment Status

Support for Continuing Education

To the best of your knowledge, does your employer currently offer support for continuing education while employed?

Of those who are employed either full-time or part-time (N = 18), the majority of respondents do not know whether they have support for continuing education through their workplace (44.4%; n = 7). Most knowledgeable respondents do have support (38.9%; n = 7); the rest do not (16.6%; n = 3). The results are displayed in Figure 14.

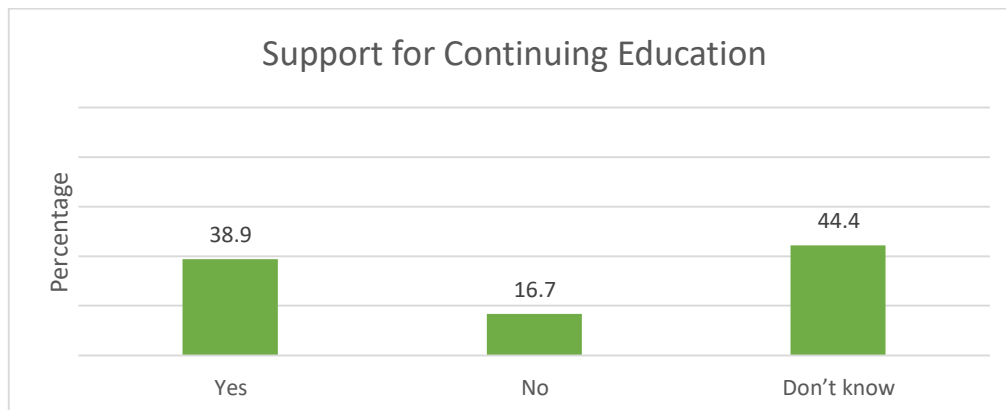


Figure 14: Support for Continuing Education

Types of Support for Continuing Education

What kind of continuing education support(s) are available to you? Select all that apply.

Of the respondents have educational support through their workplace and are aware of it (N = 7), an equal mix of flexible work hours (71.4%; n = 5) and educational leave (71.4%; n = 5) are available. Some respondents indicated other available supports (42.9%; n = 3). The results are displayed in Figure 15, and verbatim responses are displayed in Table 5.

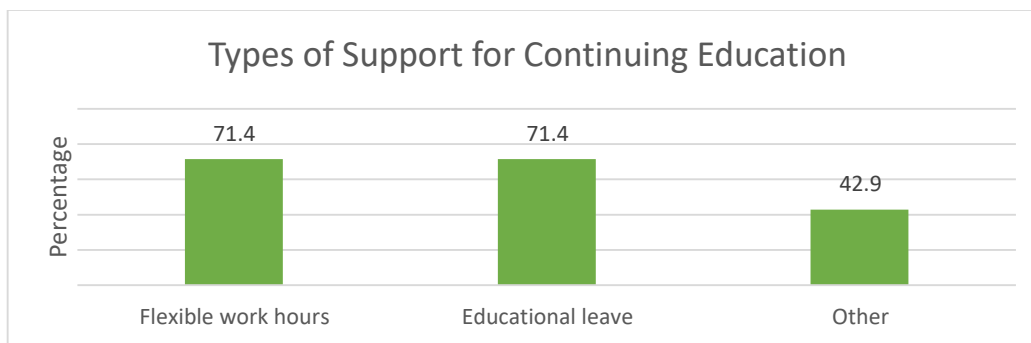


Figure 15: Types Support for Continuing Education

Types Support for Continuing Education (Other)
Payment for courses taken online that relate directly to the job
Possible project research at work if applicable.
Tuition support

Table 5: Types of Support for Continuing Education (Other)

Demographics

Current Status

Which best describes your current status?

The majority of prospective student respondents are working professionals (46.2%; n = 12). The remaining respondents are graduate students (26.9%; n = 7), undergraduate students (19.2%; n = 5), and other (7.7%; n = 2). The results are displayed in Figure 16, and verbatim responses are displayed in Table 6.

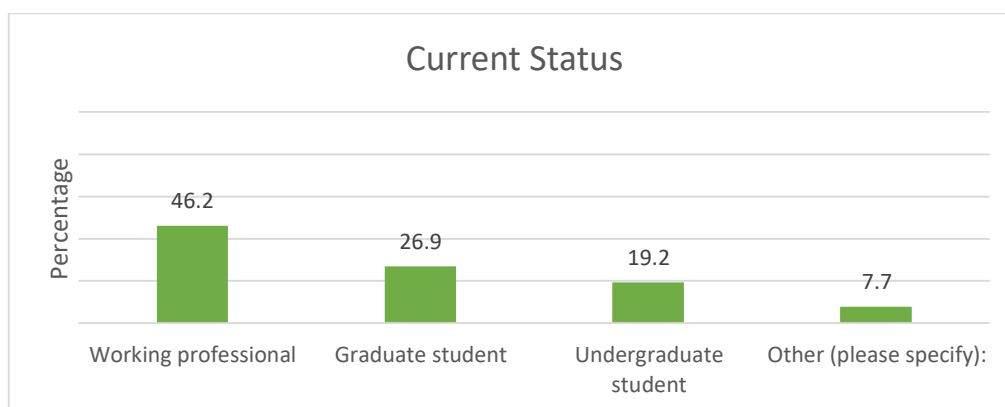


Figure 16: Current Status

Current Status (Other)
Recent graduate
Unemployed, with Bachelor Degree in Engineering

Table 6: Current Status (Other)

Graduation Year of Working Professionals

In which year did you graduate from your most recent program?

Of the 12 working professionals who completed this survey, the majority had graduated in 2019 (58.3%; $n = 7$). The remaining respondents graduated in 2017 or earlier (41.8%; $n = 5$). The results are displayed in Figure 17.

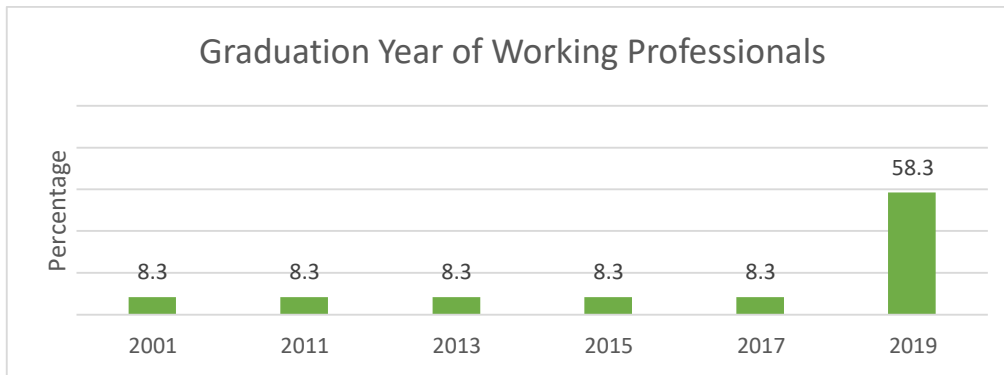


Figure 17: Graduation Year of Working Professionals

Type of Working Professional (Degree)

Did you most recently graduate from a...?

Of the 12 working professionals who completed this survey, half most recently completed a university undergraduate degree (50%; $n = 6$), and half completed a university graduate degree (50%; $n = 6$). The results are displayed in Figure 18.

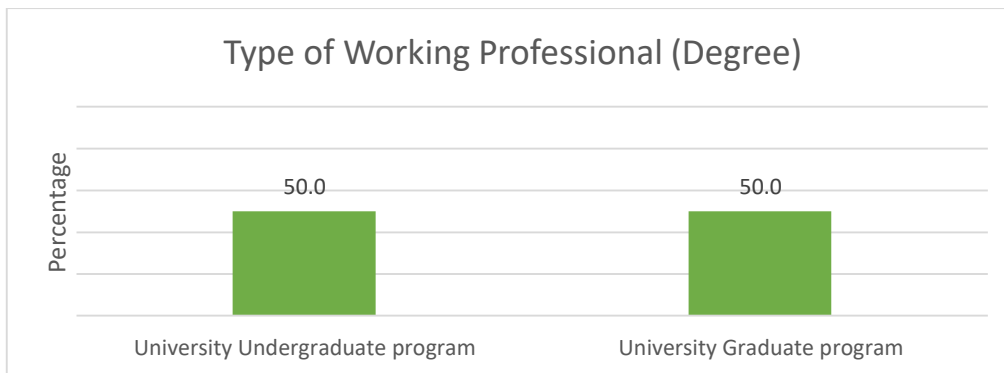


Figure 18: Type of Working Professional (Degree)

Type of Working Professional (Experience)

Do you consider yourself to be a...?

Of the 12 working professionals who completed this survey, one quarter identified as new graduates (25.0%; $n = 3$), one quarter identified as early-career professionals (25.0%; $n = 3$), and half identified as mid-career professionals (50.0%; $n = 6$). The results are displayed in Figure 19.

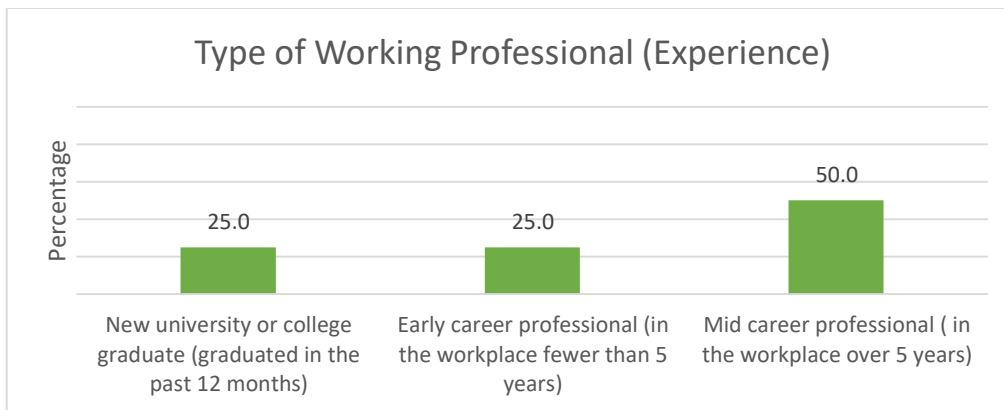


Figure 19: Type of Working Professional (Experience)

Gender

Which gender do you prefer to identify with?

The majority of prospective students who completed the survey were female (65.4%; $n = 17$). The remainder were male (30.8%; $n = 8$) or preferred not to say (3.8%; $n = 1$). The results are displayed in Figure 20.

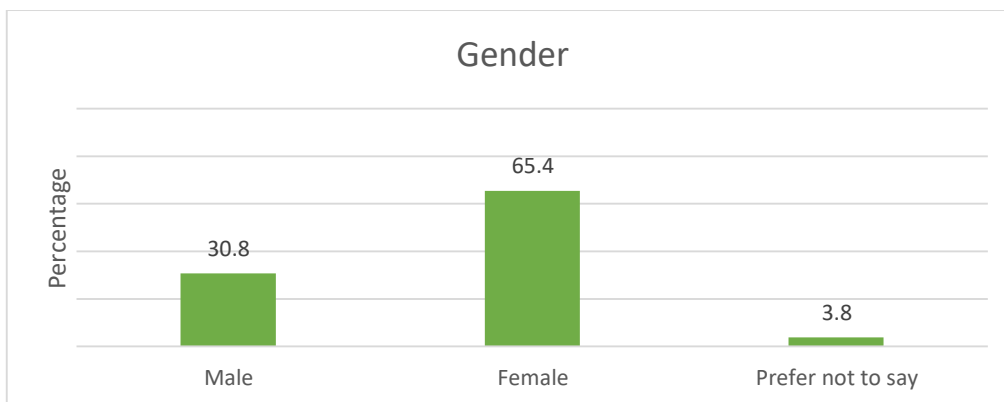


Figure 20: Gender

Age

How old are you (in years)?

The majority of prospective students were 21-25 years of age (38.5%; $n = 10$). The remainder were 26-30 (19.2%; $n = 5$); 31-35 (15.4%; $n = 4$), or 36+ (11.5%; $n = 3$). Some respondents preferred not to specify (15.4%; $n = 4$). The results are displayed in Figure 21.

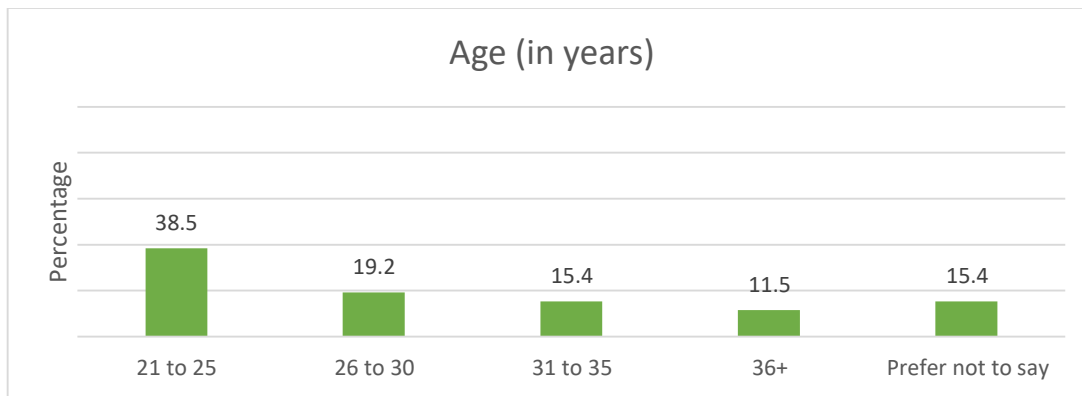


Figure 21: Age (in years)

Members in Household

Including you, how many people live in your household?

Respondents most frequently live in households with two or three members (1 Person: 11.5%, n = 3; 2 People: 23.1%, n = 6; 3 People: 23.1%, n = 6; 4 or More People: 15.4%; n = 4). Many respondents preferred not to specify (26.9%; n = 7). The results are displayed in Figure 22.

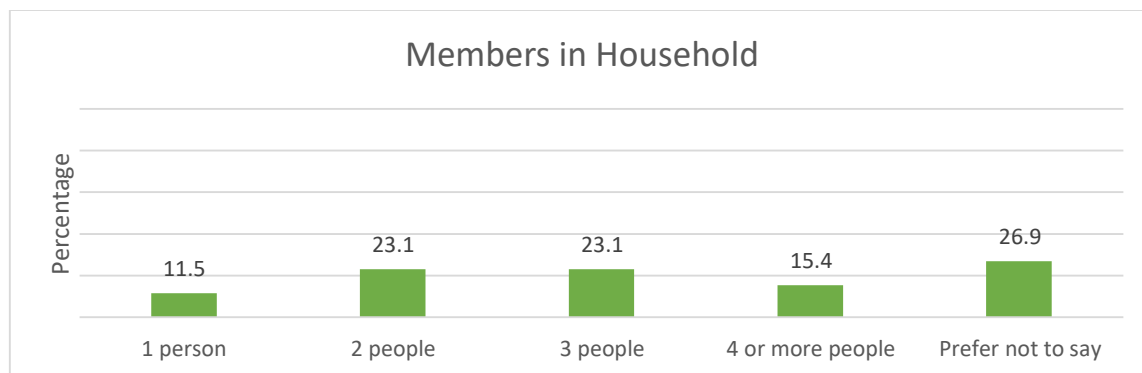


Figure 22: Members in Household

Children in Household

How many children (under 18 years of age) live in your household?

The vast majority of respondents did not have any children in their household (61.5%; n = 16). The remaining respondents had either one (7.7%; n = 2), two (7.7%; n = 2) or three (3.8%; n = 1) children. Many respondents preferred not to specify (19.2%; n = 5). The results are displayed in Figure 23.

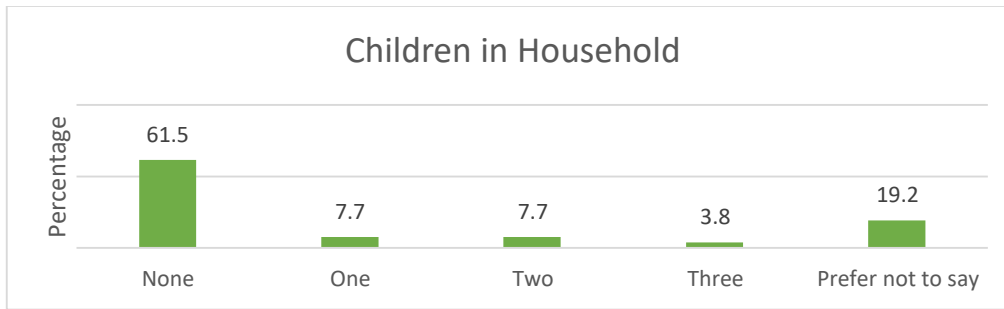


Figure 23: Children in Household

Household Income

For comparison purposes only, which of the following best describes your annual household income before taxes?

Many respondents currently have a household income below \$25,000 (19.2%; n = 5). Outside of this group, most respondents have a household income of \$50,000 to \$74,999 (26.9%; n = 7), in alignment with the median household income reported in the 2016 Canadian census.¹ Many respondents preferred not to specify their household income (23.1%; n = 6). The results are displayed in Figure 24.

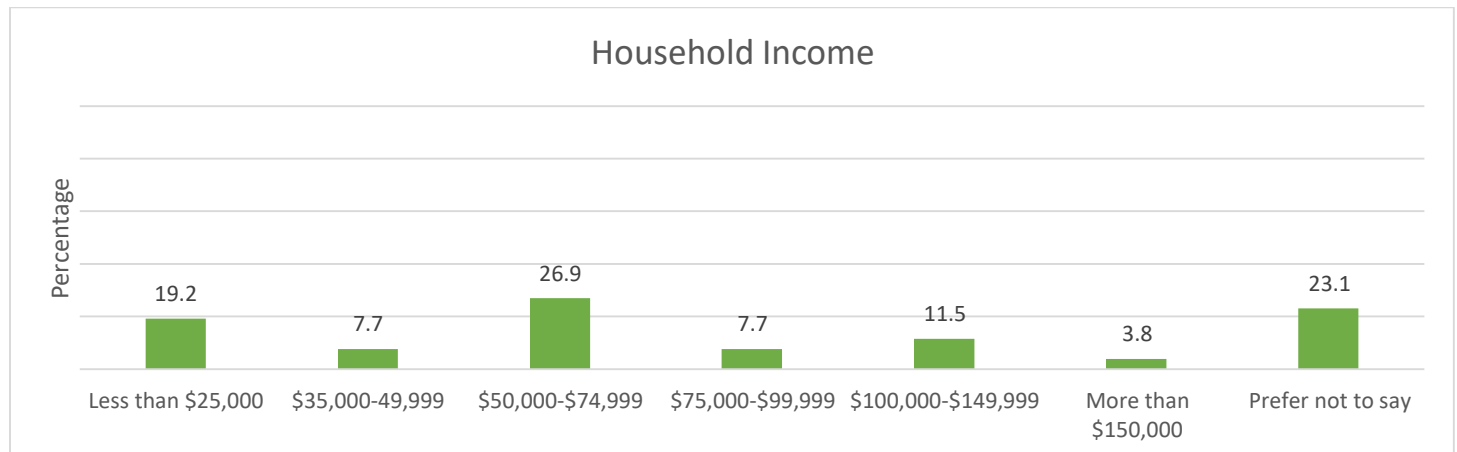


Figure 24: Household Income

¹ <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=PR&Code1=01&Geo2=PR&Code2=01&SearchText=Canada&SearchType=Begin&SearchPR=01&B1=Income&TABID=1&type=0>

Employment Partner Findings

Overview

A total of 47 participants completed the survey as an employer. These respondents provided their feedback on a range of questions below.

Program Value

Value for Current Employee

How valuable do you think this program would be to a **current employee** in your workplace if offered as a:

Overall, employers perceive the program as more valuable for current employees when offered as a Professional Master's Degree (46.8%; n = 22) relative to a Graduate Certificate (38.3%; n = 18). The results are displayed in Figure 25 and Table 7.

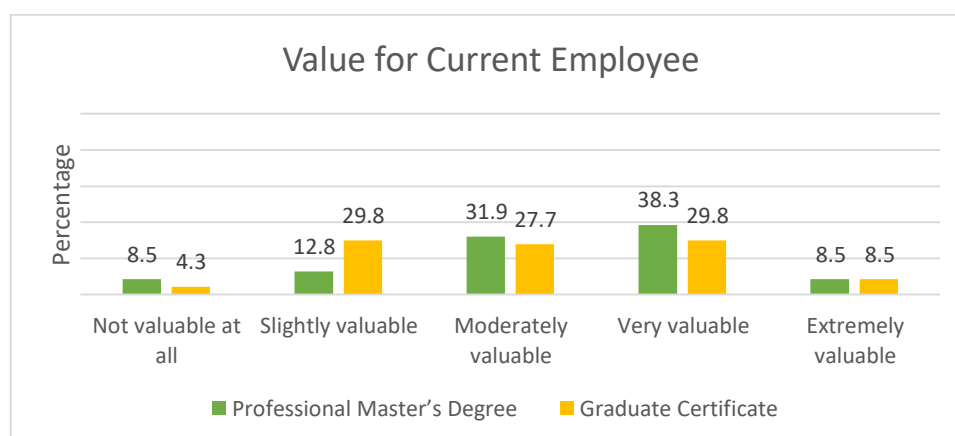


Figure 25: Value for Current Employee

	Not valuable to slightly valuable	Moderately valuable	Very valuable to extremely valuable
Professional Master's Degree	21.3	31.9	46.8
Graduate Certificate	34.0	27.7	38.3

Table 7: Value for Current Employee (binned responses)

Value for Future Employee

How valuable do you think this program would be to a **prospective future employee** in your workplace if offered as a:

Overall, employers perceive the program as more valuable for prospective future employees when offered as a Professional Master's Degree (44.7%; n = 21) relative to a Graduate Certificate (36.2%; n = 17). The results are displayed in Figure 26 and Table 8.

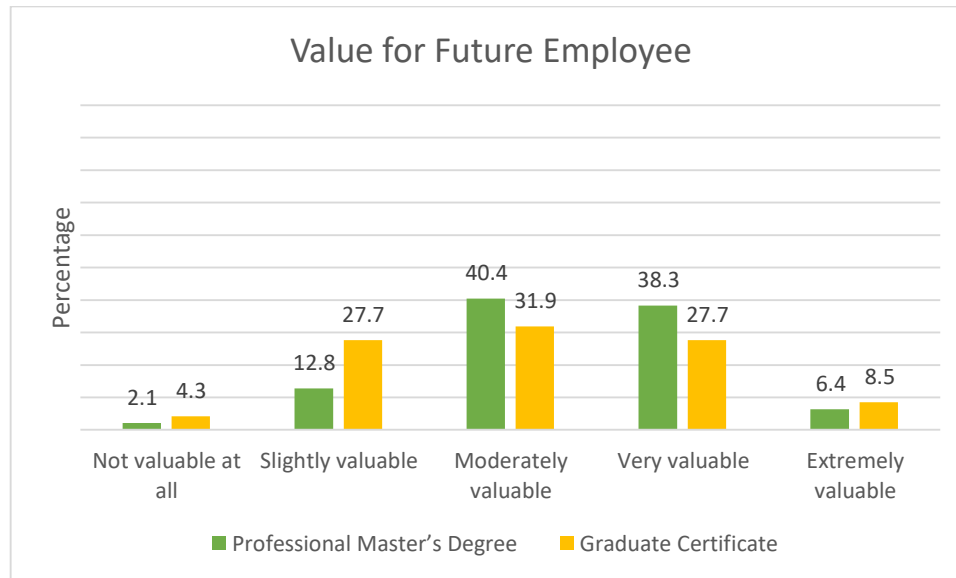


Figure 26: Value for Future Employee

	Not valuable to slightly valuable	Moderately valuable	Very valuable to extremely valuable
Professional Master's Degree	14.9	40.4	44.7
Graduate Certificate	31.9	31.9	36.2

Table 8: Value for Future Employee (binned responses)

Program Name Preference

If you required an employee with a Master's degree in "environment and sustainability," would you consider hiring someone with a specialization in...

Employers differentiate very minimally between different the program names proposed. Employers would consider hiring graduates from any of the three programs equally often (48.9%; n = 23). The results are displayed in Figure 27.

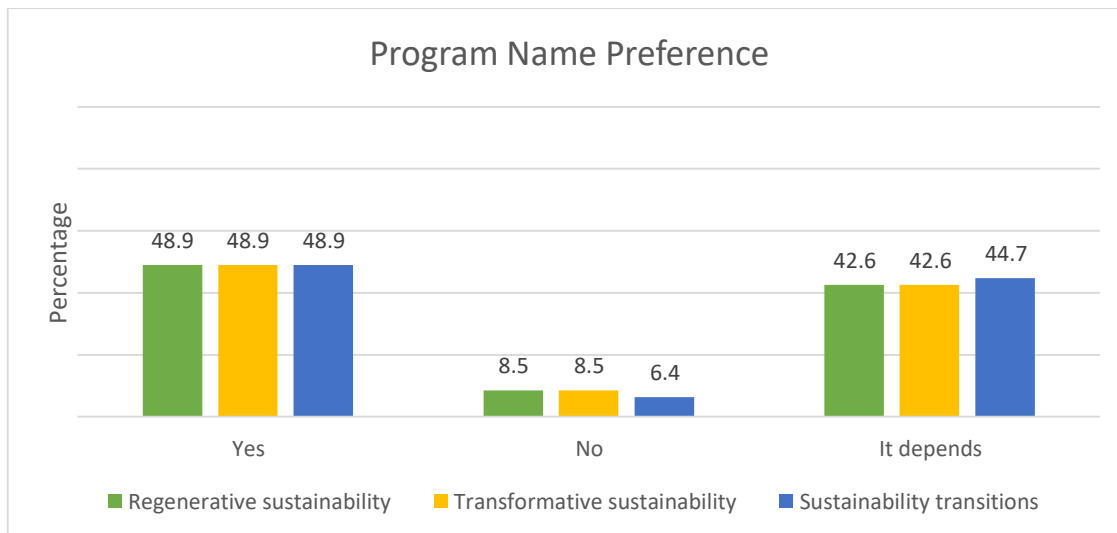


Figure 27: Program Name Preference

Degree Title Importance

How important is a degree title (e.g., Diploma, BA, BSc, MA, MSc, PhD, etc.) to you when considering a job candidate for employment?

Employers appear to vary normally in their perceptions of degree title importance with most employers considering a title moderately important (44.7%; n = 21). The results are displayed in Figure 28.

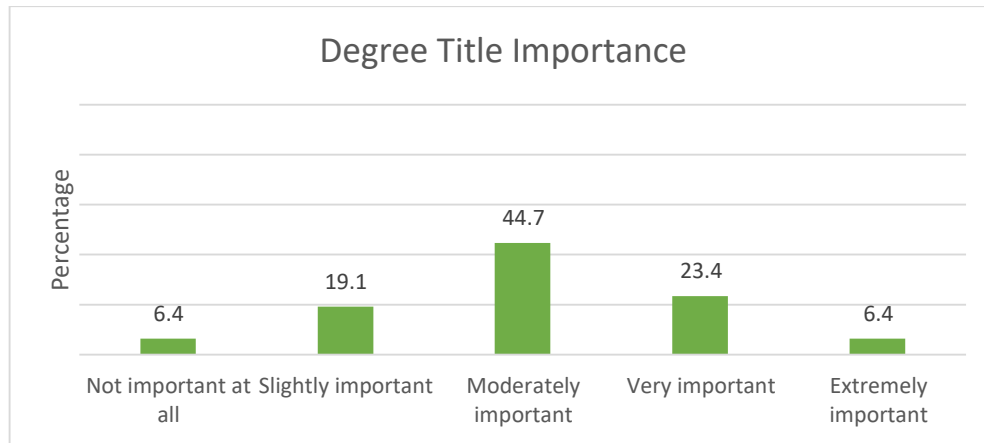


Figure 28: Degree Title Importance

Work Environment

Support for Continuing Education

To the best of your knowledge, does your company/organization currently offer support for continuing education for employees?

Most employers indicate that support for continuing education is available (68.1%; n = 32). The remaining employers do not provide support (12.8%; n = 6) or do not know (19.1%; n = 9). The results are displayed in Figure 29.

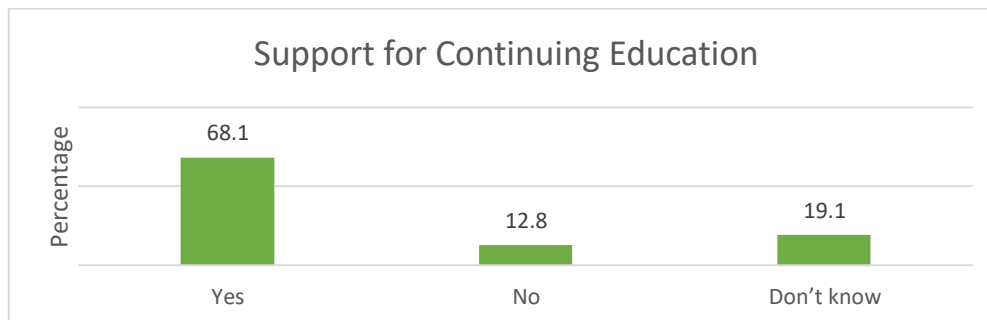


Figure 29: Support for Continuing Education

Types of Support for Continuing Education

What kind of continuing education support(s) are offered by your company/organization? Select all that apply.

Of the 32 employers whose workplace does provide educational support, the vast majority report providing flexible work hours (87.5%; n = 28) and educational leave (78.1%; n = 25). Many indicate that other supports are provided (21.9%; n = 7). The results are displayed in Figure 30. Verbatim responses are displayed in Table 9.

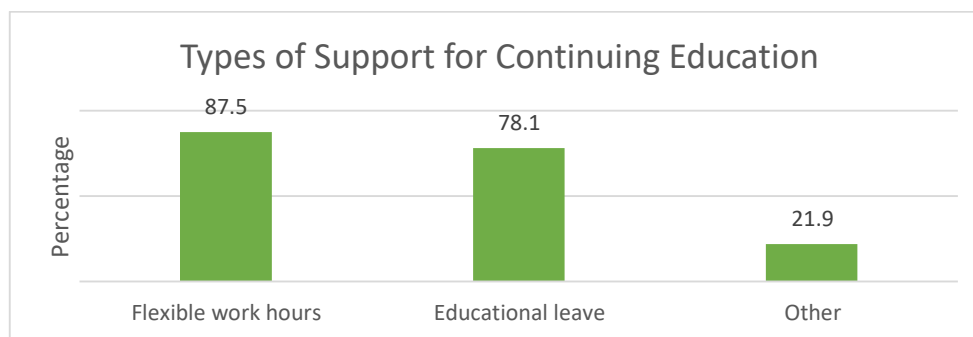


Figure 30: Types of Support for Continuing Education

Types of Support for Continuing Education (Other)	
Development Funding	
Financial support	
Funding	
Funding in some circumstances	
Opportunity to learn on the job and takes necessary education to further skills	
Some discretionary funding	
Some funding support	

Table 9: Types of Support for Continuing Education (Other)

Comparative Findings

Graduate Expectations

Expected Roles

Which of the following **roles** do you hope a graduate with a Master's of Sustainability in Regenerative Sustainability to occupy? Select all that apply.

Whereas students and employers mostly agree on expected roles, they appear to differ on the roles of collaborator (Employer: 74.5%; n = 35; Student: 57.7%; n = 15), innovator (Employer: 59.6%; n = 28; Student: 69.2%; n = 18) and change-maker (Employer 44.7%; n = 21; Student: 57.7%; n = 15). The results are displayed in Figure 31. Verbatim responses are included in Table 10.

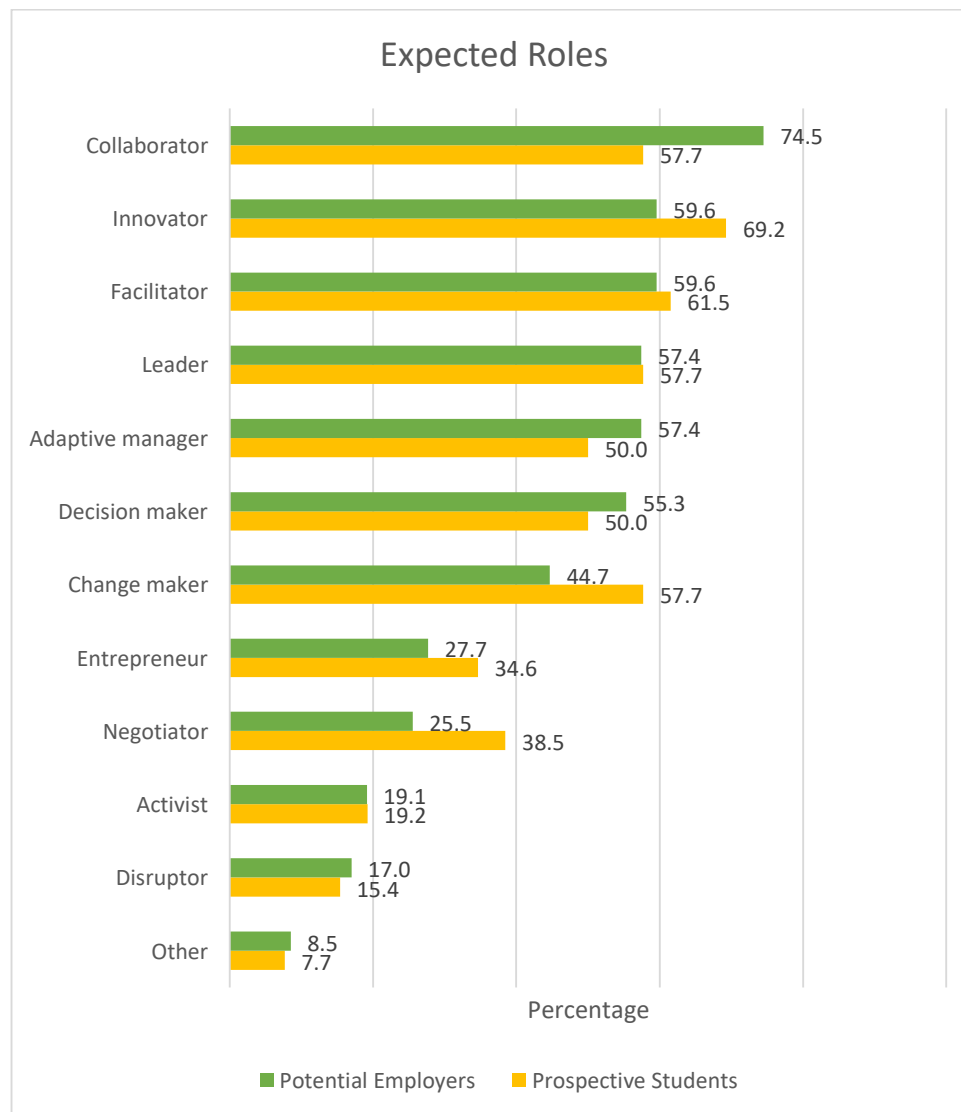


Figure 31: Expected Roles for Potential Employers and Prospective Students

Expected Roles (Employers - Other)
Project/Program Manager; Coordinator; Planner; Instigator
teacher
That is a rather interesting list, arguably more reflective of a stereotypical academic-based perspective. Employees fill specific positions, and therefore roles, in organizational structure and function. The core criteria for these include being technically sound critical thinkers that display appropriate due diligence in their work, find professional enjoyment (passion) in their work, who work well in team environments, and who have strong communication skills (esp. writing). I believe these are core skills for successfully fulfilling their roles. Every individual brings other secondary aspects that can strengthen the team and be developed/fostered e.g. some are more innovative, some are more entrepreneurial, some show greater leadership potential, etc. Diversity of such characteristics increases the strength of the organization.
Trainer
Expected Roles (Students - Other)
Field worker
Not familiar with the term "Regenerative Sustainability" - would a potential employer understand?

Table 10: Expected Roles (Other)

Expected Skills

Which of the following skills do you want a graduate with a Master's of Sustainability in Regenerative Sustainability to have? Select all that apply.

While employers and students expect many of the same skills, responses appear to differ by written communication (Employer: 87.2%; n = 41; Student: 65.4%; n = 17), verbal communication (Employer: 85.1%; n = 40; Student: 65.4%; n = 17), sound judgement (Employer: 66.0%; n = 31; Student: 46.2%; n = 12) and field skills (Employer: 63.8%; n = 30; Student: 46.2%; n = 12). The results are displayed in Figure 32. Verbatim responses are included in Table 11.

Note: Collaboration was inadvertently included twice in this list. The responses between these two presentations do not agree. Accordingly, it is unclear how respondents evaluated this item.

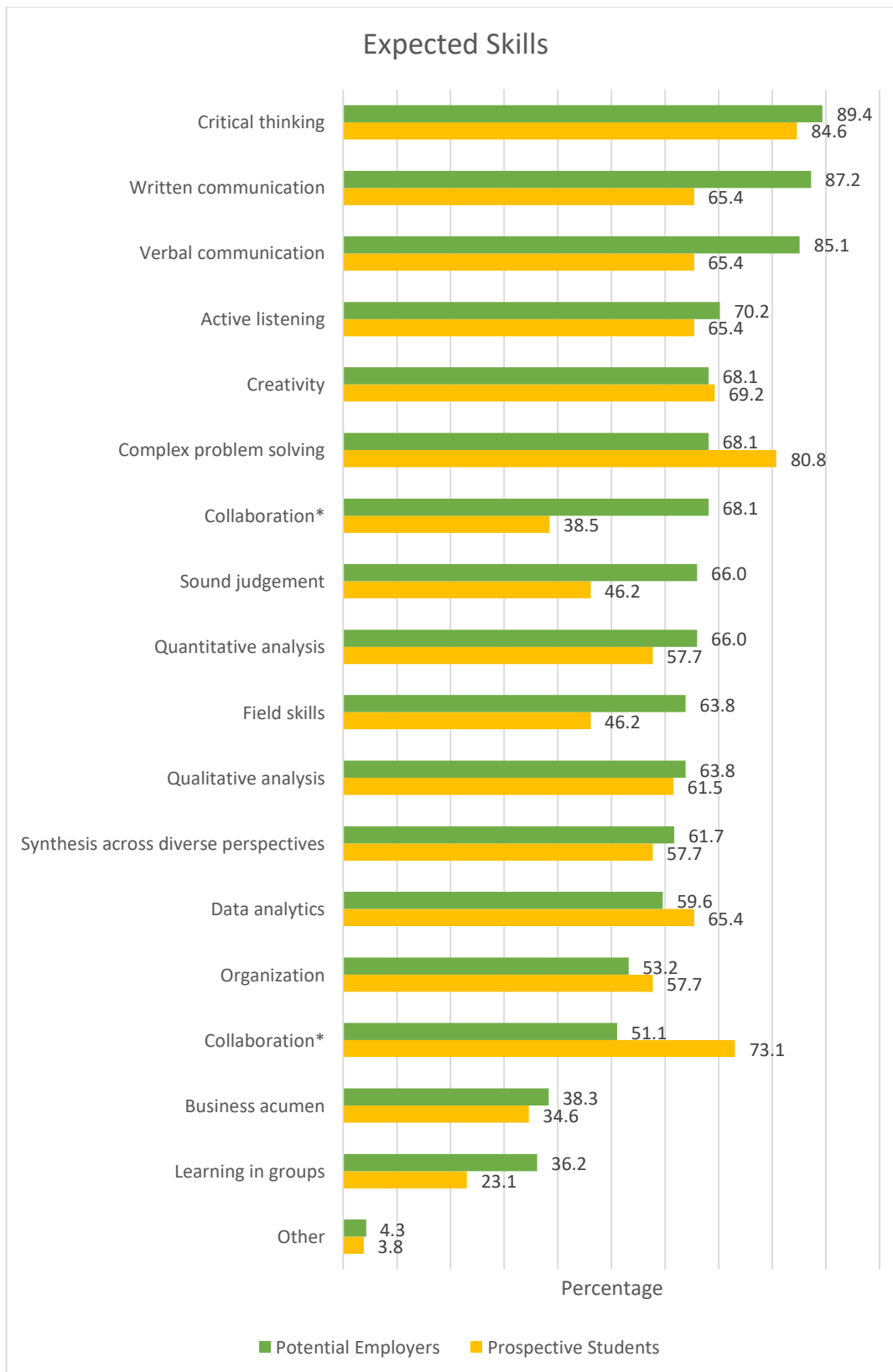


Figure 32: Expected Skills for Potential Employers and Prospective Students



Expected Skills (Employers - Other)
Stakeholder and group facilitation skills
The ability to edit a survey document accurately and notice that collaboration appears twice to maintain and project the "quality" image of the institution/organization.
Expected Skills (Students - Other)
See my answer to previous question. Unclear subject.

Table 11: Expected Skills (Other)

Expected Knowledge Areas

Which of the following knowledge areas do you want a graduate with a Master's of Sustainability in Regenerative Sustainability to have? Select all that apply.

Employers and students have much disagreement about which knowledge areas they want of a Master's of Sustainability in Regenerative Sustainability. Perhaps most notable, desires diverge in terms of reconciliation with Indigenous peoples (Employer: 72.3%; n = 34; Student: 46.2%; n = 12) and governance systems (Employer: 66.0%; n = 31; Student: 38.5%; n = 10). The results are displayed in Figure 33. Verbatim responses are included in Table 12.

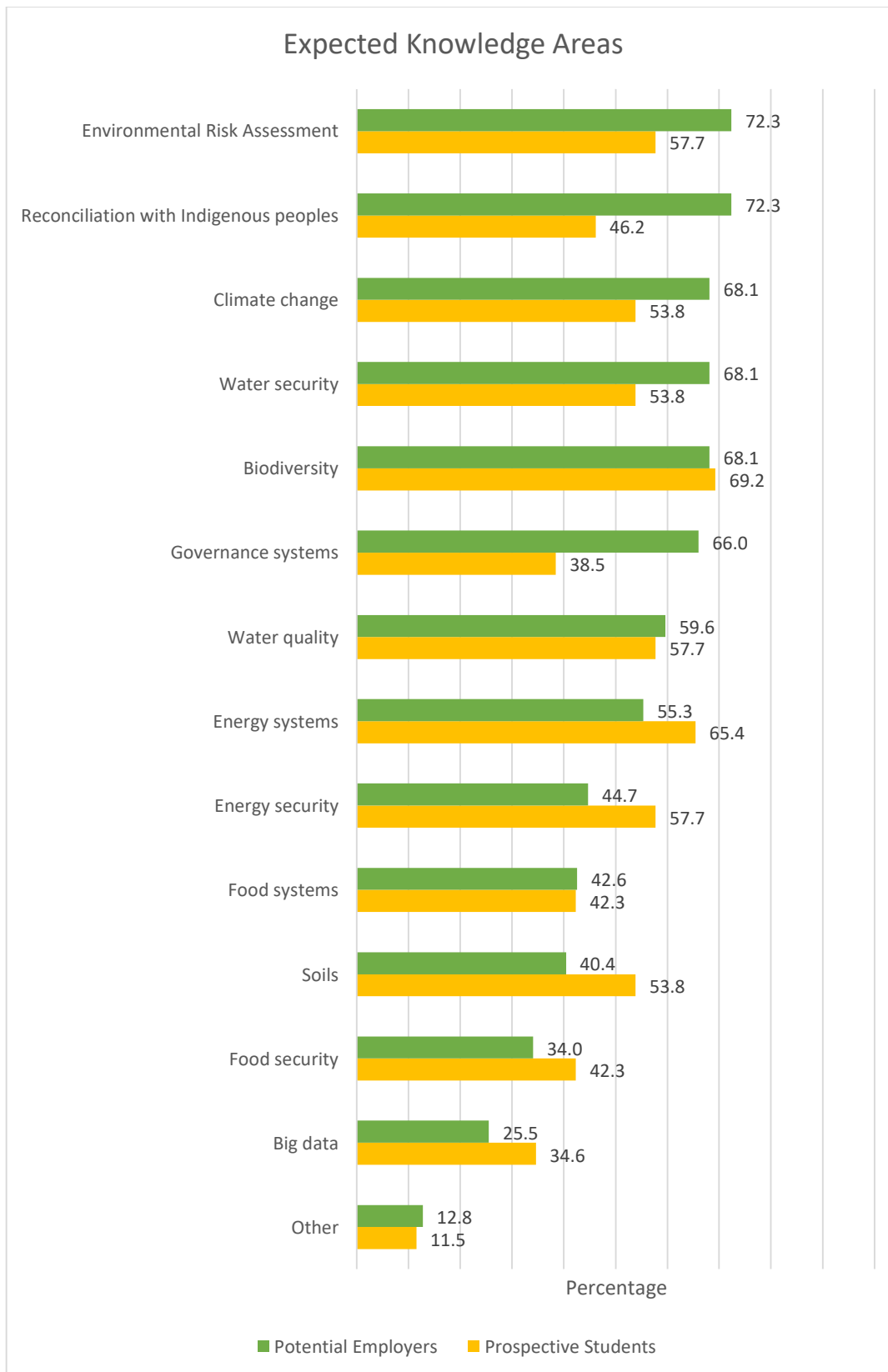


Figure 33: Expected Knowledge Areas for Potential Employers and Prospective Students

Expected Knowledge Areas (Employers - Other)
Not sure what that is
sociology/psychology
The MAsters course is going to be what, 8, 10, 12 courses? Unless subset specialties are being created it is quite unlikely that such limited contact hours can be spread across such wide "knowledge" areas. And what is the difference between food & energy "systems" and "security" and water "quality" and "security"?
This is hard to answer, because required knowledge areas are completely dependent on the job - some will require knowledge of energy systems, others food, or water, or green buildings, renewable energy, biodiversity, etc. - Helpful knowledge to have: -Environmental legislation, bylaws, policies. -Sustainability and climate related strategies and planning documents. -Solutions - what have other places done or tried? What's been successful and what needs to be improved upon? Tangible actions and examples. -An understanding of greenhouse gas accounting. -An understanding of budgeting, cost analysis, and economic paybacks. -An understanding of co-benefits and multi-solving - i.e. the relationship between environmental action and health, community well-being, business improvements, agriculture, etc.
Vegetation
Water Management Hydrology
Expected Knowledge Areas (Students - Other)
Economy and business
Plant communities, plant Id
Please define "regenerative sustainability" otherwise a pointless question.

Table 12: Expected Knowledge Areas (Other)

Survey Source

Survey Source

How did you first learn about this survey?

The most successful recruitment method for both employers and students was through email invitations (Employers: 83.0%; n = 39; Students: 65.4%; n = 17). However, snowball recruitment for student respondents via their employers was marginally successful (19.2%; n = 17). The results are displayed in Figure 34. Verbatim responses are displayed in Table 13.

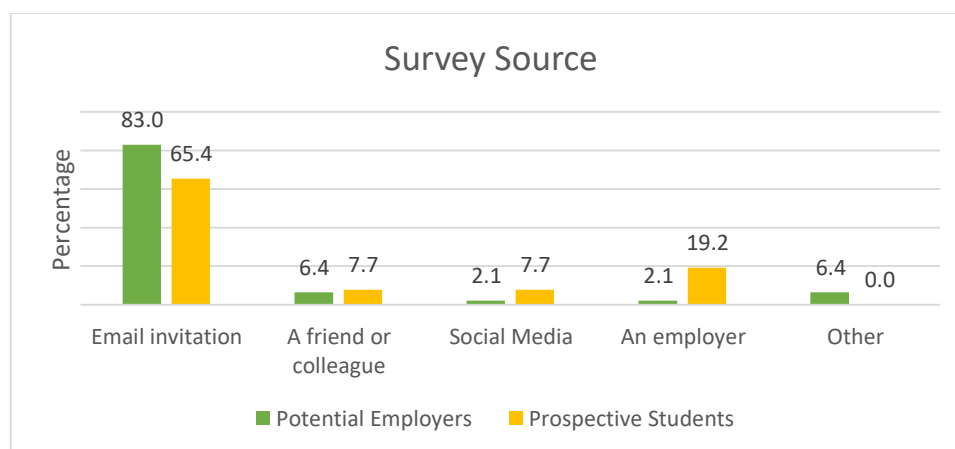


Figure 34: Survey Source for Potential Employers and Prospective Students



Source (Employers - Other)
Existing relationship with SENS program
Survey would have benefited from providing proposed program information about what would constitute the actual aspects/differences of Transformative sustainability, Regenerative sustainability, and Sustainability transitions. Without context it was difficult to infer what these mean and how such specializations apply to the real world. If that particular question is asking whether parsing sustainability specialization into fine-level academic categories within course-based graduate degrees has any advantages for prospective employees, I would suggest that it does not.
UofS MSENS

Table 13: Source (Other)

Appendix A: SSRL Information

Founded in 2011, the Social Sciences Research Laboratories (SSRL) represents a major investment in social science research infrastructure and research supports at the University of Saskatchewan, and across Canada. Comprised of ten research laboratories (*Community-Based Observation Laboratory; Computational Research Laboratory; Experimental Decision Laboratory; EEG Hyperscanning Laboratory; Mixed Methods Research Laboratory; Qualitative Research Laboratory; Spatial Laboratory; Survey and Group Analysis Laboratory; Social Network Laboratory; and Video Therapy Analysis Laboratory*), the SSRL has three objectives:

1. To provide researchers access to shared research infrastructure, as well as technical and administrative support.
2. To enable hands-on research training opportunities for undergraduate and graduate students in the social sciences.
3. To enable and support investigator-driven and community-engaged research.

Uniquely developed as a ‘public utility,’ the SSRL provides access to specialized research infrastructure (computers, equipment and software) and research space (specific and multi-purpose research space that facilitates mixed-methods research). Additionally, the SSRL provides access to research supports in the form of methodologists/specialists (SSRL operations staff) with backgrounds and training in specific social science research methodologies (e.g., quantitative/survey research; qualitative research; experimental research; mixed methods; mapping, GIS and spatial analyses). The SSRL and its component laboratories are available on a fee-for-service model to faculty, staff and students at the University of Saskatchewan, other academic institutions, and community partners outside of the university setting.

As a unit, the SSRL benefits from what is described as a ‘collective capacity,’ i.e., shared infrastructure, shared space and shared operational and administrative support provided across eight diverse, yet related research laboratories. The benefits of this collective capacity are substantial, allowing for shared theoretical and methodological explorations through mixed-methods research; facilitating community-engaged scholarship with individuals and organizations outside of the University of Saskatchewan; and providing student opportunities for experiential learning through practical, hands-on research and employment opportunities.

For More Information about the SSRL

To learn more about the SSRL, please contact us or visit our website:

Social Sciences Research Laboratories (SSRL)

University of Saskatchewan

Room 260 Arts Building 9 Campus Drive

Saskatoon SK Canada S7N 5A5

Telephone: (306) 966-8409

Email: ssrl@usask.ca

Facsimile: (306) 966-8819

Website: <https://ssrl.usask.ca>



MEMORANDUM

TO: Karsten Liber, Interim Executive Director, School of Environment and Sustainability (SENS)

FROM: Darrell Mousseau, Chair, Planning and Priorities Committee of Council

DATE: October 19, 2020

RE: **Proposed Suite of Graduate Certificates in SENS**

On behalf of the Planning and Priorities Committee (PPC) of Council, thank you for attending the meeting of October 7, 2020 to discuss the proposed new suite of graduate certificates in SENS.

The committee commends the School for their work. The material was comprehensive, clear and compelling.

The committee carried a motion to forward along the proposal on to the Academic Programs Committee for their consideration.

Please do not hesitate to contact me if you have any questions.

Kind regards,

Darrell Mousseau
Chair, Planning and Priorities Committee
University of Saskatchewan
tel: (306) 966-8824

BE WHAT THE WORLD NEEDS

- c. Melissa Just, Interim Provost and Vice-President Academic
Russ Isinger, University Registrar
Debby Burshtyn, Dean, College of Graduate Studies and Research
Chelsea Willness, University Secretary and Chief Governance Officer
Susan Detmer, Chair, Academic Programs Committee of Council

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Master of Sustainability - MSUST (suggested Banner code)

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

M.Ss.

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?

Degree level

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 ☐ No ☐

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?

College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies - built in Banner]

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

Master of Sustainability-Project - MSUST-P-GP (suggested Banner code) and
Master of Sustainability-Course - MSUST-C-GP (suggested Banner code)

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.

Major - Regenerative Sustainability - REST (suggested Banner code) / School of Environment and Sustainability [SES]

Major - Energy Security - ENSC (suggested Banner code) / School of Environment and Sustainability [SES]

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

Project-based and course-based

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☒ No ☐

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☒ No ☐ Revised ☐

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

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

Regenerative Sustainability - REST (suggested Banner code) - both project-based and course-based
Energy Security - ENSC (suggested Banner code) - only project-based

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.)

School of Environment and Sustainability [SES]

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?

N/A

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 ☒ No ☐

If NO, please describe.

It's expected to be delivered online

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

Yes ☐ No ☒

If YES, please describe.

It's expected to be delivered online

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY09, YYYY01

3 Does this impact enrollment?

Slight increase - within 3 years expect 25 new students in the Energy Security major and 30 new students in the Regenerative Sustainability major

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

Refer to the School of Environment and Sustainability

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

No

6 What is the application deadline?

As per current

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

4 year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study OR a 3 year first cycle undergradate degree in an academic discipline relevant to the proposed field of study from an instituon meeting the criteria set forth in the Bologna Declaration will be accepted as the equivalent of an undergraduate degree.

Minimum cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (60 credit units).

Proof of English proficiency may be required for international applicants and for applicants who first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5 or another approved test as outlined in the College of Graduate and Postdoctoral Studies.

Statement of Intent.

Letters of Reference.

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.)

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project 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?)

Online application; checklist items: undergraduate degree, proof of English proficiency (if applicable), statement of intent, 3 letters of reference

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

College of Graduate and Postdoctoral Studies

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program

13 Will the standard application fee apply?

Yes

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

All applicants will be charged

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

Likely not same hood as MSEM degree; will discuss with the Convocation Office

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

Yes

- 3 When is the first class expected to graduate?

Could be as early as October 2021

4

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

50 (maximum estimate)

NOTE: A student can graduate with the Master of Sustainability degree as well as any, or all, of the following certificates.

- Graduate Certificate in Sustainability Solutions
- Graduate Certificate in Governance Foundations for Sustainability
- Graduate Certificate in Community Energy Planning and Finance
- Graduate Certificate in Energy Transitions
- Graduate Certificate in Water Resources
- Graduate Certificate in Water Science
- Graduate Certificate in Sustainable Water Management

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 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.)

As per current set-up for graduate students

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate students

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input checked="" 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?

Yes ☒ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Graduate Certificate in Community Energy Planning and Finance - GCCEP (suggested Banner code) and Grad Cert Comm Energy Plan Fin (suggested Banner short degree description)

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

G. Cert.

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?

Degree level

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 ☒ No ☐

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:

GCCE In Grad Cert CommEnergyPlanFin

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

College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies - built in Banner]

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.

Major - Comm Energy Planning Finance - CEPF (suggested Banner code) / School of Environment and Sustainability [SES]

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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

- 2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

Term Abroad Program

☐
☐

- 3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

- 5 What is the name of the external partner?

- 6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☒ No ☐ Revised ☐

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

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

Comm Energy Planning Finance - CEPF (suggested Banner code)

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.)

School of Environment and Sustainability [SES]

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?

N/A

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 ☒ No ☐

If NO, please describe.

It's expected to be delivered online

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

Yes ☐ No ☒

If YES, please describe.

It's expected to be delivered online

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY09, YYYY01

3 Does this impact enrollment?

Slight increase - within 3 years expect 5 to 10 students per year

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

Refer to the School of Environment and Sustainability

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

No

6 What is the application deadline?

As per current

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

4 year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study OR a 3 year first cycle undergradate degree in an academic discipline relevant to the proposed field of study from an instituion meeting the criteria set forth in the Bologna Declaration will be accepted as the equivalent of an undergraduate degree.

Minimum cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (60 credit units).

Proof of English proficiency may be required for international applicants and for applicants who first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5 or another approved test as outlined in the College of Graduate and Postdoctoral Studies.

Statement of Intent.

Letters of Reference.

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.)

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project 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?)

Online application; checklist items: undergraduate degree, proof of English proficiency (if applicable), statement of intent, 3 letters of reference

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

College of Graduate and Postdoctoral Studies
--

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program
--

- 13 Will the standard application fee apply?

Yes

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

All applicants will be charged

- 15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

4

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

NOTE: A student can graduate with the Master of Sustainability degree as well as any, or all, of the following certificates.

- Graduate Certificate in Sustainability Solutions
- Graduate Certificate in Governance Foundations for Sustainability
- Graduate Certificate in Community Energy Planning and Finance
- Graduate Certificate in Energy Transitions
- Graduate Certificate in Water Resources
- Graduate Certificate in Water Science
- Graduate Certificate in Sustainable Water Management

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

--

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

As per current set-up for graduate students

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate students

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input checked="" 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?

Yes ☒ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Graduate Certificate in Energy Transitions - GCET (suggested Banner code) and Grad Cert Energy Transitions (suggested Banner short degree description)

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

G. Cert.

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?

Degree level

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 ☒ No ☐

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:

GCET In Grad Cert Energy Transition

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

College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies - built in Banner]

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.

Major - Energy Transitions - ENTN (suggested Banner code) / School of Environment and Sustainability [SES]

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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☒ No ☐ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

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

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

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

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

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

2 What is the name of the new (or renamed 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 ☒ No ☐

If NO, please describe.

It's expected to be delivered online

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

Yes ☐ No ☒

If YES, please describe.

It's expected to be delivered online

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY09, YYYY01

3 Does this impact enrollment?

Slight increase - within 3 years expect 5 to 10 students per year

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

Refer to the School of Environment and Sustainability

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

No

6 What is the application deadline?

As per current

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

4 year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study OR a 3 year first cycle undergradate degree in an academic discipline relevant to the proposed field of study from an instituion meeting the criteria set forth in the Bologna Declaration will be accepted as the equivalent of an undergraduate degree.

Minimum cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (60 credit units).

Proof of English proficiency may be required for international applicants and for applicants who first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5 or another approved test as outlined in the College of Graduate and Postdoctoral Studies.

Statement of Intent.

Letters of Reference.

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.)

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project 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?)

Online application; checklist items: undergraduate degree, proof of English proficiency (if applicable), statement of intent, 3 letters of reference

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

College of Graduate and Postdoctoral Studies
--

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program
--

- 13 Will the standard application fee apply?

Yes

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

All applicants will be charged

- 15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

Could be as early as October 2021

4

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

5 to 10 students expected

NOTE: A student can graduate with the Master of Sustainability degree as well as any, or all, of the following certificates.

- Graduate Certificate in Sustainability Solutions
- Graduate Certificate in Governance Foundations for Sustainability
- Graduate Certificate in Community Energy Planning and Finance
- Graduate Certificate in Energy Transitions
- Graduate Certificate in Water Resources
- Graduate Certificate in Water Science
- Graduate Certificate in Sustainable Water Management

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 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.)

As per current set-up for graduate students

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate students

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input checked="" 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?

Yes ☒ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Graduate Certificate in Governance Foundations for Sustainability - GCGFS (suggested Banner code) and Grad Cert Govern Found Sustain (suggested Banner short degree description)

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

G. Cert.

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?

Degree level

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 ☒ No ☐

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:

GCGF In Grad Cert Gov Foun Sustain

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

College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies - built in Banner]

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.

Major - Govern Foundations Sustain - GFST (suggested Banner code) / School of Environment and Sustainability [SES]

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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☒ No ☐ Revised ☐

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

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

Govern Foundations Sustain - GFST (suggested Banner code)

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.)

School of Environment and Sustainability [SES]

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?

N/A

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 ☒ No ☐

If NO, please describe.

It's expected to be delivered online

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

Yes ☐ No ☒

If YES, please describe.

It's expected to be delivered online

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY09, YYYY01

3 Does this impact enrollment?

Slight increase - within 3 years expect 5 to 10 students per year

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

Refer to the School of Environment and Sustainability

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

No

6 What is the application deadline?

As per current

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

4 year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study OR a 3 year first cycle undergradate degree in an academic discipline relevant to the proposed field of study from an instituion meeting the criteria set forth in the Bologna Declaration will be accepted as the equivalent of an undergraduate degree.

Minimum cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (60 credit units).

Proof of English proficiency may be required for international applicants and for applicants who first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5 or another approved test as outlined in the College of Graduate and Postdoctoral Studies.

Statement of Intent.

Letters of Reference.

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.)

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project 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?)

Online application; checklist items: undergraduate degree, proof of English proficiency (if applicable), statement of intent, 3 letters of reference

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

College of Graduate and Postdoctoral Studies
--

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program
--

- 13 Will the standard application fee apply?

Yes

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

All applicants will be charged

- 15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

Could be as early as October 2021

4

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

5 to 10 students expected

NOTE: A student can graduate with the Master of Sustainability degree as well as any, or all, of the following certificates.

- Graduate Certificate in Sustainability Solutions
- Graduate Certificate in Governance Foundations for Sustainability
- Graduate Certificate in Community Energy Planning and Finance
- Graduate Certificate in Energy Transitions
- Graduate Certificate in Water Resources
- Graduate Certificate in Water Science
- Graduate Certificate in Sustainable Water Management

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 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.)

As per current set-up for graduate students

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate students

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input checked="" 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?

Yes ☒ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Graduate Certificate in Sustainability Solutions - GCSS (suggested Banner code) and Grad Cert Sustain Solutions (suggested Banner short degree description)

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

G. Cert.

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?

Degree level

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 ☒ No ☐

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:

GCSS In Grad Cert Sustain Solutions

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

College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies - built in Banner]

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.

Major - Sustainability Solutions - STSL (suggested Banner code) / School of Environment and Sustainability [SES]

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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

- 2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

Term Abroad Program

☐
☐

- 3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

- 5 What is the name of the external partner?

- 6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☒ No ☐ Revised ☐

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

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

Sustainability Solutions - STSL (suggested Banner code)

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.)

School of Environment and Sustainability [SES]

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?

N/A

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 ☒ No ☐

If NO, please describe.

It's expected to be delivered online

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

Yes ☐ No ☒

If YES, please describe.

It's expected to be delivered online

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY09, YYYY01

3 Does this impact enrollment?

Slight increase - within 3 years expect 5 to 10 students per year

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

Refer to the School of Environment and Sustainability

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

No

6 What is the application deadline?

As per current

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

4 year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study OR a 3 year first cycle undergradate degree in an academic discipline relevant to the proposed field of study from an instituion meeting the criteria set forth in the Bologna Declaration will be accepted as the equivalent of an undergraduate degree.

Minimum cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (60 credit units).

Proof of English proficiency may be required for international applicants and for applicants who first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5 or another approved test as outlined in the College of Graduate and Postdoctoral Studies.

Statement of Intent.

Letters of Reference.

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.)

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project 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?)

Online application; checklist items: undergraduate degree, proof of English proficiency (if applicable), statement of intent, 3 letters of reference

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

College of Graduate and Postdoctoral Studies
--

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program
--

- 13 Will the standard application fee apply?

Yes

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

All applicants will be charged

- 15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

Could be as early as October 2021

4

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

5 to 10 students expected

NOTE: A student can graduate with the Master of Sustainability degree as well as any, or all, of the following certificates.

- Graduate Certificate in Sustainability Solutions
- Graduate Certificate in Governance Foundations for Sustainability
- Graduate Certificate in Community Energy Planning and Finance
- Graduate Certificate in Energy Transitions
- Graduate Certificate in Water Resources
- Graduate Certificate in Water Science
- Graduate Certificate in Sustainable Water Management

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 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.)

As per current set-up for graduate students

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate students

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input checked="" 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?

Yes ☒ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Graduate degree-level certificates – Water Security program

- Graduate degree-level certificate in Water Resources
- Graduate degree-level certificate in Water Science
- Graduate degree-level certificate in Sustainable Water Management

DECISIONS REQUESTED:

It is recommended:

- *That Council approve the graduate degree-level certificate in Water Resources, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Water Science, effective May 2021*
- *That Council approve the graduate degree-level certificate in Sustainable Water Management, effective May 2021*

PURPOSE:

University Council has the authority to approve degree-level programs, including certificate programs.

CONTEXT AND BACKGROUND:

The School of Environment and Sustainability proposes to introduce three new graduate degree-level certificates in the area of Water Security, to train the next generation of water scientists, engineers and policy-makers. These certificate programs represent relatively short, accessible (online) credentials and utilize course offerings already offered as part of the Master of Water Security (MWS) program. These certificates can be used to ladder into the MWS degree program, or can be taken as stand-alone programs.

These certificates will be targeted at mid-career professionals and returning students and anticipate that the certificates will be achievable for those working full-time.

The admissions requirements for the certificates will be the same as those for the MWS program and are listed in the proposal.

The graduate degree-level certificate in Water Resources will focus on enhancing foundation knowledge in water resource and hydrological theory, data analysis and modelling. The graduate degree-level certificate in Water Science will focus on knowledge of chemical risk, ecosystem

management, and hydrological processes. The graduate degree-level certificate in Sustainable Water Management will focus on the human dimension of sustainable water management and how humans affect and are affected by water quality and quantity.

The primary objective of these certificates is to provide more flexible graduate learning opportunities to meet the needs of working professionals and recent graduates.

CONSULTATION:

The academic programs committee reviewed the proposal for these certificate programs at its October 21, 2020 meeting. The committee was pleased that these certificates are specifically aimed at professionals or recent graduates and that they introduce a flexible way for new students to engage with the successful MWS program. APC voted at its October 21, 2020 meeting to recommend this termination be approved by Council.

These certificates were also reviewed and approved by the CGPS Programs committee on July 6, 2020 and by the CGPS Executive Committee on September 23, 2020.

ATTACHMENTS:

1. **Proposal for Academic or Curricular Change – Graduate Certificates in Water Security.**



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Maureen Reed, Assistant Director, School of Environment and Sustainability

From: Graduate Programs Committee

Date: September 4, 2020

Re: New Graduate-level Certificates in 1) Water Resources, 2) Water Science, and 3) Sustainable Water Management

On July 6, 2020, the Graduate Programs Committee considered proposals for three separate certificates that could be completed independently or as laddering components to the Master of Water Security (MWS) programming. Much consultation occurred by proponents.

The indirect costs related to program administration did not seem significant as certificate students would enroll in courses already being delivered for MWS degree students. The proposed certificate tuition was on par with the degree tuition.

The Graduate Programs Committee passed the following motions:

Motion: *To recommend approval for the new graduate certificate in Water Resources.*
Morrison/Tanaka CARRIED Unanimous

Motion: *To recommend approval for the new graduate certificate in Water Science.*
Morrison/Tanaka CARRIED Unanimous

Motion: *To recommend approval for the new graduate certificate in Sustainable Water Management.* Morrison/Tanaka CARRIED Unanimous

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION: Graduate Certificates in Water Security

Title of proposal: *Suite of Graduate Certificates in Water Security*

Degree(s): *Graduate Certificate in Water Resources*
Graduate Certificate in Water Science
Graduate Certificate in Sustainable Water Management

Field(s) of Specialization: n/a

Level(s) of Concentration: n/a

Option(s): n/a

Degree College: College of Graduate and Postdoctoral Studies/School of Environment and Sustainability

Contact person(s)

Dr. Martha Smith

Associate Dean

College of Graduate and Postdoctoral Studies (CGPS)

306-966-2229

kelly.clement@usask.ca

Dr. Maureen Reed

Assistant Director Academic

School of Environment and Sustainability (SENS)

mgr774@mail.usask.ca

Proposed date of implementation: May 2021

Proposal Document

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

Academic justification

a. **Describe why the program would be a useful addition to the university, from an academic programming perspective.**

SENS is positioned to offer three graduate certificates in Water Security to train and enhance the skills of the next generation of water scientists, engineers, managers and policy-makers to tackle the complex and interdisciplinary water problems of the future. We envision these certificates as complementary to our Master of Water Security (MWS) program, and they will enhance our MWS program by offering alternative opportunities for accessing this core strength within the University. These certificates will provide a way for SENS to focus the knowledge we can share with working professionals; these individuals do not require an additional degree, or the placement opportunities that are more valuable to less experienced students or professionals. Instead, these individuals require more specialized training in particular areas, which is why the certificates have been designed to encompass thematic areas or address gaps in particular areas of knowledge.

These certificate programs represent relatively short, accessible (online), market-oriented micro-credentials that use ongoing course offerings (MWS). As such they are expected to expand access to our programs, increase visibility of our MWS program due to broader uptake in professional communities, and add revenues without substantive increases in costs. They may be taken as stand-alone programs or used to ladder into the MWS program.

We envision this suite of certificates in Water Security as addressing a number of issues facing students, SENS, and the university as a whole—e.g., increased accessibility to learning opportunities for non-traditional students, increased enrolment, and increased revenue. This University is ranked #1 for water research in Canada, and we have the only water program in Canada that can boast a strong partnership with a top-ranking research partner like the Global Institute for Water Security (GIWS). However, enrolment numbers in our MWS program have not hit their target, yet. We attribute this to a number of factors, but the biggest barrier is likely accessibility and flexibility. The MWS was conceived as a way for working professionals to enhance their credentials in water-related fields. Unfortunately, the current model for delivery (in-person, weekdays, inflexible, intensive 1-year program) of the program does not account for the needs of employed professionals (e.g., a professional who brings in the sole household income, reducing a double-income household to a single income plus tuition expenses is also challenging; and across industries there is an inequity of options for paid/unpaid leaves for education, if a leave is even possible at all). We believe offering certificates will increase accessibility to our water security program for working professionals by allowing them to study while continuing to work.

Canada is undergoing a period of profound economic, social, and technological change that needs a “mobile, skilled workforce, constantly learning, training, and upgrading to meet the demands of a changing world.” [1] A mobile workforce needs opportunities to transition between and upgrade within jobs. Increasing access and flexibility of educational opportunities for water security is a major motivator. SENS’s MWS program trains students to pursue careers in the water sector which includes consultants, federal and provincial government agencies and NGOs. Provincial governments are responsible for water resource management and are often faced with skill shortages in this field, which the MWS attempts to address. The certificates will provide a mechanism for further training and upskilling of existing staff with these agencies while also providing them the option to go on to obtain the MWS degree part-time. Another important demographic we have seen in the MWS program is people who have worked in a consultancy for 5 years or less, often doing a lot of field-based work or analytical work that is becoming routine and would like to move their career to the next level by accruing more technical and managerial skills. Currently, we are only able to recruit those who are able to take a full year absence from their jobs; in the current climate that is not a particularly appealing option to many. By offering the certificates, it would be possible for this demographic to take the courses they specifically are interested in (be they more technical or managerial in

nature) without having to leave their jobs. This is financially far more viable for many potential students, particularly those with a young family and other life commitments.

b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

Water Security is one of the university's signature areas of research and is associated with the Global Institute for Water Security. USask is ranked #1 in water resources research in Canada, according to the 2017 Shanghai Academic Ranking of World Universities. Within SENS, water security is one of our core strengths, as reflected in our Strategic Plan (to 2025) with a goal to create and enhance internationally-sought after graduate programs in the areas of Water, Energy and Food Security in partnership with other units on campus. The addition of certificates in Water Security will complement our Masters in Water Security program—which we anticipate will boost enrolment numbers in the program and ladder students into the MWS. These certificates will also address the issue of accessibility of graduate program to non-traditional students (e.g., working professionals). These certificates will also address the issue of accessibility of graduate programs to allow all types of students (including working professionals and students with family commitments) opportunities for further education and skills building. The addition of the graduate certificates in Water Security align with SENS's strategic plan and are fully consistent with the overall vision of the University of Saskatchewan being “the University the world needs,” “growing in recruitment of students,” and ensuring “our university is viewed as an accessible, go-to resource by partners and stakeholders.” ([University Plan 2025](#))

Growing water-related stressors affect all sectors of the economy and all aspects of society. Addressing water and environmental stressors requires integrative thinking and training; supported by this program in water security, new and more accessible certificate programs will allow active professionals to broaden and deepen their expertise. Water Security is a signature area of the university and an area where the university has many engaged partners. Partners have regularly benefitted from and have sought more activity to support capacity building as a key motivation behind development of these certificates.

Certificates related to water security will build on our professional Master's program and be very visible contributions to this strategic priority. We anticipate that such visibility will enhance our reputation across a range of prestige indicators including leading initiatives within the Sustainable Development Solutions Network and increasing our rating in the STARRS rankings undertaken by the Association for the Advancement of Sustainability in Higher Education and the [Times Higher Education \(THE\) World Impact Rankings](#) in which USask participated for the first time this year.

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

For our water security certificates, we are aiming at a fairly broad demographic. We want to attract both **mid-career professionals** (who already have experience in the environmental field) and **returning students** wanting to work in sectors addressing water-related challenges. A mix of these cohorts is often ideal, in supporting peer-to-peer learning in an online environment. We anticipate many students will see the certificates as an achievable goal while working full time. Although some will ladder to the full degree program, many will simply seek one or two certificates as they advance through their careers. These certificate programs will be open to all students interested in a graduate professional (courses and project) program. We continue to work to make our programs relevant to Indigenous and international students. With the changes to the program we hope to increase interest and accessibility to working professionals. The target for this program is 5–10 students per certificate per year.

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

The intention of our certificates is to provide skills development for professionals in work situations rather than train academics. An environmental scan shows few water-related graduate certificates exist across Canada (e.g., University of Alberta and McGill).

Given the dearth of micro-credential options, we believe these certificates will be attractive to many types of prospective students. The [RBC Humans Wanted](#) report (2018) indicates that students are not always looking for full degree programs; certificates help them gain the credentials they need in packages that are affordable in time and money. Also, we may attract strong international students who can benefit from this credential and/or who may ladder certificates into a Canadian degree without having to leaving their country.

See Appendix B for a list of other water-related certificates.

Admissions

a. **What are the admissions requirements of this program?**

As one or more certificates may be used to ladder into the Master of Water Security program, the admission requirements are the same for the certificates as they are for the Master's program.

1. a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. a completed course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
4. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [**Note:** These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into a SENS program.]
5. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability to the program.*** An online interview may also be required to assess communication skills.
6. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications.

In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Description of the program

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

Graduate Certificate in Water Resources (9 credit units)

The Graduate Certificate in Water Resources focuses on enhancing foundational knowledge in water resource and hydrological theory, data analysis and modelling. It is designed for professionals who seek to build expertise and professional networks. Graduates of this certificate will be able to:

Curricular Objectives:

1. Identify and characterize uncertainty in current and future water resources.
2. Manage, explain, analyse, visualize, and interpret data to inform water security.
3. Integrate process-oriented hydrological understanding to predict changes to the water cycle.

Graduate Certificate in Water Science (9 credit units)

The Graduate Certificate in Water Science provides opportunities to apply knowledge in the water sciences to address extant and emerging water quality issues. This certificate is tailored for practitioners with interest in the water sciences, aiming to deepen their knowledge as it relates to chemical risk, ecosystem management and hydrogeological processes. Graduates of this certificate will be able to:

Curricular Objectives:

1. Characterize ecosystem function, services, and threats to water quality.
2. Demonstrate quantitative skills in describing hydrogeological processes.
3. Assess management and policy options to mitigate risks to aquatic environments.

Graduate Certificate in Sustainable Water Management (10 credit units)

The Graduate Certificate in Sustainable Water Management focuses on human dimensions of sustainable water management, including policy approaches and public health. It is designed for professionals who recognize that their work must include a foundational knowledge of how humans affect and are affected by water quality and quantity. Graduates of this certificate will be able to:

Curricular Objectives:

1. Work towards resolution of complex problems related to water, water management, and human health.
2. Develop principles for sustainable water governance involving multiple stakeholders, rights holders, and values.
3. Interpret and navigate policy dimensions of global and local water security and human wellbeing.

- b. **Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.**

Each certificate may be taken as a stand-alone certificate or used to ladder into the MWS. The impetus behind bundling our MWS courses into micro-credentials is to further increase accessibility and flexibility, allowing students the opportunity to find graduate opportunities that meet their needs. The characteristics embedded within the certificates include

- Case-based learning opportunities
- Clear links to addressing the Sustainable Development Goals
- Highly applied, solutions-oriented programming
- Experiential learning opportunities (i.e., learning by doing—guided by needs identified by practitioners)
- Online and blended courses

Our teaching philosophy is centered around building the skills and approaches students need to tackle deep, complex, and long-lasting sustainability problems. We employ an experiential, solution-focused, interdisciplinary (sometimes transdisciplinary) approach, with an emphasis on professional skill development and deployment. We will engage case-based learning approaches to build crucial links across courses, helping students understand how to apply the new skills and methods they are learning, becoming agents of changes as they mobilize theory into practice to solve multi-faceted, often wicked problems. We embrace complexity, helping our students understand the linkages across human and natural systems, and consider the importance of complexity and uncertainty, rather than avoid them. Students deepen their respect for a range of perspectives and ways of knowing, and their understanding of themselves and how their training, skills, attributes and background affect their role as sustainability practitioners.

c. Provide an overview of the curriculum mapping.

		Water Resources	Water Science	Sustainable Water Management
Leader				
L1	ethics			x
L2	commitment			
L3	trust			x
L4	reconciliation			x
L5	growth			x
L6	adaptive			
L7	risk-taking			
Integrator				
I1	understand	x	x	x
I2	multiple sources	x	x	x
I3	theories of interaction		x	x
I4	change agents			
I5	conflict			x
Thinker				
T1	complexity	x	x	x
T2	open-minded	x	x	x
T3	multiple dimensions	x	x	x
T4	challenge	x	x	x
T5	diverse data	x	x	x
Collaborator				
C1	communication	x	x	x
C2	relationships	x	x	x
C3	ways of knowing	x	x	x
C4	humility	x	x	
C5	healthy debate	x	x	x
Adaptor				
A1	self-awareness	x	x	x
A2	continual learning	x	x	x
A3	management	x	x	x
A4	feedback	x	x	
A5	self-monitoring	x	x	

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

Our programs and courses are centered on building professional skills and knowledge for problem-solving and application of solutions. We will help students further develop their skills in synthesis and analysis, critical thinking and problem solving.

Students will delve into courses in water security with opportunities for application, problem-solving, critical thinking, interdisciplinary collaboration and synthesis. We will sequence and network these courses appropriately to enhance student success. Some courses will include delivery by experienced practitioners. Having access to this professional expertise will help students better understand real-world applications and build their professional networks.

All courses within our graduate certificates provide learning opportunities for our graduate students to develop and hone their professional skills, including critical and creative-thinking, interdisciplinary and intercultural collaboration, and professionalism. Our curriculum will also expand their potential for reflection, communication, and leadership. We are developing sets of case studies that will be used across courses that enable students to apply different critical “lenses”, and analytical and design approaches. These approaches will equip our graduates with a solutions-oriented skill set well matched to addressing real-world problems.

These opportunities can be found in:

Problem-solving: all courses in all certificates

Synthesis and analysis: all courses in all certificates

Critical thinking: 870, 820, 821, 816, 829, 805

Interdisciplinary collaboration: 805, 829, 821, 820, 870

Application: 826, 827, 805, 815, 817, 816, 870

e. Explain the comprehensive breadth of the program.

The primary objective of the certificates is to provide accessible and flexible graduate learning opportunities. The courses from the MWS have been bundled into micro-credentials to meet the needs of working professionals and recent graduates wanting to expand their skills in water-related issues.

f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The table below illustrates how each of the proposed certificates align with the Five Learning Objectives outlined in the University’s *Learning Charter*.

Learning Charter: Five Learning Objectives

	Description	Water Resources	Water Science	Sustainable Water Management
Pursuit of Truth and Understanding	Critical thinking	X	X	X
	Multiple ways of knowing and learning			X
	Intellectual flexibility		X	X
Pursuit of Knowledges	Depth of understanding in subject area	X	X	X
	Breadth of understanding how subject area intersects with related subject areas	X	X	X
	Understanding how one's subject area impacts communities	X	X	X
	Using and applying one's knowledge with respect to all individuals	X	X	X
Pursuit of Integrity and Respect	Exercising intellectual integrity and ethical behavior	X	X	X
	Recognizing and thinking through moral and ethical issues	X	X	X
	Recognizing the limits to one's knowledge, skills and understanding and acting in accordance with these limits	X	X	X
	Appreciate one's own worldview while showing respect for others' worldviews	X	X	X
Recognizing and thinking through moral and ethical issues	Develop and apply research, inquiry, knowledge creation and translation skills	X	X	X
	Communicate clearly, substantively and persuasively in different contexts	X	X	X
	Locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness			X
Pursuit of Skills and Practices	Commit to positive growth and change for oneself and for local, national and global communities	X	X	X
	Act with confidence and strength of purpose for the good of oneself and different communities	X	X	X
	Embrace responsibilities to oneself and others in ways that are authentic and meaningful	X	X	X
	Sharing knowledges and exercise leadership as acts of individual and community responsibility	X	X	X

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

This suite of certificates is open to graduate students from all disciplines. There are no barriers. In fact, we encourage cohorts of students from varying disciplines. These certificates may serve as stand-alone programs for professionals; however, we also expect that some certificate students may also ladder into the professional MWS from the certificates.

h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.

The two key benefits of offering this program are: 1) training highly qualified professionals in Saskatchewan, Canada, and internationally and 2) increasing enrolment numbers in the area of Water Security. Enrolment success can be measured through the number of student applicants, enrolment and completion; program

success can be reviewed by the number and quality of external partnerships and professional success of our graduates can be tracked by employer and alumni surveys.

Additionally, now is the time for investing in water security programming. Climate change and water security issues are of great significance at this time and working professionals need to “upskill” in these areas to meet these challenges.

We will evaluate the success of the certificates through a number of metrics.

- **Enrolment:** we project that we will meet our enrolment targets for all certificates within in 3 years
- **Demand:** measured by the number of high-quality applicants and application numbers
- **Student satisfaction:** measured by exit surveys and course evaluations
- **Graduate employment and/or advancement:** determined by alumni surveys
- **Recognition:** e.g., institutional rankings and ratings

- i. **If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.**

Not applicable

Consultation

- a. **Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?**

The proposed three certificates are consistent with the existing Masters of Water Security Program (MWS) program, requiring no changes to the current program courses, but allowing part-time students (e.g., working professionals) or students not sure about committing to a one-year program to take one or more certificates. We see many advantages to offering this suite of courses:

- Increased accessibility of post-secondary education for non-traditional students (e.g., professionals)
- More appeal to domestic students
- Potential to ladder students into a Master’s program
- Boost enrolment numbers
- An additional revenue stream for SENS and our partner units

To receive the full MWS degree, students would need to “stack” all three certificates, plus the field course (ENVS 806) and the project (ENVS 992).

We foresee no major negative impact on student enrolment in other similar or related programs. Indeed, our proposed programs will enhance enrolment for program delivery partners. We see a net gain to enrolment numbers at USask due to more students accessing educational opportunities in the School and possibly moving on to other graduate programs (Master’s, PhD).

- b. **List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.**

The Department of Geography and Planning (GEPL) in the College of Arts and Science and the Johnson-Shoyama Graduate School of Public Policy (JSGS) were consulted on the creation of these certificates as two

Geography courses and one JSGS course would be included in the suite of certificates. We also consulted with the Global Institute for Water Security (GIWS). See Appendix C for their letters of support.

GEPL is proposing a certificate in hydrology. This certificate differs in scope from what is proposed in our certificate in water resources. We anticipate that students from some disciplinary backgrounds may take the SENS Water Resources certificate prior to the GEPL hydrology certificate. However, the expected audiences for these programs will differ, with the MWS and associated certificates attracting recent graduates and midcareer professionals, and the certificate in hydrology targeted at postdoctoral fellows and advanced hydrologists interested in the specifics of these offerings, hence the number of students laddering between these certificates may be low.

- c. **Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.**

See Appendix C for Letters of Support.

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

We do not anticipate any other demand on library resources from the addition of the certificates over and above the resources needed for the MWS.

- e. **List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)**

As part of our market survey for the Master of Sustainability (M.Ss), we included survey questions to understand possible demand and appeal for micro-credentials. The people surveyed included recent Undergraduate Certificate in Sustainability graduates, USask alumni, SENS community partners, and adjunct faculty. Our survey included questions about likelihood of seeking education in sustainability, preference for master's degree and certificates, program delivery options, program appeal, etc.

Budget

- a. **How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).**

All courses in these three certificates are required courses in the Master of Water Security program. Certificate students will enroll in the same courses and sections as their Master's counterparts. This will boost enrolment within these courses and help ensure that they are fully subscribed. We anticipate that nine instructors will participate in delivering this suite of certificates—the same instructors that deliver the MWS program.

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

No programs will be deleted. We propose to bundle some of our existing courses into smaller micro-credentials that will be offered alongside our professional MWS as either stand-alone certificates or as a way to ladder into the MWS.

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

Because all the courses will exist as part of the MWS program, the addition of these certificates will not affect teaching assignments. No new courses will be added.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

Because all the courses will exist as part of the MWS program, the addition of these certificates will not affect teaching assignments. No new courses will be added. We see the certificates as a way to help increase accessibility and enrolment for what are currently high-quality offerings. We have a large cohort of water-related faculty on campus, and need to develop successful and well-subscribed graduate programming in this area.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.

As the courses will be developed and delivered as part of the MWS program, we do not anticipate any other costs associated with the online development and delivery.

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

Not applicable

g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

Students enrolled in certificate programs will not be eligible for financial support.

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

To accommodate our 3-, 2-, and 1-credit course offerings, we propose a special tuition model that charges student tuition based on a single credit unit. Our tuition projections are based \$375 per credit unit:

In this model, tuition costs for each student will be assessed each semester according to how many credit units the student is taking in that semester.

For 2021–2022, we anticipate the tuition for each certificate will be

- Water Resources: \$3375 (\$375 x 9 credit units)
- Water Science: \$3375 (\$375 x 9 credit units)
- Sustainable Water Management: \$3750 (\$375 x 10 credit units)

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

Because all the certificate courses will be existing SENS courses offered through the MWS program, we do not anticipate any significant additional costs of program delivery. In fact, packaging many of the MWS courses into micro-credentials to increase accessibility and flexibility will ensure that our courses are more fully subscribed. We believe that by combining resources and drawing on increased tuition revenues from 15–30 new students per year, we will have more than sufficient resources to deliver these certificates.

However, if we see a significant demand for certificates from students, we may need to hire additional TAs to manage increased class sizes.

j. **What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?**

We expect that, within three years, each certificate will attract an additional 5–10 students per year (approximately 15–30 additional students a year across all certificates). This number would be over and above the anticipated demand for Master of Water Security (25 students/year). Students will come from undergraduate programs and from employers in public, private, and civic sectors, with diverse academic and career backgrounds. We anticipate that they will seek out our programs to build and enhance their professional competencies and knowledge in the program areas.

k. **What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?**

We anticipate that all revenue generated from the addition of these certificates to be incremental revenue. The table below provides estimates for the next two academic years for our projected minimum number of students (5 per certificate) and our maximum number of students (10 per certificate)—based on domestic tuition.

Certificate	# of cu	# of students	Academic Year 2021–2022 \$375/cu
Water Resources	9	5	\$ 16,875
		10	\$ 33,750
Water Science	9	5	\$ 16,875
		10	\$ 33,750
Sustainable Water Management	10	5	\$ 18,750
		10	\$ 37,500
Anticipated incremental revenue (5 students/cert.)			\$ 52,500
Anticipated incremental revenue (10 students/cert.)			\$ 105,000

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

It is not the intention for this suite of certificates to be independently sustainable. Rather, these certificates will complement the MWS program and offer students options for accessibility and flexibility. They may be taken as stand-alone certificates or used to ladder into the MWS. However, their sustainability is connected to the sustainability of the MWS itself.

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

Because the courses within the proposed certificates are required for the MWS, we do not anticipate any additional incremental costs, except the possibility of needing additional TAs to support increased class size. At most, we anticipate hiring an additional 1 or 2 TAs, equaling between \$3720–\$7440 in incremental costs where we have large class sizes.

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

No new courses are being added, so we do not anticipate any incremental costs. If we assume our minimum projected enrolment numbers for each certificate (5 people/certificate x 3 certificates = 15 certificate students), this would result in an additional \$52,500 of revenue for the 2021–2022 academic year. (See table above.)

School 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

See Appendix A for a School Statement.

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 (in proposal)
- SPR recommendations (none)

- Relevant sections of the College plan (in proposal)
- Accreditation review recommendations (n/a)
- Letters of support (Appendix C)
- Memos of consultation (none)

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:

1. Consultation with the Registrar form (Appendix D) to be completed by CGPS
2. Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red.

Catalogue Entry for *Graduate Certificate in Water Resources*

The Graduate Certificate in Water Resources focuses on enhancing foundational knowledge in water resource and hydrological theory, data analysis and modelling. It is designed for professionals who seek to build expertise and professional networks.

Admission Requirements

1. a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. a completed course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
4. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [**Note:** These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into a SENS program.]
5. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability to the program.*** An online interview may also be required to assess communication skills.

6. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully-qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Certificate Requirements

The certificate can be taken as a stand-alone program and/or the courses can be applied to the completion of the Master of Water Security (MWS).

A minimum of 9 credit units including:

- GEOG 826.3** *Fundamentals of Hydrology* OR **GEOG 827.3** *Principles of Hydrology*
- ENVS 805.3** *Data-driven Solutions for Sustainability* (title modification)
- ENVS 815.3** *Modelling for Water Security*

Catalogue Entry for *Graduate Certificate in Water Science*

The *Graduate Certificate in Water Science* provides opportunities to apply knowledge in the water sciences to address extant and emerging water quality issues. This certificate is tailored for practitioners with interest in the water sciences, aiming to deepen their knowledge as it relates to chemical risk, ecosystem management and hydrogeological processes.

Admission Requirements

1. a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
2. a cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. a completed course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
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For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Certificate Requirements

The certificate can be taken as a stand-alone program and/or the courses can be applied to the completion of the Master of Water Security (MWS).

A minimum of 9 credit units including:

- ENVS 816.3 *Chemicals in Aquatic Systems*
- ENVS 817.3 *Fundamentals of Hydrogeology*
- ENVS 829.3 *Rivers, Lakes, and Wetland Science*

Catalogue Entry for *Graduate Certificate in Sustainable Water Management*

The Graduate Certificate in Sustainable Water Management focuses on human dimensions of sustainable water management, including policy approaches and public health. It is designed for professionals who recognize that their work must include a foundational knowledge of how humans affect and are affected by water quality and quantity.

Admission Requirements

1. a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution meeting the criteria

set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.

2. a cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (e.g., 60 credit units)
3. a completed course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
4. Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [**Note:** These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into a SENS program.]
5. Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. ***This statement is a key component in adjudicating each applicant's suitability to the program.*** An online interview may also be required to assess communication skills.
6. Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters.

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For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) .

Certificate Requirements

The certificate can be taken as a stand-alone program and/or the courses can be applied to the completion of the Master of Water Security (MWS).

A minimum of 10 credit units including:

- | | |
|-------------------|--|
| ENVS 818.1 | <i>Introduction to Sustainability</i> |
| JSGS 870.3 | <i>Water Policy in an Age of Uncertainty</i> |
| ENVS 820.3 | <i>Water and Human Health and Wellbeing</i> |
| ENVS 821.3 | <i>Sustainable Water Resources</i> |

3. Course Proposal Forms

None. All courses currently exist within the Master of Water Security program.

Required for all new courses:

- New Course Proposal forms ([none](#))
- Calendar-draft list of new and revised courses ([none](#))

Required if resources needed: ([none](#))

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

Appendices

Appendix A: School Statement



UNIVERSITY OF SASKATCHEWAN

School of Environment
and Sustainability

USASK.CA/SENS

MEMORANDUM

To: College of Graduate and Postdoctoral Studies
University Council

From: Karsten Liber, Executive Director (Interim)

Subject: School Statement: Master of Sustainability (M.Ss.) and Graduate Certificates

Date: 22 June 2020

CC:

Colleagues,

I am pleased to offer this proposal from the School of Environment and Sustainability (SENS). On 18 June 2020, the faculty of SENS unanimously voted in favour of pursuing this suite of new graduate certificates that can be taken as either stand-alone programs or used to ladder into the existing Masters of Water Security program.

Developing micro-credentials in Water Security was identified as an opportunity in 2019. Since that time, SENS has undertaken significant work on consultation and design. This process included discussion among program instructors from the Masters in Water Security Program, consultation with on-campus leaders in water including Global Water Futures Director Dr. John Pomeroy, and NSERC CREATE in Water Security lead Dr. Cherie Westbrook. We also sought input from members of the Global Institute for Water Security and from water researchers in Geography and Planning (Drs. Pomeroy, Clark, Westbrook, and Famiglietti) and Engineering (Drs. Elshorbagy, Ferguson). The draft program structure was submitted to SENS faculty council in early June, and final approval was given by electronic vote on 18 June 2020.

We see micro-credentials as an important addition to our programmatic strength in water security, and as a contribution to being the “University the World Needs.” In short, these certificates leverage existing offerings in our high-quality Masters of Water Security, but allow greater accessibility, while still allowing laddering into the full MWS. These micro-credentials are sought by working professionals, and help break down traditional disciplinary boundaries in the water sciences by allowing practicing professionals to both broaden and deepen their expertise.

As we developed these three certificate programs several important issues were identified and addressed—listed in the table below.

Key issues	Resolution
Target audience	Target audience is practitioners and early- to mid-career professionals
Mode of delivery	Delivered via compressed courses online in a multi-modal format (synchronous, asynchronous, and in-person when it becomes available).
Accessibility and flexibility	Certificates are developed to increase accessibility of our training in water security. Professionals will be able to broaden and deepen their expertise without the financial or time commitment of pursuing a full post-graduate degree. Professionals will also have the potential to attain a post-graduate degree over multiple years by laddering into the MWS program.
Professional skills v. academic offerings	Courses are oriented to supporting crucial skills and knowledge for water security professionals in coherent units based on interests, skill development and job futures.
Teaching requirements	Certificates are designed such that they leverage existing offerings, without creating new teaching demands.
Cohesive and complementary offerings across campus	We pursued consultation with Geography and Planning on their planned certificate in hydrology to ensure complementarity, and secure support for these offerings. We also agreed to promotion of programs via the Global Institute for Water Security.

We are very excited about these new directions and believe that these programmatic changes and additions are critical for moving SENS and the University of Saskatchewan forward to become the “University the World Needs.” These new certificates will help expand access to training in the signature area of Water Security, and will help leverage our research excellence in water security to increase access to, and visibility of, our outstanding training opportunities in this area.

Thank you for reviewing this proposal. Please let me know if you require any additional information.

Sincerely,

KARSTEN LIBER, PH.D.

Executive Director (Interim) and Distinguished Professor

School of Environment and Sustainability

karsten.liber@usask.ca

KEL/jlm

Appendix B: Comparators

University of Alberta

[Water Resource Management Certificate](#) (12 credits)

The Water Resource Management certificate provides specialized training to increase your professional capacity of managing the aquatic resources in our environment. Course content explores the management, evaluation, and monitoring requirements of both surface water (hydrology) and groundwater (hydrogeology) resources, as well as soil classification and wetlands delineation.

- 4 courses (Applied Hydrology; Wetland Delineation, Classification, and Assessment, Applied Hydrogeology in Alberta, Soil Classification and Mapping) of 39 instructional hours each
- Tuition: \$995/course

McGill University

[Integrated and Adaptive Water Resources Planning, Management, and Governance](#) (single course)

This online program takes a holistic look at water resources management at the watershed and sub-watershed level with a specific focus on watershed planning techniques, adaptive management strategies, capacity building approaches, water governance, and water business risk assessment to strengthen integrated water resources management capacities globally.

- 8-week online certification program
- Tuition \$1450/course

University of Arizona

[Graduate Certificate in Water Policy](#) (12 credits)

Water issues are hard, complicated, and compelling. Water is a fundamental theme in the Western United States and other arid regions around the world. More recently, even wet regions have come to face similar problems of water scarcity and conflict, due to growing demands and competition for water. How people use and manage water is the core concern of water policy. Although the scientific and technical aspects of water issues are essential, the social and political aspects are now our larger challenge. The University of Arizona has responded to the growing public and professional interest in water policy by establishing a new Graduate Certificate in Water Policy. The Certificate builds on the world-renowned expertise of UA faculty and programs in all aspects of water resources.

- 4 courses (2 core and 2 thematic)
- No tuition listed

[Graduate Certificate in Hydrology and Water Resources](#) (12 credits)

The Graduate Certificate in Hydrology and Water Resources provides specialized education for those seeking professional work in hydrologic design, planning, and operation of water resources systems. The program serves three primary student groups:

- Current graduate students not currently majoring in hydrology and water resources
- Working professionals, post-baccalaureate degree
- Non-degree trainees, post-baccalaureate degree

The curriculum explores a variety of hydrology and water resources topics and provides an introduction to the fundamental principles of hydrology and water resources that are relevant to professional practice in this field through introduction of basic fluid mechanics, hydraulic engineering, and water resources systems. The curriculum also emphasizes experimental and research techniques that are applicable to hydrology and water resources.

- 4 courses (2 core and 2 thematic)
- No tuition listed

Flinders University (Australia)

[Graduate Certificate in Science: Water Resources Management](#) (18 credit units)

This program is designed to give graduates in water resources management an understanding of the scientific as well as organizational, social and economic issues facing the management of water resources. Graduates will have introductory interdisciplinary knowledge in this field, and be able to strategically assess ways of addressing these issues.

- Courses on ecohydrology, hydrogeology, public health aspects, project governance, global climate change, groundwater modelling; hydrochemistry, etc.)
- Each course is 4.5 credit units—students must take 4 courses to complete certificate
- Students pay tuition by the unit—between \$850–\$910 per unit— ~\$15,000 for full certificate (domestic students, could not find international student rate)

Graduate Certificate in Science: Groundwater Hydrology (18 credit units)

A groundwater hydrologist is a scientist who understands how groundwater hydrological systems operate, has an advanced interdisciplinary knowledge in this field, can apply the scientific method to explore problems of relevance to this discipline, is able to use a range of analytical methods, including computer software to analyse relevant data, and field techniques, and can contribute to an advance of knowledge in this discipline. The educational aims of this course are to provide students with an overview of processes that determine the source, amount and flows of water in aquifers with a particular focus on aspects relating to water problems facing Australia.

- Course on groundwater modelling, hydrochemistry, field methods in hydrology, ecohydrology, integrated water management, physical hydrogeology, etc.
- Each course is 4.5 credit units—students must take 4 courses to complete certificate
- International student tuition for 2020 — \$18,250

Colorado State University

Applied Global Stability: Water Resources (12 credit units)

The graduate certificate: *Applied Global Stability: Water Resources* concentrates on water resources planning and management, engineering hydrology, and irrigation systems. Several of the engineering courses below require a background in hydrology (CIVE 322 Basic Hydrology) and fluid mechanics (CIVE 300 Fluid Mechanics). Students are expected to have completed the appropriate course prerequisites, including calculus, ordinary differential equations, calculus-based physics, and engineering statics. Please contact the instructor if you have questions about whether your previous training is sufficient for you to succeed in this certificate program.

- Tuition \$660–\$964/unit == \$7920–\$11,568 for full certificate (assume the difference is for domestic vs. international fees)
- 1 year program
- Offered from School of Global Environmental Sustainability

Graduate Certificate in Water Resources (9 credit units)

Advance your career in water resources planning, management, and policy with this graduate certificate addressing an array of water issues in the western United States and around the world. Expand your knowledge with case studies, geospatial applications, and exercises. The program of study emphasizes an understanding of the hydrologic cycle and the physical processes that drive it, how humans adapt water resources to their needs, techniques for sustainable management, the evolution of laws and policies governing water use, and basic spatial and temporal analysis of water data.

- Tuition \$685–\$964 per credit == \$8220–\$11,568 for full certificate (assume the difference is for domestic vs. international fees)
- 1-year program
- Offered by Warner College of Natural Resources—Department of Ecosystem Science and Sustainability

Other US institutions with Certificate in Hydrology/Water Resources (not exhaustive list)

University of Utah, [Interdisciplinary Graduate Certificate in Hydrology and Water Resources](#) (15 cu)

New Mexico Tech, [Graduate Certificate in Hydrology](#) (15 credit units)

Western Michigan University, [Certificate Program in Hydrogeology](#) (12 credit units)

Appendix C: Letters of Support



To: College of Graduate and Postdoctoral Studies
Priorities and Planning Committee of Council

From: Dr. Alec Aitken, Professor and Head, Department of Geography and Planning, College of Arts and Science

Date: 22 April 2020

Subject: Letter of Support for proposed certificates in Water Security

To the College of Graduate and Postdoctoral Studies and Priorities and Planning Committee,

I am pleased to write this letter of support on behalf of Department of Geography and Planning to express our support for the proposed suite of Water Security certificates in the School of Environment and Sustainability. We have been consulted about the plans for these new micro-credentials, and we see developing a series of graduate certificates as a logical, cost-effective way forward that can serve as a model for establishing future certificate programs. These certificates would create more flexible educational opportunities for and increase accessibility to graduate programming for non-traditional students (e.g., working professionals). The addition of the graduate certificates in Water Security align with SENS's strategic plan and are fully consistent with the overall vision of the University of Saskatchewan being "the University the world needs."

Water Security is one of the University's signature areas, and we ranked #1 in Canada for water research. The certificates will complement SENS's current Master in Water Security, and will provide a mechanism for further training and skills to existing staff in organizations in the water sector, while also providing them the option to go on obtain the MWS degree part-time. The Department of Geography and Planning is currently engaged in a similar process of creating graduate level certificates and will follow with interest the outcome of the adjudication of this proposal.

We look forward to participating in the creation of the full proposal over the next months. When the certificates are launched, we anticipate opportunities to share in the teaching and will negotiate with SENS a fair and effective costs- and revenue-sharing model. We foresee no major negative impact on student enrolment in other similar or related programs in our units.

Please let me know if you require further information. Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Alec Aitken".

Alec Aitken, Ph.D., P. Geo.
Professor and Head
Department of Geography and Planning
College of Arts and Science

March 29, 2020

Karsten Liber
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability

Dear Karsten:

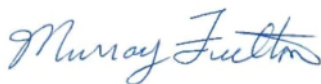
On behalf of the Johnson-Shoyama Graduate School of Public Policy, I am pleased to provide our support for the School of Environment and Sustainability's (SENS) proposed suite of Water Security certificates. We have been consulted about the plans for these new micro-credentials, and we see developing a series of graduate certificates as a logical, cost-effective way forward that can serve as a model for establishing future certificate programs. These certificates would create more flexible educational opportunities for and increase accessibility to graduate programming for non-traditional students (e.g., working professionals). The addition of the graduate certificates in Water Security align with SENS's strategic plan and are fully consistent with the overall vision of the University of Saskatchewan being "the University the world needs."

With the University of Saskatchewan (USask)'s 2025 Strategic Plan urging new and collaborative programming, we commend SENS for leading the way with this new initiative. We appreciate the consultation with JSGS and we are committed to offering JSGS 870.3 Water Policy in an Age of Uncertainty. This course represents an important area of knowledge and expertise for the JSGS, and it will be advantageous for us to be able to offer this material to students.

We look forward to participating in the creation of the full program proposal over the next months. When the new fields of study are launched, we anticipate opportunities to share in the teaching and will negotiate with SENS a fair and effective costs- and revenue-sharing model. We foresee no major negative impact on student enrolment in other similar or related programs in our units.

We wish you the best as you go through the university approval process.

Sincerely,



Murray Fulton
Director, USask Campus
Johnson Shoyama Graduate School of Public Policy

To: College of Graduate and Postdoctoral Studies
Priorities and Planning Committee of Council

From: Dr. Jay Famiglietti, Executive Director, Global Institute for Water Security

Date: 14 June 2020

Subject: Letter of Support for proposed certificates in Water Security

This letter expresses support of the Global Institute for Water Security for the three proposed graduate certificates related to water security: water resources, water science and water management. These three certificate offerings, led by the School of Environment and Sustainability, and linked to the Masters in Water Security will allow increased access to University of Saskatchewan water-related programming, in particular, opening access to working professionals aiming to enhance and broaden their expertise in water security. These certificates will support our mission in the Global Institute for Water Security to develop knowledge, science and technologies for integrated water management addressing local, regional and global water security agendas. Critically, these additions to our offerings leverage our research excellence in the university signature area of water security to provide needed training in water.

I participated in recent discussions engaging faculty from my two home units to assess coordination between the planned GEPL graduate certificate in hydrology, and SENS graduate certificates in water resources, water management, and water science. The discussion was a highly fruitful one, which demonstrated mutual support for these programs based on their complementarity and potential to help advance water-related goals of the units. These conversations also highlighted the opportunity to mutually support these programs and work together to ensure success via shared courses, teaching and promotion. These new certificates will dovetail nicely with GEPL offerings which are aimed at senior practitioners and advanced postdoctoral fellows in the area of hydrology; offerings which will further enhance University of Saskatchewan's profile in water.

The Global Institute for Water Security will continue to support, enhance, and work to coordinate water-related academic programming on campus, in particular, supporting a landing page hosted in the GIWS website directing students to the new certificate programs, and Masters of Water Security program.

These additional certificates further support the universities vision of being the University the world needs by linking research excellence to teaching excellence and accessibility in the crucial area of water security. Please reach out to me if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads 'James Famiglietti'.

Dr. James (Jay) Famiglietti, PhD
Canada 150 Research Chair in Hydrology and Remote Sensing
Executive Director, Global Institute for Water Security
Professor, School of Environment and Sustainability
Professor, Department of Geography and Planning
University of Saskatchewan

Appendix D: Registrar Consultation Form (to be added by CGPS)

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Graduate Certificate in Water Science - GCWS (suggested Banner code) and Grad Cert Water Science (suggested Banner short degree description)

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

G. Cert.

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?

Degree level

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 ☒ No ☐

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:

GCWS In Grad Cert Water Science

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

College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies - built in Banner]

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.

Major - Water Science - WRSC (exists in Banner) / School of Environment and Sustainability [SES]

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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

Term Abroad Program

☐
☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

N/A

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 ☒ No ☐

If NO, please describe.

It's expected to be delivered online

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

Yes ☐ No ☒

If YES, please describe.

It's expected to be delivered online

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY09, YYYY01

3 Does this impact enrollment?

Slight increase - within 3 years expect 5 to 10 students per year

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

Refer to the School of Environment and Sustainability

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

No

6 What is the application deadline?

As per current

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

4 year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study OR a 3 year first cycle undergradate degree in an academic discipline relevant to the proposed field of study from an instituion meeting the criteria set forth in the Bologna Declaration will be accepted as the equivalent of an undergraduate degree.

Minimum cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (60 credit units).

Proof of English proficiency may be required for international applicants and for applicants who first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5 or another approved test as outlined in the College of Graduate and Postdoctoral Studies.

Statement of Intent.

Letters of Reference.

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.)

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project 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?)

Online application; checklist items: undergraduate degree, proof of English proficiency (if applicable), statement of intent, 3 letters of reference

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

College of Graduate and Postdoctoral Studies
--

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

Same as MSEM-P-GP Master of Sust EnvMgmt-Project program
--

- 13 Will the standard application fee apply?

Yes

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

All applicants will be charged

- 15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

- 3 When is the first class expected to graduate?

Could be as early as October 2021

4

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

5 to 10 students expected

NOTE: A student can graduate with the Master of Sustainability degree as well as any, or all, of the following certificates.

- Graduate Certificate in Sustainability Solutions
- Graduate Certificate in Governance Foundations for Sustainability
- Graduate Certificate in Community Energy Planning and Finance
- Graduate Certificate in Energy Transitions
- Graduate Certificate in Water Resources
- Graduate Certificate in Water Science
- Graduate Certificate in Sustainable Water Management

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 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.)

As per current set-up for graduate students

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate students

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input checked="" 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?

Yes ☒ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Admissions Qualification Change – Doctor of Pharmacy (PharmD) program

DECISIONS REQUESTED:

*It is recommended:
That Council approve the proposed changes to the admissions qualifications for the Doctor of Pharmacy (PharmD) program, effective the 2021-22 admissions cycle.*

PURPOSE:

University Council has the authority to approve changes to the admissions qualifications for degrees and degree-level programs, but requires confirmation of University Senate before such changes can be implemented.

CONTEXT AND BACKGROUND:

The College of Pharmacy and Nutrition is proposing to add MATH 104 an alternate course to meet Calculus requirements for applicants to the Doctor of Pharmacy (PharmD) program. Currently only MATH 125 is listed as an admissions qualification for the program and often students are unable to satisfy this requirement because of capacity issues in that course. The Department of Mathematics and Statistics recommended MATH 104 as a course that may meet the Calculus requirements. It was determined after reviewing the course syllabus and learning objectives that MATH 104 would sufficiently prepare students for the PharmD program.

CONSULTATION:

The academic programs committee reviewed the proposal for this change to admissions qualifications at its November 4, 2020 meeting. The committee supported a change that would allow more opportunities for students to meet the requirements to apply for the PharmD program and that would remove barriers for applicants.

Before coming the APC, the addition of MATH 104 was reviewed by faculty council within the College of Pharmacy and Nutrition and received support.

FURTHER ACTION REQUIRED:

Senate confirmation of this change will be sought at its April 24, 2021 meeting.

ATTACHMENTS:

1. **Math Pre-requisite for the Pharm D. proposal**

October 2, 2020

Math Pre-requisite for the Pharm D Program.

The Admissions Working Group (Chair Y. Shevchuk, Members: Jeff Taylor, Carol Henry, Holly Mansell, Ildiko Badea, Shauna Gerwing, Terry Damm, Kerry Alcorn, Diane Favreau) recommends to Faculty Council that Math 104 be listed as a course that would meet our calculus pre-requisite for the Pharm D program. The vote was unanimous.

We do not list Math 104 as one of the possible courses to meet our calculus prerequisites. The rationale to do this is provided in the message from the Math department – see below. I have highlighted the most relevant piece. Our applications generally open in mid-November and we are getting questions from students about which math courses they should register in so it is important to update our web-site as soon as possible to give possible candidates the opportunity to take the right courses.

From: "Duffy, Christopher" <duffy@math.usask.ca>

Date: Wednesday, September 16, 2020 at 11:21 AM

To: "Favreau, Diane" <diane.favreau@usask.ca>

Subject: Admission Equivalents for MATH125

Hello Diane —

My name is Chris Duffy. I am the undergraduate chair (mathematics) over in the Department of Mathematics and Statistics.

One of the many roles that our department plays is in advising students in which mathematics and statistics courses to take in order to apply for various professional programs. One issue that arises very often is MATH125 (Calculus for the Life Sciences). This course is a required course for a number of large programs and is quite popular for students who need any first-year calculus course. As a consequence, this course often fills to capacity. Resource constraints (fire code capacity, available faculty and TAs) usually prevent us from extending enrolment beyond the capacity.

A common conversation arising in advising students in this capacity is with those who plan in applying to the PharmD program. The list of required courses for entrance lists MATH125. In the past various colleagues of mine have been told that the College of Pharmacy and Nutrition will accept students who have MATH110 (Calculus I) instead of MATH125.

The aims and content of MATH110 differs greatly from MATH125. And so I wonder if the College of Pharmacy would accept applicants with other first-year courses in calculus offered by our department. For example, MATH104 (Elementary Calculus) is much more similar to MATH125 than MATH110. (See <https://artsandscience.usask.ca/math/introductory-courses-in-mathematics-and-statistics.php>) for more details. An applicant substituting MATH104 for MATH125 would seem to be in line with other course equivalencies listed on the Course Equivalencies Chart linked from the program's admission page.

I apologize if you are not the correct person to contact on this matter. If this is not the case, please pass along my message to the appropriate person.

All the best,

Chris

College of Pharmacy and Nutrition

Academic Programs of Council

The following admission changes – in red - were approved at the College Faculty Council meeting held on October 8, 2020.

Candidates for admission must have completed 60 credit units (or equivalent) by April 30 of the year admission is desired. The coursework must include 24 credit units taken in at least one academic year (September to April).

The following courses (or equivalent) are required in the *60 credit units*:

- *Biology* : 6 credit units (BIOL 120.3 and BIOL 121.3 at U of S)
- *Chemistry* : 3 credit units General and 6 credit units Organic (CHEM 112.3, CHEM 250.3, and CHEM 255.3 at U of S)
- *English* : 6 credit units (ENG 110.6 or two of ENG 111.3, 112.3, 113.3, 114.3 at U of S)
- *Biochemistry* : 3 credit units Biomolecules and 3 credit units Metabolism (BMSC 200.3 and BMSC 230.3 at U of S)
- *Physiology* : 6 credit units (human body systems) (BMSC 207.3 and BMSC 208.3** at U of S)
- *Mathematics (Calculus)* : 3 credit units (MATH 125.3 or Math 104.3* at U of S)
- *Statistics* : 3 credit units (STAT 246.3 at U of S)
- *Microbiology* : 3 credit units (BMSC 210.3 at U of S)
- *Nutrition* : 3 credit units (NUTR 120.3 at U of S)
- *Electives: 15 credit units* : 6 credit units from psychology, sociology, native studies, or philosophy; and 9 credit units any electives

*Effective September 2020 only; Math 104.3 taken prior to 2019 is not considered equivalent to Math 125.3

**The Department of Physiology has determined that students with BIOL/BMSC 224 and the upper level classes of PHPY 301, PHPY 302, and PHPY 303 will have met the prerequisite requirement equivalent to BMSC 207.3&208.3 for the explicit purpose of admission to professional colleges only, upon completion of an undergraduate degree in Physiology and Pharmacology.

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

3 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 ☐ No ☐

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?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

Dual Degree

☐
☐

Professional Internship Program

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

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

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

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

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

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

2 What is the name of the new (or renamed 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 - as per current set-up

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

2

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up with addition in Question 7

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.)

Addition of MATH 104 as an alternative to MATH 125

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 - as per current set-up

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

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

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

Section 10: Convocation Information (only for new degrees) - not applicable

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information - as per current set-up

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

Section 14: T2202 Information (tax form) - as per current set-up

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - as per current set-up

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

Yes ☐ No ☐

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

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

* 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?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

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

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

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Graduate programs - Scholarship of Teaching and Learning

- Master of the Scholarship of Teaching and Learning (MSoTL)
- Certificate in the Scholarship of Teaching and Learning

DECISIONS REQUESTED:

It is recommended:

- That Council approve Master of the Scholarship of Teaching and Learning, effective May 2021.
- That Council approve the Graduate degree-level certificate in the Scholarship of Teaching and Learning, effective May 2021.

PURPOSE:

University Council has the authority to approve degree-level programs, including certificate programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies and the College of Education propose a new Master's program and a graduate degree-level certificate in the Scholarship of Teaching and Learning, to be delivered through the Jane and Ron Graham School for the Scholarship of Teaching and Learning.

The Master of the Scholarship of Teaching and Learning (MSoTL) is an interdisciplinary thesis-based graduate program that will allow for the examination of different pedagogies and cultures of teaching and learning in various disciplines across wider communities of educators. A complete program description is available in the full proposal, attached.

The MSoTL will be attractive to a varied audience, including K-12 educators and facilitators, educators at the post-secondary level seeking research skills in the Scholarship of Teaching and Learning, educators seeking a changed career path, and program developers and faculty development personnel.

The MSoTL program would be unique in Canada and would be offered solely online, meaning that students would not need to be located in Saskatoon to enroll in the program. The Scholarship of Teaching and Learning is a research area that is gaining traction, both at in the K-12 sector and post-secondary.

The graduate degree-level certificate in the Scholarship of Teaching and Learning could be taken as a stand-alone credential, or could be used to ladder into the thesis-based MSoTL program. The certificate program will focus on developing professional proficiency in conducting inquiry in the scholarship of teaching and learning, which will be relevant for teaching personnel who conduct educational research in their own disciplines and for those working in post-secondary who support SoTL researchers. This 12-credit unit certificate program will utilize courses developed for the MSoTL program.

CONSULTATION:

The academic programs committee reviewed the proposal for these certificate programs at its November 4, 2020 meeting. The committee was interested in the diverse anticipated target audience and congratulated the proponents for the financial support that it has for these exciting programs. The committee voted to recommend that these programs be approved at University Council.

These programs were also reviewed and approved by the CGPS Programs committee on July 6, 2020 and by the CGPS Executive Committee on September 23, 2020.

ATTACHMENTS:

- 1. Proposal for Academic Programs – Master of Scholarship of Teaching and Learning and Certificate in the Scholarship of Teaching and Learning**



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Dr. Jay Wilson, Head, Department of Curriculum Studies

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

Date: September 28, 2020

Re: New Master of the Scholarship of Teaching and Learning and new graduate certificate in the Scholarship of Teaching and Learning

On July 6, 2020, the Graduate Programs Committee considered and approved a proposal for a new Master of the Scholarship of Teaching and Learning (MSoTL) and a new graduate certificate in the Scholarship of Teaching and Learning. The proposals were subsequently considered and approved by the Executive Committee of the College of Graduate and Postdoctoral Studies (CGPS) on September 23, 2020.

Funding to launch the new school and programming was in place from a donation from Ron and Jane Graham.

There was discussion about how the new program proposals compared to the Teaching Preparation Certificate that had recently been approved. It was noted that the Scholarship of Teaching and Learning (SoTL) was comprised of credited coursework requirements while the Teaching Preparation Certificate did not include credited coursework and was based on demonstration of competency areas. It was expected that the programming may be complementary and there may be some overlap, but they should be distinct programs.

There was discussion on whether the content could be incorporated into an existing Master of Education program. SoTL is a relatively new scholarly focus, and the Grahams had provided financial support to establish the new school and programming to support that scholarly focus. It was noted that SoTL is a distinct field within the larger field of education. It was clarified that this would be a new degree in North America requiring 12 credit units of prescribed coursework, 9 credit units of electives, and completion of the thesis requirements.

It was noted that the Grahams would want a full report on the “pilot” stage of the program, and rigorous program evaluation would be anticipated as that provided opportunity for program improvement. It was noted that the University continued to employ academic program reviews on a cycle.

It was understood that SoTL was a research area gaining traction. It was noted that it seemed that the target audience was intended to be folks in the K-12 sector, which seemed to be the same target audience as other existing Master's programs in Education. It was understood that a new SoTL degree option may recruit a student that would have pursued an existing degree. The Social Science Research Lab (SSRL, renamed the Canadian Hub for Applied and Social Research, CHASR) had conducted a needs assessment survey that suggested that there would be uptake in the new program, and there was a need for a new program. It was noted that a thesis in the field of Curriculum Studies could focus on SoTL; however, the new program would provide complete focus directly on SoTL where existing programming did not.

It did not seem that an excessive amount of resources would be needed. The standard graduate tuition was being proposed.

The programming could be completed fully online, though students would not be restricted from completing on-campus course offerings when/where available. It was noted that the COVID-19 pandemic had required the institution to find solutions for all program elements to be completely remotely, including thesis defence processes.

The CGPS is seeking to have the Academic Programs Committee recommend the new programming proposals to University Council.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



MEMORANDUM

To: Academic Programs Committee APC

From: Debby Burshtyn, Chair - Executive Committee

Date: September 24, 2020

Re: New Master of the Scholarship of Teaching and Learning and new graduate certificate in the Scholarship of Teaching and Learning

On September 23, 2020, the Executive Committee (EC) reviewed the recommendation from the Graduate Programs Committee (GPC) that the two following programs be approved:

1. A new Master of the Scholarship of Teaching and Learning (SoTL) and Creed/McQuillan 1 abstention: CARRIED.
2. A new graduate certificate in the Scholarship of Teaching and Learning (SoTL) Creed/Roesler CARRIED unanimously.

A member asked why these programs would not fit within the Master of Education (M.Ed.). The committee recognized that largely the demand for SoTL is an emerging need and responds to individuals in search of professional development to further and or expand their career trajectory.

The chair recognized the proponents for a well-crafted proposal.

To follow please find the proponents submission for additional context.

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at debby.burshtyn@usask.ca or 306-966-5759.

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MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Jay Wilson, Head, Department of Curriculum Studies

From: Graduate Programs Committee

Date: September 15, 2020

Re: New Master of the Scholarship of Teaching and Learning and new graduate certificate in the Scholarship of Teaching and Learning

On July 6, 2020, the Graduate Programs Committee considered a proposal for a new Master of the Scholarship of Teaching and Learning (MSoTL) and a new graduate certificate in the Scholarship of Teaching and Learning.

Funding to launch the new school and programming was in place from a donation from Ron and Jane Graham.

The Graduate Programs Committee discussed how the proposals compare to the Teaching Preparation Certificate that had recently been approved. It was noted that the Scholarship of Teaching and Learning (SoTL) was comprised of credited coursework requirements while the Teaching Preparation Certificate did not include credited coursework and was based on demonstration of competency areas. It was expected that the programming may be complementary and there may be some overlap, but they should be distinct programs.

Grad Programs Committee members noted that the degree would have some focus on learning about teaching and learning, and committee members discussed whether the content could be incorporated into an existing Master of Education program. SoTL is a relatively new scholarly focus, and the Grahams had provided financial support to establish the new school and programming to support that scholarly focus. It was noted that SoTL is a distinct field within the larger field of education. It was clarified that this would be a new degree in North America requiring 12 credit units of prescribed coursework, 9 credit units of electives, and completion of the thesis requirements.

It was noted that the Grahams would want a full report on the “pilot” stage of the program, and rigorous program evaluation would be anticipated as that provided opportunity for program improvement. It was noted that the University continued to employ academic program reviews on a cycle.

It was understood that SoTL was a research area gaining traction. It was noted that it seemed that the target audience was intended to be folks in the K-12 sector, which seemed to be the same target audience as other existing Master's programs in Education. It was understood that a new SoTL degree option may recruit a student that would have pursued an existing degree. The Social Science Research Lab (SSRL) had conducted a needs assessment survey that suggested that there would be uptake in the new program, and there was a need for a new program. It was noted that a thesis in the field of Curriculum Studies could focus on SoTL; however, the new program would provide complete focus directly on SoTL where existing programming did not.

It did not seem that an excessive amount of resources would be needed. The standard graduate tuition was being proposed.

The programming could be completed fully online, though students would not be restricted from completing on-campus course offerings when/where available. It was noted that the COVID-19 pandemic had required the institution to find solutions for all program elements to be completely remotely, including thesis defence processes.

The Graduate Programs Committee passed the following motions:

Motion: *To recommend approval of the Master of the Scholarship of Teaching and Learning.*
Labrecque/Da Silva CARRIED 2 abstentions

Motion: *To recommend approval of the Graduate Certificate in the Scholarship of Teaching and Learning.* Labrecque/Da Silva CARRIED 1 abstention

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

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Proposal for Academic Programs

Master of the Scholarship of Teaching and Learning
Certificate in the Scholarship of Teaching and Learning

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Preamble

At the April 16, 2020 meeting of University Council, the School for the Scholarship of Teaching and Learning (SSoTL) was established.² The School was created to house and support researchers doing discipline-based education research, provide graduate programming 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. Its academic home is the Department of Curriculum Studies. The purpose of this submission is to propose the academic programming to be offered through the School for the Scholarship of Teaching and Learning.

In this document we include proposals for two related programs. The first is a Master of the Scholarship of Teaching and Learning degree program (M.SoTL). The second is a Certificate in the Scholarship of Teaching and Learning that is comprised of four courses that ladder into the M.SoTL program. They are proposed separately but submitted jointly, and because they share a great deal substantively, the proposals will have redundancies, and they will share a common set of appendices and course proposals.

² 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/>)



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Master of the Scholarship of Teaching and Learning

Field(s) of Specialization: Education, Scholarship of Teaching and Learning

Degree College: Education

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Proposed date of implementation:

September, 2021

Proposal Document

1. Academic justification:

- a. Describe why the program would be a useful addition to the university, from an academic programming perspective.**

The M.SoTL will provide a level of specialization in conducting SoTL research, while providing opportunities through elective courses to shape the program to their professional goals. If their professional goal is to conduct a

particular kind of research, they can take methodology courses to build expertise; if they want to provide leadership and facilitate others' growth, they can take electives that emphasize leadership and change agency.

The new School for the Scholarship of Teaching and Learning and its programming is the first priority identified in the College of Education strategic plan. It is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning is 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.

M.SoTL Goals: Prepare specialists in the scholarship of teaching and learning who:

- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student's context
- conduct SoTL research and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research.
- lead and facilitate research into teaching and learning diverse contexts and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

The programming will also attract international students when the courses are taken online, given that this is the first university to offer SoTL as a graduate program. Online course development will occur during the 2020–21 academic year, with an intention to take the program online in 2021–22. We have also been careful to consult with Indigenous colleagues on the design of new courses as well as the program in its entirety, and following their advice, we include two Indigenous inquiry courses as electives.

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. Universities hear a 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. The graduate programs proposed for the 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.

b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

First, the Scholarship of Teaching and Learning, and therefore M.SoTL, 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:

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 SoTL 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.

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.

Inspired Communities

- The concept of SoTL will encourage 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.

Alignment with the UofS Learning Charter

The University of Saskatchewan Learning Charter, revised in 2018, describes our university's commitment to creating and sharing knowledge through the pursuit of knowledges, integrity and respect, skills and practices, and community. SoTL nestles into the principles and practices of the Learning Charter commitments in specific ways. We list the direct connections here, while recognizing that SoTL also contributes indirectly to every commitment in the Charter by contributing to our understanding of how to improve learning and create successful learning environments.

University Community Commitment 1: Provide Opportunities

- Offer high quality programs and activities for learning and discovery.

University Community Commitment 2: Ensure Quality

- Ensure qualified educators and effective instruction.
- Promote research-enhanced and community-driven learning.
- Create mechanisms for ongoing quality enhancement of all programs and courses.

Educator Commitment 2: Strive for Excellence in Teaching

- Bring research, scholarship, artistic work and /or professional activities into teaching and mentorship.

Educator Commitment 4: Enhance Continuously

- Engage in lifelong learning and continuous enhancement of teaching practice.

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.

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.

Our goal is to launch a master's degree program (M.SoTL) by the 2021-22 academic year. It will accompany the introduction of a certificate program that will ladder into it, along with accompanying professional development and undergraduate components. We anticipate attracting 22 graduate students annually to the graduate program. We

also (separately) propose a certificate program for those who have already completed advanced or terminal degrees, and who are seeking an additional credential and focused expertise. We mention the certificate program here, as we hope to begin offering both programs at the same time to allow for the synergies that can happen when new students and practicing professionals interact in the same classrooms.

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

For the proposal, we have consulted broadly with leaders on campus, in neighbouring communities, and across Canada, and conducted informal surveys to gauge interest. There is considerable latent 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, and community colleges, and there is growing interest in K–12 settings. We will describe the target audiences and demand for the M.SoTL here, but we want to emphasize that the audiences for the M.SoTL will overlap with the audiences for the Certificate, which is proposed separately. The audiences often come from the same target groups and take some of the same courses and will primarily differ in the professional needs and intentions of individuals.

Every market we have identified locally will also be available in the Canadian and international markets, particularly given that this is the first program of its kind in north America. The programs will reach a global audience, and we expect to be able to recruit successfully, particularly given that there are no competing programs yet available in Canada, either online or residential. This gives us an opportunity to establish the program and solidify its reputation before competition grows, as it inevitably will.

Audience: Professional developers and faculty development personnel

Professional developers and faculty development personnel in post-secondary and higher education settings will be drawn to programming that will help them lead change and improvement of teaching and learning on their campuses. Individuals leading faculty development initiatives in postsecondary and higher education settings are largely self-trained and adapted their learning in related fields to SoTL, so training specific to their professional interests will be attractive. In addition to higher education, we expect considerable interest from the polytechnic system and community colleges. We also anticipate interest from other parts of Canada and north America as we intend to offer the program online.

Audience: K–12 facilitators in evidence-based teaching improvement

We perceive strong interest from leaders and educators in the K-12 systems, who are looking for ways to use SoTL research strategies to lead evidence-based teaching initiatives. This is a significant area of interest in school divisions in Saskatchewan and elsewhere, and facilitators from divisions, the Saskatchewan Teachers Federation, and from government support teaching improvement initiatives.

Audience: Educators seeking SoTL research skills

Educators in higher education and post-secondary settings 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 specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning.

Audience: Educators seeking a new career path

We also expect some K–12 educators, as well as individuals in junior teaching positions in post-secondary settings are looking for opportunities to shift away from their current classroom assignments and move into higher education. They see this as an opportunity for a shift in careers. Every major university and most post-secondary institutions in Canada have a centre tasked with improving teaching and learning, and employ professional educators with SoTL expertise, for whom the M.SoTL would offer an impressive professional credential.

Evidence supporting these projections:

We contracted the SSRL to survey the campus, post-secondary, and K–12 sectors for interest in the programming (see Appendix F for details and data), and aggregate data for those groups identify 66 individuals who expressed a

level of interest in a master's degree. The data are encouraging, and we suggest there is an even larger pool of interest, given the global reach of the programming, and the limited scope of our survey due to COVID 19 closures. No other university, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning. The U of S has the opportunity to be the first to offer such programming, which should draw global interest when we take the program online. However, we are suggesting modest enrolment estimates because we realize other institutions will not be far behind.

We also discovered strong interest from leaders and educators in the K-12 systems, who are likewise looking for ways to use SoTL research strategies to lead evidence-based teaching initiatives. 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 career path for those who leave the K-12 system. On January 31 and February 10 we met in videoconferences with 27 leaders from the K-12 system. We subsequently met with two senior advisors in the Ministry of Education and followed up with the former Executive Director of the Saskatchewan Teachers' Federation. We shared our plans for the School and its programming, and requested their advice and comments. There was strong enthusiasm and support for the plans, and they suggested the School is directly addressing a need to develop research expertise to support their evidence-based emphasis on the improvement of teaching and learning. They said there would be high levels of interest in graduate programming and professional development opportunities in the area. In addition to these meetings, we have been consulting with the Ministry of Education about particular needs in the North, and they have expressed strong interest in the initiative and the graduate programming.

We anticipate tertiary interest, although undefined, from educators across campus and across Canada who are looking for SoTL programming or who are looking for cross-disciplinary opportunities to improve their knowledge and research skills in this burgeoning area. We also expect that some educators in K-12 settings who are looking for opportunities to move into higher education will see this as an opportunity for a shift in careers. Every major university and most post-secondary institutions in Canada have a centre 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. The U of S has the opportunity to be the first to offer such programming, however, we are keeping our enrolment estimates from these groups modest, because we realize other institutions will not be far behind.

The Gwenna Moss Centre for Teaching and Learning has long offered GSR 989 "Introduction to Teaching in Higher Education" to graduate students and postdoctoral fellows who are interested in adding a teaching credential to their accomplishments, and "Transforming Teaching" has been offered annually for professors. These courses are regularly fully subscribed, and sometimes over-subscribed. This is clear evidence of an appetite for professional development in teaching and learning that accompanies career aspirations of these scholars in their disciplines. The post-secondary master's and certificate in leadership in post-secondary education, offered by the Department of Educational Administration, is also a program that attracts students from this sector who are interested in leadership and administration positions in post-secondary teaching and learning. Their emphasis is on administrative leadership, and the SoTL program's focus is on research, so the two are complementary; EADM's success in attracting graduate student interest suggests that the SoTL programs will also find an audience in that sector.

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

At this time there are no competing programs in Saskatchewan or Canada. The programming will be the first in North America leading to a graduate degree in the scholarship of teaching and learning.

2. Admissions

a. What are the admissions requirements of this program?

Prospective students will have:

- successfully completed a four-year bachelor's degree or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e., 60 credit units)
- teaching experience or equivalent experience in a non-formal or training environment.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the program

The M.SoTL will provide a level of specialization in conducting SoTL research, while providing opportunities through elective courses to shape the program and add depth to their professional goals. If their professional goal is to conduct a particular kind of research, they can take methodology courses to build expertise; if they want to provide leadership and facilitate others' growth, they can take electives that emphasize leadership and change agency.

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

The master's program will prepare specialists in the scholarship of teaching and learning who:

- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student's context
- conduct SoTL research and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research.
- lead and facilitate research into teaching and learning diverse contexts and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

By the completion of the program, students will be able to:

- articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.
- develop a coherent research problem statement and conduct a targeted literature review based on that statement.
- write meaningful research questions that can be answered through SoTL inquiry.
- design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.
- consider a variety of research methods and defend the selection of methods for specific studies.
- describe different types of SoTL research, such as evaluation research, design research, and action research.
- be familiar with a range of SoTL journals and other venues for reporting SoTL research.
- trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.
- consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.
- review adult learning theory and andragogy and its expression in SoTL inquiry.

- review adult learning pedagogies and their implications for SoTL inquiry.
- describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.
- consider change agency and its relationship to transformative learning through SoTL inquiry.
- explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.
- consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.
- articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
- articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
- describe differences between generic and disciplinary educational approaches and their implications for SoTL research.
- design a research study that inquires into a signature pedagogy or threshold concept.
- discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.
- describe approaches for using SoTL inquiry to transform learning.
- conduct, synthesize, and publish a collection of SoTL studies.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

This program will be delivered in a hybrid or entirely in a distributed format, depending on the choices of electives made by students. Not all elective courses are offered in distributed learning formats, but most are, so students can elect to take the entire program online or take some courses in traditional, classroom settings.

All new courses will be designed and developed with the support of the Distance Education Unit. Subject matter experts are being identified to guide the development of each of the five new courses. Each course will be designed in a way that attends to each key audience (K–12, post-secondary, higher-education) by providing examples and assignments tailored to their contexts. Attention will also be paid to encouraging meaningful interaction among students in the courses, with a goal of shaping strong and enduring learning communities. From discussions with partners and audiences, we realize the greatest value will be realized when the courses draw on the experiences of the students to inform decisions about the structure and delivery of the content and assignments in the courses, making them relevant and practical to their daily work as educators.

This program is informed by an authentic learning model, an approach grounded in active, experiential learning at every turn. It is based on a philosophy that in order to learn about doing research in the scholarship of teaching and learning, one must be a teacher who asks questions about his or her own teaching, and who practices using disciplined inquiry to find answers. As a result, every one of the core SoTL courses requires research to be done, and assignments include projects that contribute directly to research that will be done as part of the thesis. As with other Master of Education programs, students will be required to make connections to their professional lives and to draw on their experiences and practices. Authentic learning is touted as a powerful learning approach, particularly in the context of problem-based learning (Savery, 2006). Research in SoTL appears to offer a strong fit between the tenets of authentic learning and the practice of scholarship in teaching and learning. Five features of an authentic learning environment are described below.

Problem-based, situated learning

Problem-based learning (PBL) is an "instructional learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a problem" (Savery, 2006).

Authentic Assessment

An important component of problem-based learning is authentic assessment. Authentic assessment requires students to use and demonstrate the same kind of competencies or combinations of knowledge, skills, and attitudes that are applied in professional life (Gulikers, Bastiaens, & Kirschner, 2004). Students are "required to use prior knowledge, recent learning, and relevant skills to solve realistic complex problems" (DiMartino & Castaneda, 2007, p. 2).

Project Management

In our model of authentic learning in the scholarship of teaching and learning, the instructor acts as project manager—a guide to the process, project oversight, team motivation, and in this role the project manager criticizes the work of the researcher or research team, but does not directly create solutions to problems encountered by them.

Scaffolding

Students are introduced to the theoretical concepts through case studies and real world accounts of SoTL research. Later they are given the opportunity to develop their understanding and skills under the guidance of an instructor who provides structure to the process in the early stages of research projects. Prompts and questioning play an important role in student understanding of problems in an authentic learning process (Ge & Land, 2004),

Social Agency

The term social agency is being used more and more in education but it is not easily defined (North, 2008), and we do not intend to make dramatic use of it here; our concerns are more pragmatic than revolutionary. Appreciating the social implications of our work as SoTL researchers is, at its core, practical. We concern ourselves with exposing new researchers to the idea that their work has social consequences (Schwier, Campbell and Kenny, 2007).

We intend to offer the M.SoTL as a fully online or blended program, depending on the elective courses selected by students. All of the required courses will be online, and several of the elective courses are available in online formats. It will be possible for students to construct programs that are entirely online should they choose or require a fully online program. The Department of Curriculum Studies is a leader in distributed learning and instructional design with its highly successful and well-subscribed online program in educational technology and design. The research done in courses will allow students to build a portfolio of research, and ultimately, contribute to the multiple studies expected as part of the thesis in the M.SoTL program.

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c. Provide an overview of the curriculum mapping.

<i>Courses</i>	<i>Competency/Knowledge</i>	<i>Outcomes</i>
ERES 800.3	Survey of research methods and key issues in conducting educational research. An introduction to research methods, with special reference to research in education.	<p>Confront and become conversant in basic theory, principles and practices of research, including quantitative, qualitative, and mixed method approaches.</p> <p>Develop skills necessary for both the production of research proposals, and, informed consumption of research.</p>
<p>SOTL 801.3: Research Methods in the Scholarship of Teaching and Learning</p> <p>Elective courses in research methods</p>	<p>Appreciate and apply the unique contributions and methods of SoTL research and practice</p>	<p>Articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.</p> <p>Develop a coherent research problem statement and conduct a targeted literature review based on that statement.</p> <p>Be familiar with a range of SoTL journals and other venues for reporting SoTL research.</p> <p>Describe different types of SoTL research, such as evaluation research, design research, and action research.</p> <p>Describe differences between generic and disciplinary educational approaches and their implications for SoTL research.</p>
<p>SOTL 802.3: Historical and Theoretical Foundations of the Scholarship of Teaching and Learning</p>	<p>Understand and apply theories of learning and pedagogy to research questions in SoTL</p> <p>Appreciate differences in disciplinary teaching/learning contexts for conducting SoTL research.</p>	<p>Trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.</p> <p>Consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.</p> <p>Review adult learning theory and andragogy and its expression in SoTL inquiry.</p> <p>Describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.</p> <p>Consider change agency and its relationship to transformative learning through SoTL inquiry.</p> <p>Explore the role of social learning contexts,</p>

		<p>such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.</p> <p>Consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.</p>
SOTL 803.3: Decoding Disciplinary Education	Apply research methods appropriate in disciplinary educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student's context	<p>Articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</p> <p>Articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</p> <p>Design a research study that inquires into a signature pedagogy or threshold concept.</p> <p>Discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.</p> <p>Describe approaches for using SoTL inquiry to transform learning.</p> <p>Mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.</p>
<p>Elective courses in research methods</p> <p>Elective courses in leadership in teaching and learning</p>	<p>Add depth to the repertoire of research skills</p> <p>Lead and facilitate research into teaching and learning in diverse contexts and share the results through conventional and unconventional academic outlets</p>	<p>Consider a variety of research methods and defend the selection of methods for specific studies.</p> <p>Deepen knowledge of, and experience with selected research methods and foundations.</p> <p>Articulate and employ approaches to change agency and leadership in educational settings.</p>
SOTL 994: Thesis		Conduct, synthesize, publish, and defend a collection of SoTL studies.

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

As this is a program of study based on inquiry and research skills, it deliberately addresses analysis, critical thinking, and problem solving in every course. Students are challenged to articulate research questions and systematically address them by designing research studies or components of studies in every course. Problem solving begins with the identification of significant questions to address in the research, and critical analysis is required to make decisions that will ensure rigour and meaningful outcomes. This activity will occur several times over the course of the program, allowing for a scaffolded experience where depth is enhanced through repeated iterations of applying research protocols and analysing data, then applying what is learned to the next research study in sequence.

Synthesis is initiated with the first research seminar, where students outline a series of research studies that can be addressed during their programs, and that in sum represent a significant, original contribution to an area of investigation. Throughout the program, mini-studies are completed, and in the thesis are pulled together, revisited, augmented, and synthesized into a single research document addressing a specific problem in teaching and learning. For example, in the SoTL 990 seminar at the beginning of a student's program, a student might identify three mini-studies as part of a larger program of research on procrastination in online courses, with one investigating student experiences, one investigating instructor experiences, and one investigating performance outcomes. Each of the studies would be completed during the program of study, and then combined into a single research document in the thesis, drawing on the combined results to draw conclusions. This process of intentionally building for depth and significance is based on synthesis of learnings and research conducted throughout the program.

Every core course in the program will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to research studies. As many students in this program will be teaching, students will have repeated opportunities to apply what they are learning in courses to research studies conducted in their own settings. This immediate application accompanied by the demands of research practice engage higher-level thinking and performance skills.

e. Explain the comprehensive breadth of the program.

The core part of the program (12 c.u.) will be highly focused on SoTL-specific topics and research. Breadth and depth will be added with the addition of 9 c.u. of elective courses, where students can tailor their programs to fit their professional aspirations more closely. For example, if they are interested in leading evidence-based development initiatives in K–12 or post-secondary institutions, they can add leadership courses as electives. If they want more breadth in qualitative research methods, they can add courses in narrative and indigenous research methods. The program was designed to allow the core intentions to be kneaded in directions the students prefer, and this is particularly relevant to SoTL scholarship, where the employment possibilities are varied, and where the skills and applications are expansive.

The Program Advisory Group from the College of Education, the SoTL scholars and K–12 leaders with whom we consulted, and survey data suggest the courses should draw on the experiences of the students and be flexible enough to take advantage of their preferences and ambitions. The overall intention of the program is to improve teaching and learning environments through evidence-based educational research conducted by educators in their own disciplines and teaching settings. If the program works as intended, over time we should see improved teaching practice, particularly but not exclusively in post-secondary settings.

f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

As described earlier, the proposed program aligns closely with several of the University's commitments in the Learning Charter to provide opportunities, ensure quality, strive for excellence in teaching, and enhance continuously. The curricular objectives for the courses that make up the field of program align with the University Learning Charter's five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning

Charter. Each course includes exploration, application, and synthesis through conducting research into teaching and learning. As a graduate-level program, the expectations are high and demanding for students.

Specifically, the program addresses the five learning goals in the following ways:

Discovery Goals (The Pursuit of Knowledges): Students will apply critical and creative thinking in their research – a fundamentally discovery-oriented expectation. They will conduct research in their own teaching/learning environments and discover specific ways to improve their own practice and their students’ learning. Students will synthesize what they learn in the program and put it into practice by conducting research – not just learning about it. And they will share their perspectives with fellow students who are from diverse disciplines, thereby learning from each other about the approaches and traditions specific to other disciplines.

Knowledge Goals (The Pursuit of Truth and Understanding): This entire program is about discovering truth and developing a richer understanding, based on evidence, of how to improve teaching and learning. Each course includes an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows students to gain understanding of how SoTL research can influence change in teaching and learning. Students will develop a comprehensive knowledge of the field and link their learning with their professional lives.

Integrity Goals (The Pursuit of Integrity and Respect): Ethics, rigour, and intellectual integrity are fundamental to every course in SoTL, given that integrity is a core principle of research. Of course, every course syllabus also addresses integrity, but it’s important to point out that it is dealt with as a topic in every course and an important part of every research study conducted as part of the program of study.

Skills Goals (The Pursuit of Skills and Practices): SoTL research emphasizes research skills and their application. The entire program is applied and experiential, and students are challenged to define and conduct research studies, growing in skill and knowledge as they apply what they learn in their own teaching settings. There are other collateral skills too: communication skills through writing and publishing research results, and navigating, acquiring, and critically assessing scholarly literature to support their inquiry.

Citizenship Goals (Individual and Community Pursuits): One of the hallmarks of SoTL inquiry is its intentional goal of sharing results publicly, in professional communities, but also with the broader public. In this way, SoTL scholars become community leaders by sharing their knowledge broadly and with a focus on improving learning environments. SoTL also views students as partners in research, not as “subjects” of research, so they participate in every aspect of the inquiry, including sharing the results. Graduates of SoTL programming become champions of improving learning opportunities and promoting teaching excellence.

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

Because the master’s program shares one research course (ERES 800.3) with every other research program offered by departments in the College of Education, any student could apply that course to a SoTL program if they transfer. Also, the program allows two elective courses (restricted electives), so students could apply those if they transfer from another program.

Similarly students could potentially use the courses in this program as electives in other programs where permitted by those programs.

Of course, the certificate is designed for full transferability into the master’s program proposed here, and there is the possibility that students could transfer out of the master’s program and into the certificate program, and apply all of their SoTL courses to it.

h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.

We will plan for evaluation to be on-going with regular reports to the Department of Curriculum Studies. As with all programs in the University, participating teaching faculty will be required to conduct student evaluations of their courses, and make appropriate adjustments based on student feedback.

After the first year of delivery and every five subsequent years, the master's program and the certificate program will undergo a formal internal evaluation conducted under the direction of the Management Board of the School. The Management Board was established as part of the governance structure of the School to provide operational leadership with respect to the planning and priorities of the School and advise the dean of the College on financial matters relating to the programming of the School. The membership of this Management Board includes 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.

An evaluation report will address, among other things:

- Application rates and acceptances
- Enrolment rates for each program and course
- Completion rates for each program
- Number of students starting with the certificate and then enrolling in the master's program
- Timeframe to completion for the certificate and the degree
- Student satisfaction with the programming
- Surveys of students who have completed the programming to learn about their professional experiences

Ultimately, we will assess whether the programs are well subscribed and market demand is constant or growing, and whether the programs are financially sustainable and contributing professionally.

We will also conduct exit surveys with all graduating students and follow up with a second survey two years after graduation to assess their satisfaction with the program, and continually recalibrate the program based on their professional experiences.

i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.

Accreditation does not apply to this program at this time.

4. Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?**

This program is unique to the College of Education, the University of Saskatchewan, and higher education institutions across Canada. There is no other School for the Scholarship of Teaching and Learning, and while other universities have service units that offer professional development and occasionally certificates, these are focused on supporting faculty in their teaching, not in preparing individuals who specialize in the scholarship of teaching and learning.

As a program housed within the College of Education, the proposed program will concern itself with research methods focused on conducting SoTL inquiry. Students in other programs may find SoTL research to be of interest, and they may consider including a SoTL course as an elective. SoTL courses would be open to them. This program does not lead into other programs offered at the University of Saskatchewan or elsewhere, although the master's degree would qualify recipients to apply for doctoral studies in most other education programs.

b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.

The groups and names of individuals consulted, correspondence, and letters of support are detailed and included in Appendix A. 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 offered to meet with each department in the College of Education, and because campus was closed, we met with three in videoconference sessions, and one we consulted through correspondence. We have also consulted broadly across campus and in most every discipline and College, particularly with faculty identified as SoTL scholars.

c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.

Not applicable

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

We have consulted with the Library (see Appendix D). The library has a considerable number of SoTL resources, including access to digital journals. In the course syllabi we have assembled significant collections of resources, most available online from our online subscriptions and other open sources. We do not anticipate any extraordinary resource requirements. Resources, examples, and approaches draw on the most current literature and research in the more general field of research methods as well as the scholarship of teaching and learning.

e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

As this is an online program, the Distance Education Unit (DEU) will be involved in the design and development of courses. We have consulted with Cheri Spooner, Director of the DEU, and we will enter into an agreement with the DEU for instructional design support and services. Lisa Berg has been assigned to manage the project, and Jordan Epp will provide instructional design support. We are assigning a subject matter expert to each of the course development teams, and providing a course release where required, which is funded by the donation from the Grahams. Work on the course development will begin in September, 2020.

The School is also collaborating closely with the Gwenna Moss Centre for Teaching and Learning (GMCTL) to amplify the work they have done in SoTL and provide an academic home for the SoTL scholarship being led by the GMCTL. The GMCTL also has several outstanding SoTL scholars who have appropriate credentials and who are interested in teaching in the programs. We are interested in recognising their affiliation with the School formally through associate memberships or adjunct appointments. We are also negotiating a partnership agreement between the GMCTL and the School to allow those scholars to teach in the programs, an arrangement that requires renegotiation of their status if made part of their regular assignments. If that option is not available, or until it can be negotiated, interested individuals will be contracted to offer classes.

5. Budget

a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).

Given the proposed schedule of classes, core programming will require four new core courses and one seminar to be delivered annually. While we anticipate that these courses will be taught by four different instructors, Teaching one course in this program would constitute approximately 7-10% of an individual instructor's time, depending on their level of experience. These new courses will be shared between MSoTL students and certificate students, so the net effect should be an increase in enrolment in classes rather than increasing the number of sections taught. The upper limit for enrolment in online courses for this program is anticipated to be approximately 30 students (since masters and certificate students will be enrolled). Additional teaching personnel will be recruited as sessional lecturers as needed, or if needed, faculty within the department will be paid overload stipends.

Faculty will also supervise graduate students and theses, and these assignments will be negotiated by the Department Head in consultation with the Director of the School and the Graduate Coordinator of the Department of Curriculum Studies. Resourcing for new courses and student supervision of thesis students is provided through the College's resourcing model. Opportunities will also be provided to the cadre of SoTL scholars on campus to supervise theses and advise students. A survey of SoTL scholars in February identified 28 individuals who were interested in participating.

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

None. This is a new program, initially funded externally, that does not erode the capacity of the College of Education to offer its other programs. The intention is to add to the capacity of the College of Education without drawing heavily on existing resources. We should be able to cover the teaching without eliminating other courses or programs.

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

This program has minimal effect on assignments college-wide. The greatest potential demand is on the Department of Curriculum Studies, which is the academic home of the masters and certificate programs. Given the opportunity for using the new courses in other programs as electives and taking advantage of efficiencies in the undergraduate program, the Department Head has committed to covering, within the current faculty complement, at least two SoTL courses. In addition, the new Director of the School for SoTL will teach at least one class per year, and through an arrangement with the Gwenna Moss Centre for Teaching and Learning, they are committing their qualified personnel to teach in the School. We also have the capability of contracting experts from around Canada to teach.

In identifying qualified teaching personnel who will provide expertise and stability to the program over time, we anticipate having a need for instructors to cover five one-half course (OHC) equivalents in 2021–22, and a similar number in subsequent years. 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 hold an academic appointment in Curriculum Studies and will teach at least one course per year as part of the regular assignment to duties. The Associate Director will deliver professional development and depending on qualifications, courses contributing to a certificate.

Department of Curriculum Studies (ECUR): The Department will provide at least two half classes 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 half classes of teaching in the program in exchange for an Educational Developer position shared between SSoTL and the GMCTL. This commitment is subject to a memorandum of agreement currently being negotiated between the College of Education 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. We have received inquiries about teaching opportunities from SoTL academics in other institutions, given that this program is the only one of its kind in Canada, so we would be able to draw on a larger group of sessional lecturers if necessary and desirable.

c. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

The breakdown of the budget specific to the M.SoTL program is detailed in Appendix G, and here we outline the total estimates for the School, including both programs to provide context. This program is supported initially by funding received from Jane and Ron Graham, and after the program is established it will operate sustainably on tuition revenues. We also requested \$390,000 from the Provost in matching funds to support the renovations to our space in the College of Education over the next three years for the School, which was not provided in 2019–20, but we will revisit in the coming year. We have been working with Space Planning to develop the detailed drawings, and we have the opportunity to stage the development over three years, with the first year of full operation (2020–21) requiring only a small investment to occupy existing space for management and research activities. Because new SoTL programming will be online, we anticipate no impact on existing facilities.

Table 1. Projected revenues and expenses for the School for SoTL, 2019–2025.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	TOTAL
Operating Grant/Tuition	0	0	244,523	532,310	532,310	532,310	1,841,453
Other Revenue	250,000	250,000	250,000	250,000	0*	0	1,000,000
Salaries & Benefits	91,445	201,000	351,750	362,302	373,171	384,366	1,763,034
Non-Salary Expenses	0	10,000	0	0	0	0	10,000
Indirect costs	0		86,436	27,069	27,069	27,069	259,308
Surplus (Deficit)	158,555	39,000	47,667	392,939	132,070	120,875	891,106
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 as the programming advances. 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 and the delivery of its programming.

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.

d. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.

Yes, we intend to offer this program in distributed formats: as a fully online experience, or as a hybrid experience for local students who can take advantage of conventional classes we offer. We have consulted with Cheri Spooner at the Distance Education Unit and have requested support from that unit for the design and development of the online courseware. Those services are available as part of the commitment of that cost centre to the operation of the University. We are grateful to be able to take advantage of their expertise. As part of that development we will assign a subject matter expert to each course, who will collaborate with the instructional designers in its development. Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified. Costs associated with securing their releases and paying for replacement instructors will come from the Jane and Ron Graham School for SoTL, drawing on the donation we received from the Grahams for the startup of the School. We estimate those costs at approximately \$8000 per course, to be between \$24,000 and \$40,000, depending on the availability of instructors to act as subject matter experts as part of their regular assignment to duties. One professor and one professor emeritus have agreed to act as subject matter experts as part of their assignments.

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

The program will deal with interdisciplinary topics and will invite the participation of SoTL scholars on campus, but it will not draw on the resources of other revenue centres to support the program. Any external support will be negotiated and compensated from the revenues generated by the School for SoTL.

- f. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?***

As this is a thesis-based Master's program, students will be eligible for devolved scholarship funding. They will, of course, be eligible to compete for other qualifying graduate level scholarships at the University of Saskatchewan. We are not, at this time, planning for additional student financial aid beyond what the University already provides.

- g. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).***

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. Tuition will follow the same rates as set by CGPS.

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

Total cost of resources needed to deliver the program:

- 5 courses (at per course average sessional stipend equivalent of \$8200) for one cohort = approximately \$41,000 (per annum in sessional/faculty offload costs). These costs will be shared with the Certificate program, which will add approximately 10 registrations to courses that are offered as part of this program. If the demand for the program grows and additional sections of courses are required, the additional revenues will cover the costs of delivery.

- i. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?***

Our target enrolment for the masters program is 22, consistent with enrolment expectations of other graduate programs in the College of Education. We intend to reach it in the first offering of the program in 2021-22. This will put us in a revenue positive position in the 2022-23 fiscal year. Maximum enrolments are approximately 30 per class, given the increased demands of online delivery. When possible, we will look to cap the enrolments to 22 per section to provide for personalized learning environments, while maintaining a healthy revenue stream.

- j. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?**

The revenue generated from this program will mostly be new revenue. There will be a few students who will migrate from other programs, but those numbers will be minimal. A standard tuition rate for graduate programs of \$4,260 (\$1,420 per term) per year is proposed for the master's program, following tuition rates set by CGPS..

- k. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?**

The master's program will be independently sustainable at 15 students per course, but could operate the first two years with even fewer students due to design of both the certificate and masters programs. Other revenues are available to support the program in the first two years of offerings if needed, with \$250,000 per year committed to the School from the Jane and Ron Graham donation through the 2022–23 academic year. We also anticipate considerable revenues from tuition from the certificate program, as these students will be taking the same new core courses as the M.SoTL students. We initially estimated these revenues at \$27,540 per year based on an intake of 10 certificate students, but our marketing survey indicates that the demand for the certificate may be much stronger than anticipated. We are also requesting an additional donation from Jane and Ron Graham of \$1,000,000, in line with the original plans discussed with them at the time of the original donation. Of course, these are not yet committed, but have been part of the expectations established at the time of the first donation, given the successful introduction of the School.

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

See Appendix G: Budget Requirements for New Programs and Major Revisions Form

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

See Appendix G: Budget Requirements for New Programs and Major Revisions Form

College Statement

Please see the attached letter from Dean Prytula in Appendix H.



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Certificate in the Scholarship of Teaching and Learning

Field(s) of Specialization: Education, Scholarship of Teaching and Learning

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail):

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Proposed date of implementation:

September, 2021

Proposal Document

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

1. Academic justification:

a. Describe why the program would be a useful addition to the university, from an academic programming perspective.

The certificate is aimed at individuals who want to achieve a practitioner level of skills and knowledge that can be applied in their own educational settings; the master's degree will develop specialists who can lead and facilitate SoTL initiatives and inquiry beyond their own classrooms.

The new School for the Scholarship of Teaching and Learning and its programming is the first priority identified in the College of Education strategic plan. It is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning is 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.

Certificate Goals: Develop professional proficiency in conducting inquiry in the scholarship of teaching and learning, including:

- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods educators can apply in their own educational settings, and adapting methods to disciplinary and contextual demands, with a particular focus on the student's context
- conducting SoTL research and sharing results through conventional and unconventional academic outlets

The certificate will provide an academic credential to recognize expertise in SoTL inquiry. This is particularly relevant for teaching personnel who conduct educational research in their disciplines, and who already have advanced academic credentials in their disciplines. In addition, individuals in higher education who support SoTL researchers can benefit from training and a credential to support their work in SoTL.

The programming will also attract international students when the courses are taken online, given that this is the first university to offer SoTL as a graduate level certificate online. Online course development will occur during the 2020–21 academic year, with an intention to take the program online in 2021–22.

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. The graduate programs proposed for the 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.

b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

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.

Alignment with our commitment in the University Plan:

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 SoTL 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.

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.

Inspired Communities

- The concept of SoTL will encourage 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.

Alignment with the UofS Learning Charter

The University of Saskatchewan Learning Charter, revised in 2018, describes our university's commitment to creating and sharing knowledge through the pursuit of knowledges, integrity and respect, skills and practices, and community. SoTL nestles into the principles and practices of the Learning Charter commitments in specific ways. We list the direct connections here, while recognizing that SoTL also contributes indirectly to every commitment in the Charter by contributing to our understanding of how to improve learning and create successful learning environments.

University Community Commitment 1: Provide Opportunities

- Offer high quality programs and activities for learning and discovery.

University Community Commitment 2: Ensure Quality

- Ensure qualified educators and effective instruction.
- Promote research-enhanced and community-driven learning.
- Create mechanisms for ongoing quality enhancement of all programs and courses.

Educator Commitment 2: Strive for Excellence in Teaching

- Bring research, scholarship, artistic work and /or professional activities into teaching and mentorship.

Educator Commitment 4: Enhance Continuously

- Engage in lifelong learning and continuous enhancement of teaching practice.

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.

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.

Our intention is to launch a certificate program by the 2021-22 academic year along with accompanying professional development and undergraduate components. We anticipate attracting at least 10 new students every year to the certificate, although the market demand appears to be much higher. We propose a certificate program for those who have already completed advanced or terminal degrees, and who are seeking an additional credential and focused expertise.

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

For the proposal, we have also consulted broadly with leaders on campus, in neighbouring communities, and across Canada, and conducted informal surveys to gauge interest. There is considerable latent 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, and community colleges, and there is growing interest in K–12 settings. We will describe the target audiences and demand for the Certificate here, but we want to emphasize that the audiences for the Certificate will overlap with the audiences for the M.SoTL, which is proposed separately. The audiences often come from the same target groups and take some of the same courses and will primarily differ in the professional needs and intentions of individuals.

Every market we have identified locally will also be available in the Canadian and international markets, particularly given that this is the first program of its kind in north America. The programs will reach a global audience, and we expect to be able to recruit successfully, particularly given that there are no competing programs yet available in Canada, either online or residential. This gives us an opportunity to establish the program and solidify its reputation before competition grows, as it inevitably will.

The four audiences identified here for the certificate are the same groups mentioned for the M.SoTL, but their needs differ.

Audience: Professional developers and faculty development personnel

Most professional developers and faculty development personnel in higher education will already have master's or doctoral degrees, so we anticipate these individuals will be looking to augment their professional qualifications with a micro-credential. A smaller group may be looking to take the certificate before committing to the larger demands of a master's program, given that all of the courses in the certificate can be applied to the M.SoTL program.

Audience: K–12 facilitators in evidence-based teaching improvement

K–12 leaders in facilitation roles who already have advanced degrees may not want or need a full master's program, but will find that the certificate offers useful skills and professional development, and an attractive credential to solidify and confirm their expertise. Teachers are regularly looking for professional development opportunities to improve their credentials, and the SoTL certificate will provide a skill set that would be broadly applicable in educational settings.

Audience: Educators seeking SoTL research skills

The certificate will be attractive to professors and instructors in higher education who are looking for a credential to support their work as scholars in teaching and learning. We have a growing number of Academic Programming positions on campus, as do universities across north America, which emphasize teaching in the assignments and RSAW programs of professors. We expect most faculty would not be interested in a full master's program, given they already hold advanced degrees in their disciplines, but a series of courses leading to a micro-credential might be a useful option. We are not anticipating current faculty to be a large demographic for programming, but rather an audience from which we will draw occasional participants.

There may also be considerable interest in SoTL certification from graduate students, lecturers, and postdoctoral fellows who are interested in adding SoTL expertise to their disciplinary qualifications.

Audience: Educators seeking a new career path

Lecturers, doctoral students, and sessional instructors in higher education, who hold advanced degrees in a discipline and emphasize teaching but do not have a clear path into the professoriate, could add certification that would qualify them to work in a service centre in higher education, providing SoTL support in teaching and learning centres. In addition, research centres such as the Social Sciences Research Laboratories would benefit from personnel who have SoTL research expertise.

Evidence supporting these projections:

We contracted the SSRL to survey the campus, post-secondary, and K–12 sectors for interest in the programming (see Appendix F for details and data), and aggregate data for those groups identify 102 individuals who expressed a level of interest in a formal certificate program (46 from on-campus; 56 from off-campus). The data are encouraging, and we suggest there is an even larger pool of interest, given the global reach of the programming, and the limited scope of our survey due to COVID 19 closures. No other university, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning. The U of S has the opportunity to be the first to offer such programming, which should draw global interest when we take the program online. However, we are suggesting modest enrolment estimates because we realize other institutions will not be far behind. Currently, several universities (e.g., UBC, Calgary, UofA, Dalhousie, Mount Royal, Toronto, York) offer micro-credentials in SoTL or in related teaching/learning areas, but they are confined to those institutions or even particular faculties, such as the health sciences. Our proposed certificate would be available to educators at all levels and in all disciplines.

We also discovered strong interest from leaders and educators in the K-12 systems, who are likewise looking for ways to use SoTL research strategies to lead evidence-based teaching initiatives. Teachers will also be attracted to a micro-credential 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 career path for those who leave the K-12 system. On January 31 and February 10 we met in videoconferences with 27 leaders from the K-12 system. We subsequently met with two senior advisors in the Ministry of Education and followed up with the former Executive Director of the Saskatchewan Teachers' Federation. We shared our plans for the School and its programming, and requested their advice and comments. There was strong enthusiasm and support for the plans, and they suggested the School is directly addressing a need to develop research expertise to support their evidence-based emphasis on the improvement of teaching and learning. They said there would be high levels of interest in graduate programming and professional development opportunities in the area. In addition to these meetings, we have been consulting with the Ministry of Education about particular needs in the North, and they have expressed strong interest in the initiative and the graduate programming.

We anticipate tertiary interest, although undefined, from educators across campus and across Canada who are looking for SoTL programming or who are looking for cross-disciplinary opportunities to improve their knowledge and research skills in this burgeoning area. We also expect that some educators in K–12 settings who are looking for opportunities to move into higher education will see this as an opportunity for a shift in careers. Every major university and most post-secondary institutions in Canada have a centre 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. The U of S has the opportunity to be the first to offer such programming, however, we are keeping our enrolment estimates from these groups modest, because we realize other institutions will not be far behind.

The Gwenna Moss Centre for Teaching and Learning has long offered GSR 989 “Introduction to Teaching in Higher Education” to graduate students and postdoctoral fellows who are interested in adding a teaching credential to their accomplishments, and “Transforming Teaching” has been offered annually for professors. These courses are regularly fully subscribed, and sometimes over-subscribed. This is clear evidence of an appetite for professional development in teaching and learning that accompanies career aspirations of these scholars in their disciplines. The post-secondary master's and certificate in leadership in post-secondary education, offered by the Department of Educational Administration, is also a program that attracts students from this sector who are interested in leadership and administration positions in post-secondary teaching and learning. Their emphasis is on administrative leadership, and the SoTL program's focus is on research, so the two are complementary; EADM's success in attracting graduate student interest suggests that the SoTL programs will also find an audience in that sector.

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

At this time there are no competing programs in Saskatchewan or Canada. Other universities offering certificates in SoTL and other topics in teaching/learning confine participation to the faculty and staff in their own institutions. This will be the first certificate program we know of that is offered nationally and internationally.

2. Admissions

a. What are the admissions requirements of this program?

Prospective students will have:

- successfully completed a four-year bachelor's degree or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e., 60 credit units)
- teaching experience or equivalent experience in a non-formal or training environment.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the program

The Certificate in SoTL program will prepare practitioners who are proficient in the scholarship of teaching and learning including:

- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods they can apply in their own educational settings, and adapting methods to their own disciplinary and contextual demands, with a particular focus on the student's context
- conducting SoTL research and sharing results through conventional and unconventional academic outlets

Students in this program will complete 12 credit units of coursework to add SoTL skills and knowledge to their current qualifications, repertoire of research skills and disciplinary knowledge. The program will provide a background in SoTL and an introduction to SoTL-specific approaches to scholarship. The program will culminate in experiential course in which the student carries out an articulated and approved SoTL study in their own teaching context, and publishes it in an approved venue.

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

By the completion of the program, students will be able to:

- articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.
- develop a coherent research problem statement and conduct a targeted literature review based on that statement.

- write meaningful research questions that can be answered through SoTL inquiry.
- design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.
- consider a variety of research methods and defend the selection of methods for specific studies.
- describe different types of SoTL research, such as evaluation research, design research, and action research.
- be familiar with a range of SoTL journals and other venues for reporting SoTL research.
- trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.
- consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.
- review adult learning theory and andragogy and its expression in SoTL inquiry.
- review adult learning pedagogies and their implications for SoTL inquiry.
- describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.
- consider change agency and its relationship to transformative learning through SoTL inquiry.
- explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.
- consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.
- articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
- articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
- describe differences between generic and disciplinary educational approaches and their implications for SoTL research.
- design a research study that inquires into a signature pedagogy or threshold concept.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

This program will be delivered entirely in a distributed format, and courses will be designed and developed with the support of the Distance Education Unit. Subject matter experts are being identified to guide the development of each of the five new courses. Each course will be designed in a way that attends to each key audience (K–12, post-secondary, higher-education) by providing examples and assignments tailored to their contexts. Attention will also be paid to encouraging meaningful interaction among students in the courses, with a goal of shaping strong and enduring learning communities. From discussions with partners and audiences, we realize the greatest value will be realized when the courses draw on the experiences of the students to inform decisions about the structure and delivery of the content and assignments in the courses, making them relevant and practical to their daily work as educators.

This program is informed by an authentic learning model, an approach grounded in active, experiential learning at every turn. It is based on a philosophy that in order to learn about doing research in the scholarship of teaching and learning, one must be a teacher who asks questions about his or her own teaching, and who practices using disciplined inquiry to find answers. As a result, every one of the SoTL courses requires research to be done, and assignments include projects that contribute directly to research that will be done as part of the thesis in the master's program, or as stand-alone research projects in the Certificate. As with other Master of Education programs, students will be required to make connections to their professional lives and to draw on their experiences and practices. Authentic learning is touted as a powerful learning approach, particularly in the context of problem-based learning (Savery, 2006). Research in SoTL appears to offer a strong fit between the tenets of authentic learning and the

practice of scholarship in teaching and learning. Five features of an authentic learning environment are described below.

Problem-based, situated learning

Problem-based learning (PBL) is an "instructional learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a problem" (Savery, 2006).

Authentic Assessment

An important component of problem-based learning is authentic assessment. Authentic assessment requires students to use and demonstrate the same kind of competencies or combinations of knowledge, skills, and attitudes that are applied in professional life (Gulikers, Bastiaens, & Kirschner, 2004). Students are "required to use prior knowledge, recent learning, and relevant skills to solve realistic complex problems" (DiMartino & Castaneda, 2007, p. 2).

Project Management

In our model of authentic learning in the scholarship of teaching and learning, the instructor acts as project manager—a guide to the process, project oversight, team motivation, and in this role the project manager criticizes the work of the researcher or research team, but does not directly create solutions to problems encountered by them.

Scaffolding

Students are introduced to the theoretical concepts through case studies and real world accounts of SoTL research. Later they are given the opportunity to develop their understanding and skills under the guidance of an instructor who provides structure to the process in the early stages of research projects. Prompts and questioning play an important role in student understanding of problems in an authentic learning process (Ge & Land, 2004).

Social Agency

The term social agency is being used more and more in education but it is not easily defined (North, 2008), and we do not intend to make dramatic use of it here; our concerns are more pragmatic than revolutionary. Appreciating the social implications of our work as SoTL researchers is, at its core, practical. We concern ourselves with exposing new researchers to the idea that their work has social consequences (Schwier, Campbell and Kenny, 2007).

We intend to offer the Certificate as a fully online or blended program, depending on the elective courses selected by students. All of the required courses will be online, and several of the elective courses are available in online formats. It will be possible for students to construct programs that are entirely online should they choose or require a fully online program. The Department of Curriculum Studies is a leader in distributed learning and instructional design with its highly successful and well-subscribed online program in educational technology and design. The research done in courses will allow students to build a portfolio of research, and ultimately, contribute to the multiple studies expected as part of the thesis in the M.SoTL program should students wish to transfer into that program.

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c. Provide an overview of the curriculum mapping.

<i>Courses</i>	<i>Competency/Knowledge</i>	<i>Outcomes</i>
<p>SOTL 801.3: Research Methods in the Scholarship of Teaching and Learning</p> <p>Elective courses in research methods</p>	<p>Appreciate the unique contributions and methods of SoTL research and practice</p>	<p>Articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.</p> <p>Develop a coherent research problem statement and conduct a targeted literature review based on that statement.</p> <p>Be familiar with a range of SoTL journals and other venues for reporting SoTL research.</p> <p>Describe different types of SoTL research, such as evaluation research, design research, and action research.</p> <p>Describe differences between generic and disciplinary educational approaches and their implications for SoTL research.</p>
<p>SOTL 802.3: Historical and Theoretical Foundations of the Scholarship of Teaching and Learning</p>	<p>Understand and apply theories of learning and pedagogy to research questions in SoTL</p> <p>Appreciate differences in disciplinary teaching/learning contexts for conducting SoTL research.</p>	<p>Trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.</p> <p>Consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.</p> <p>Review adult learning theory and andragogy and its expression in SoTL inquiry.</p> <p>Describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.</p> <p>Consider change agency and its relationship to transformative learning through SoTL inquiry.</p> <p>Explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.</p> <p>Consider the implications of institutionally</p>

		networked SoTL and the institutional impact of SoTL inquiry.
SOTL 803.3: Decoding Disciplinary Education	Apply research methods appropriate in disciplinary educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student's context	<p>Articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</p> <p>Articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</p> <p>Design a research study that inquires into a signature pedagogy or threshold concept.</p> <p>Discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.</p> <p>Describe approaches for using SoTL inquiry to transform learning.</p> <p>Mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.</p>
SOTL 804.3: Research Experience in the Scholarship of Teaching and Learning	Conduct SoTL research and share results through conventional and unconventional academic outlets	<p>Write meaningful research questions that can be answered through SoTL inquiry. Design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.</p> <p>Conduct, synthesize, and prepare a complete SoTL study for publication.</p>

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

As this is a program of study based on inquiry and research skills, it deliberately addresses analysis, critical thinking, and problem solving in every course. Students are challenged to articulate research questions and systematically address them by designing research studies or components of studies in every course. Problem solving begins with the identification of significant questions to address in the research, and critical analysis is required to make decisions that will ensure rigour and meaningful outcomes. This activity will occur several times over the course of the program, allowing for a scaffolded experience where depth is enhanced through repeated iterations of applying research protocols and analysing data, then applying what is learned to the next research study in sequence.

Every core course in the program will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to research studies. As

many students in this program will be teaching, students will have repeated opportunities to apply what they are learning in courses to research studies conducted in their own settings. This immediate application accompanied by the demands of research practice engage higher-level thinking and performance skills.

e. Explain the comprehensive breadth of the program.

The Certificate program (12 c.u.) will be highly focused on SoTL-specific topics and research, and will include three core and one elective course from the Master's program – all required for the Certificate. All courses are specified and there are no electives. The Certificate is intended to ladder into the Master's Degree in the Scholarship of Teaching and Learning such that all of the courses in the Certificate can be applied to the Master's program. Students will have the option of taking the Certificate as a stand-alone program leading to a micro-credential, or transfer into the M.SoTL program after the completion of the Certificate, or following completion of any of the courses in the Certificate.

The program of study is broad and comprehensive in the sense that it spans all disciplines and levels of education, but it is highly focused on the design and conduct of research in the specific teaching contexts of the students taking the program. Every student will be expected to apply their learning to their own settings, and challenges they face as educators.

The overall intention of the Certificate is to improve teaching and learning environments through evidence-based educational research conducted by educators in their own disciplines and teaching settings. If the program works as intended, over time we should see improved teaching practice, particularly but not exclusively in post-secondary settings.

f. Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

As described earlier, the proposed program aligns closely with several of the University's commitments in the Learning Charter to provide opportunities, ensure quality, strive for excellence in teaching, and enhance continuously. The curricular objectives for the courses that make up the field of program align with the University Learning Charter's five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course includes exploration, application, and synthesis through conducting research into teaching and learning. As a graduate-level program, the expectations are high and demanding for students.

Specifically, the program addresses the five learning goals in the following ways:

Discovery Goals (The Pursuit of Knowledges): Students will apply critical and creative thinking in their research – a fundamentally discovery-oriented expectation. They will conduct research in their own teaching/learning environments and discover specific ways to improve their own practice and their students' learning. Students will synthesize what they learn in the program and put it into practice by conducting research – not just learning about it. And they will share their perspectives with fellow students who are from diverse disciplines, thereby learning from each other about the approaches and traditions specific to other disciplines.

Knowledge Goals (The Pursuit of Truth and Understanding): This entire program is about discovering truth and developing a richer understanding, based on evidence, of how to improve teaching and learning. Each course includes an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows students to gain understanding of how SoTL research can influence change in teaching and learning. Students will develop a comprehensive knowledge of the field and link their learning with their professional lives.

Integrity Goals (The Pursuit of Integrity and Respect): Ethics, rigour, and intellectual integrity are fundamental to every course in SoTL, given that integrity is a core principle of research. Of course, every course syllabus also

addresses integrity, but it's important to point out that it is dealt with as a topic in every course and an important part of every research study conducted as part of the program of study.

Skills Goals (The Pursuit of Skills and Practices): SoTL research emphasizes research skills and their application. The entire program is applied and experiential, and students are challenged to define and conduct research studies, growing in skill and knowledge as they apply what they learn in their own teaching settings. There are other collateral skills too: communication skills through writing and publishing research results, and navigating, acquiring, and critically assessing scholarly literature to support their inquiry.

Citizenship Goals (Individual and Community Pursuits): One of the hallmarks of SoTL inquiry is its intentional goal of sharing results publicly, in professional communities, but also with the broader public. In this way, SoTL scholars become community leaders by sharing their knowledge broadly and with a focus on improving learning environments. SoTL also views students as partners in research, not as "subjects" of research, so they participate in every aspect of the inquiry, including sharing the results. Graduates of SoTL programming become champions of improving learning opportunities and promoting teaching excellence.

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

Students could potentially use the courses in this program as electives in other programs where permitted by those programs. Of course, the certificate is designed for full transferability into the master's program proposed separately, and students could transfer all four Certificate courses into the M.SoTL program.

Beyond that, the transferability to other programs is limited.

h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.

We will plan for evaluation to be on-going with regular reports to the Department of Curriculum Studies. As with all programs in the University, participating teaching faculty will be required to conduct student evaluations of their courses, and make appropriate adjustments based on student feedback.

After the first year of delivery and every five subsequent years, the master's program and the certificate program will undergo a formal internal evaluation conducted under the direction of the Management Board of the School. The Management Board was established as part of the governance structure of the School to provide operational leadership with respect to the planning and priorities of the School and advise the dean of the College on financial matters relating to the programming of the School. The membership of this Management Board includes 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.

An evaluation report will address, among other things:

- Application rates and acceptances
- Enrolment rates for each program and course
- Completion rates for each program
- Number of students starting with the certificate and then enrolling in the master's program
- Timeframe to completion for the certificate and the degree
- Student satisfaction with the programming
- Surveys of students who have completed the programming to learn about their professional experiences

Ultimately, we will assess whether the programs are well subscribed and market demand is constant or growing, and whether the programs are financially sustainable and contributing professionally.

We will also conduct exit surveys with all graduating students and follow up with a second survey two years after graduation to assess their satisfaction with the program, and continually recalibrate the program with their professional experiences.

- i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.**

Accreditation does not apply to this program.

4. Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?**

This program is unique to the College of Education, the University of Saskatchewan, and higher education institutions across Canada. There is no other School for the Scholarship of Teaching and Learning, and while other universities have service units that offer professional development and occasionally certificates, these are focused on supporting faculty in their teaching, not in preparing individuals who specialize in the scholarship of teaching and learning.

As a program housed within the College of Education, the proposed program will concern itself with research methods focused on conducting SoTL inquiry. Students in other programs may find SoTL research to be of interest, and they may consider including a SoTL course as an elective. SoTL courses would be open to them. This program does not lead into other programs offered at the University of Saskatchewan or elsewhere, although the master's degree would qualify recipients to apply for doctoral studies in most other education programs.

- b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.**

The groups and names of individuals consulted, correspondence, and letters of support are detailed and included in Appendix A. 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 offered to meet with each

department in the College of Education, and because campus was closed, we met with three in videoconference sessions, and one we consulted through correspondence. We have also consulted broadly across campus and in most every discipline and College, particularly with faculty identified as SoTL scholars.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.**

Not applicable

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

We have consulted with the Library (see Appendix D). The library has a considerable number of SoTL resources, including access to digital journals. In the course syllabi we have assembled significant collections of resources, most available online from our online subscriptions and other open sources. We do not anticipate any extraordinary resource requirements. Resources, examples, and approaches draw on the most current literature and research in the more general field of research methods as well as the scholarship of teaching and learning.

- e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)**

As this is an online program, the Distance Education Unit (DEU) will be involved in the design and development of courses. We have consulted with Cheri Spooner, Director of the DEU, and we will enter into an agreement with the DEU for instructional design support and services. Lisa Berg has been assigned to manage the project, and Jordan Epp will provide instructional design support. We are assigning a subject matter expert to each of the course development teams, and providing a course release where required, which is funded by the donation from the Grahams. Work on the course development will begin in September, 2020.

The School is also collaborating closely with the Gwenna Moss Centre for Teaching and Learning (GMCTL) to amplify the work they have done in SoTL and provide an academic home for the SoTL scholarship being led by the GMCTL. The GMCTL also has several outstanding SoTL scholars who have appropriate credentials and who are interested in teaching in the programs. We are interested in recognising their affiliation with the School formally through associate memberships or adjunct appointments. We are also negotiating a partnership agreement between the GMCTL and the School to allow those scholars to teach in the programs, an arrangement that requires renegotiation of their status if made part of their regular assignments. If that option is not available, or until it can be negotiated, interested individuals will be contracted to offer classes.

Additional consultations national, provincial, and local are detailed in Appendix A.

5. Budget

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).**

Given the proposed schedule of classes, core programming will require four new core courses and one seminar to be delivered annually. While we anticipate that these courses will be taught by four different instructors, Teaching one course in this program would constitute approximately 7-10% of an individual instructor's time, depending on their level of experience. These new courses will be shared between certificate students and MSoTL students, so the net effect should be an increase in enrolment in classes rather than increasing the number of sections taught. The upper limit for enrolment in online courses for this program is anticipated to be approximately 30 students (since masters and certificate students will be enrolled). Additional teaching personnel will be recruited as sessional lecturers as needed, or if needed, faculty within the department will be paid overload stipends.

These assignments will be negotiated by the Department Head in consultation with the Director of the School and the Graduate Coordinator of the Department of Curriculum Studies. Resourcing for new courses is provided through the College's resourcing model.

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

None. This is a new program, initially funded externally, that does not erode the capacity of the College of Education to offer its other programs. The intention is to add to the capacity of the College of Education without drawing heavily on existing resources. We should be able to cover the teaching without eliminating other courses or programs.

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

This program has minimal effect on assignments college-wide. The greatest potential demand is on the Department of Curriculum Studies, which is the academic home of the masters and certificate programs. Given the opportunity for using the new courses in other programs as electives and taking advantage of efficiencies in the undergraduate program, the Department Head has committed to covering, within the current faculty complement, at least two SoTL courses. In addition, the new Director of the School for SoTL will teach at least one class per year, and through an arrangement with the Gwenna Moss Centre for Teaching and Learning, they are committing their qualified personnel to teach in the School. We also have the capability of contracting experts from around Canada to teach.

In identifying qualified teaching personnel who will provide expertise and stability to the program over time, we anticipate having a need for instructors to cover five one-half course (OHC) equivalents in 2021–22, and a similar number in subsequent years. 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 hold an academic appointment in Curriculum Studies and will teach at least one course per year as part of the regular assignment to duties. The Associate Director will deliver professional development and depending on qualifications, courses contributing to a certificate.

Department of Curriculum Studies (ECUR): The Department will provide at least two half classes 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 half classes of teaching in the program in exchange for an Educational Developer position shared between SSoTL and the GMCTL. This commitment is subject to a memorandum of agreement currently being negotiated between the College of Education 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. We have received inquiries about teaching opportunities from SoTL academics in other institutions, given that this program is the only

one of its kind in Canada, so we would be able to draw on a larger group of sessional lecturers if necessary and desirable.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

The breakdown of the budget specific to the Certificate program is detailed in Appendix G.1, and here we outline the total estimates for the School, including both programs to provide context. This program is supported initially by funding received from Jane and Ron Graham, and after the program is established it will operate on tuition revenues. We also requested \$390,000 from the Provost in matching funds to support the renovations to our space in the College of Education over the next three years for the School, which was not provided in 2019–20, but we will revisit in the coming year. We have been working with Space Planning to develop the detailed drawings, and we have the opportunity to stage the development over three years, with the first year of full operation (2020–21) requiring only a small investment to occupy existing space for management and research activities. Because new SoTL programming will be online, we anticipate no impact on existing facilities.

Table 1. Projected revenues and expenses for the School for SoTL, 2019–2025.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	TOTAL
Operating Grant/Tuition	0	0	244,523	532,310	532,310	532,310	1,841,453
Other Revenue	250,000	250,000	250,000	250,000	0*	0	1,000,000
Salaries & Benefits	91,445	201,000	351,750	362,302	373,171	384,366	1,763,034
Non-Salary Expenses	0	10,000	0	0	0	0	10,000
Indirect costs	0		86,436	27,069	27,069	27,069	259,308
Surplus (Deficit)	158,555	39,000	47,667	392,939	132,070	120,875	891,106
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.

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.

- e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.***

Yes, we intend to offer this program in distributed formats: as a fully online experience, or as a hybrid experience for local students who can take advantage of conventional classes we offer. We have consulted with Cheri Spooner at the Distance Education Unit and have requested support from that unit for the design and development of the online courseware. Those services are available as part of the commitment of that cost centre to the operation of the University. We are grateful to be able to take advantage of their expertise. As part of that development we will assign a subject matter expert to each course, who will collaborate with the instructional designers in its development. Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified, either covered through usual assignment of duties in Curriculum Studies or through College of Education accounts. Costs associated with securing their releases and paying for replacement instructors will come from the Jane and Ron Graham School for SoTL, drawing on the donation we received from the Grahams for the startup of the School. We estimate those costs, at approximately \$8000 per course, to be between \$24,000 and \$40,000, depending on the availability of instructors to act as subject matter experts as part of their regular assignment to duties. One professor and one professor emeritus have agreed to act as subject matter experts as part of their assignments.

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

The program will deal with interdisciplinary topics and will invite the participation of SoTL scholars on campus, but it will not draw on the resources of other revenue centres to provide resources to support the program. Any external support will be negotiated and compensated from the revenues generated by the School for SoTL.

- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?***

In certificate programs, it is our understanding that students will not qualify for university scholarships. We expect that many of the students in this program will have access to professional support funds. Students opting to transfer to a thesis-based master's program in the department of educational administration may be eligible for devolved scholarship funding.

- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).***

A standard 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. The proposed tuition is consistent with other certificates offered on campus. We understand graduate tuition may change and we will adjust accordingly.

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

Total cost of resources needed to deliver the program:

- 5 courses (at per course average sessional stipend equivalent of \$8200) for one cohort = approximately \$41,000 (per annum in sessional/faculty offload costs). These costs will be shared with the M.SoTL program, essentially adding registrations to courses that are already provided as part of that program. If the demand for the program grows and additional sections of courses are required, the additional revenues will cover the costs of delivery.

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

Our target enrolment for the certificate is 10 new students annually, consistent with enrolment expectations of other graduate programs in the College of Education. We intend to reach it in the first offering of the program in 2021-22. This will put us in a revenue positive position in the 2022-23 fiscal year. Maximum enrolments are approximately 30 per class, given the increased demands of online delivery. When possible, we will look to cap the enrolments to 22 per section to provide for personalized learning environments, while maintaining a healthy revenue stream.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

The revenue generated from this program will be new revenue. We do not anticipate students migrating from other programs. A standard tuition rate \$2754 (\$688.50 per 3 credit unit, subject to change as tuition rates change) is proposed for the Certificate. and given an intake of 10 students per year, we anticipate tuition revenues of \$27,540 per year, beginning in the 2021-22 academic year

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

We believe the Certificate program (offered in conjunction with the MSoTL) will be sustainable at 8 students per course, but the reasons are more pedagogical (creating community) than financial. Financially, the certificate could operate the first two years with even fewer students, given that it is adding registrations to courses that are already being offered through the M.SoTL program. Other revenues are available to support the program in the first two years of offerings if needed, with \$250,000 per year committed to the School from the Jane and Ron Graham donation through the 2022–23 academic year, but our marketing survey indicates that the demand for the certificate may be much stronger than anticipated. We are also requesting an additional donation from Jane and Ron Graham of \$1,000,000, in line with the original plans discussed with them at the time of the original donation. Of course, these are not yet committed, but have been part of the expectations established at the time of the first donation, given the successful introduction of the School.

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

See Appendix G.1: Budget Requirements for New Programs and Major Revisions form for the Certificate program.

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

See Appendix G.1: Budget Requirements for New Programs and Major Revisions form for the Certificate program.

College Statement

Please see the attached letter from Dean Prytula in Appendix H.

Appendix A Consultations

As mentioned in the proposals, we have consulted widely about this initiative, including national, provincial, and local sources. We have also undertaken some initiatives to promote our new School for SoTL and by extension the programming we propose for it. Details of those consultations are provided in this appendix, with letters of support included in Appendix A.1.

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

Jacque 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 you 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 Consultations

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 November, 2019, December 2019, January 2020, February, 2020, March, 2020, April, 2020, May, 2020, June, 2020)
- Faculty and Staff SoTL Salons (information and discussion sessions): December 6, 2019; January 3, 2020, January 29, 2020; January 31, 2020
- Department of Educational Administration (May 5, 2020)

- Department of Curriculum Studies (April 24, 2020; May 22, 2020)
- Department of Educational Psychology and Special Education (by correspondence, May, 2020)
- Department of Educational Foundations (June 24, 2020)

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)

We put additional consultations in place in order to have faculty consultation on program development as programs were designed. In order to accomplish this, we organized an internal SoTL Programming Advisory Group, and invited participation from all of the departments and the Library. The group included 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, 2020. They advised on the development of graduate programming, and vetted proposals for new courses before they were considered. Following the closure of the university, we also met online with the Department of Educational Administration on May 5, 2020 and by correspondence with the Department of Educational Psychology and Special Education to discuss the programs. An online meeting with the Department of Educational Foundations is scheduled for June 24.

As the program is housed in the Department of Curriculum Studies, that group considered the M.SoTL and Certificate programs on April 24, 2020 and May 22, 2020. At the May 22 meeting, the department passed the following motions:

Motion 1: Morrison/Kalyn

That the Department of Curriculum Studies approves the academic proposal for the creation of the Master of the Scholarship of Teaching and Learning degree, and thereby:

approves the further creation of the course SoTL 801.3 – Research Methods in the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;

approves the further creation of the course SoTL 802.3 – Historical and Theoretical Foundations of the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;

approves the further creation of the course SoTL 803.3 – Decoding Disciplinary Education, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;

approves the further creation of the course SoTL 804.3 – Research Experience in the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;

approves the further creation of the course SoTL 990.0 – Research Seminar in the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description.

Motion 2: Morrison/Kalyn

That the Department of Curriculum Studies approves the academic proposal for the creation of the Certificate in the Scholarship of Teaching and Learning program

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 30, 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. As of this writing, we have scheduled six recording sessions and topics, and published the first five episodes - <http://sotl-uofs.libsyn.com/rss>:

1. SoTL and partnerships at the University of Saskatchewan, Nancy Turner, January 30, 2020
2. Reflections on successful SoTL research clusters at the University of Saskatchewan, Wendy James, February 25, 2020.
3. Threshold concepts on the edge & major initiatives in SoTL, Brad Wuetherick, Dalhousie University. March 23, 2020.
4. SoTL research and design case studies—SoTL at the lake, Jay Wilson, April 21, 2020
5. SoTL research as micro, meta, macro, and mega – a conversation with Nicola Simmons, Brock University (May 16, 2020)
6. SoTL in Canada with Melanie Hamilton, Chair of SoTL Canada (release date June 20, 2020)

Marketing Survey:

While not technically a consulting initiative, we conducted a survey to gauge interest in SoTL programming, and we sent it to campus personnel and to polytechnics, community colleges, and school divisions. These were designed with the support of the Social Sciences Research Laboratory, were sent in March, 2020. We mention them here because these surveys had the added benefit of informing these audiences about the initiative and inviting them to indicate their interest in our academic plans. We provide data and summaries of questions relevant to this proposal in Appendix F.

Appendix A.1

Letters of Support

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 include here the letters of support from:

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
Trevor 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
Vicki Squires, Head, Department of Educational Administration



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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
Sustainability**

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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



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College of Graduate
and Postdoctoral Studies
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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



UNIVERSITY OF SASKATCHEWAN
College of Dentistry
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November 14, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
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, MEd, 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, S7N 5A7



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College of Medicine
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Email: 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

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Email: jane.alcorn@usask.ca Web: 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.

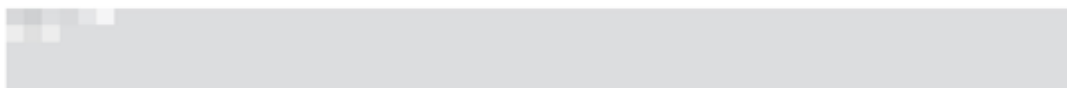
I am particularly pleased to read in your vision that such a School will seek to integrate both horizontally across the campus, and vertically with our cousins in K-12 education. Currently, our College depends upon the expertise of those who have been through recent rounds of educational reform in grade 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





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College of Kinesiology
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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



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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



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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



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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 black ink that reads "Lois Berry". The signature is written in a cursive, flowing style.

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

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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**

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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 black 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



Department of Curriculum Studies
28 Campus Drive, Rm 3020 Saskatoon SK S7N 0X1
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Dr. Richard Schwier, Associate Dean, College of Education

I am pleased to offer this letter of support for the College of Education's proposal to develop a School for the Scholarship of Teaching and Learning. The proposed initiative is ambitious and holds promise for increasing the capacity of the College and the University in research and in programming. SoTL, as an area of inquiry, is traditionally situated in higher education, and certainly, that is an essential aspect of the new School. But from the perspective of Curriculum Studies, we are particularly pleased to endorse the intention to broaden the School's mandate to include K-12 teaching and learning as part of the research support and academic programming.

The Department of Curriculum Studies is, by its nature, an interdisciplinary unit. We are skilled at bringing together a diverse range of academics in the pursuit of new knowledge and improved practice. Our faculty includes specialists in the sciences, math, humanities, arts, and social studies, among others, so we hope to benefit from the expanded associations the School will bring to our unit. We will be involved in the development of the new connections, and we aspire to play an essential role in the research and programming missions of the School. As a first concrete step, our department has already collaborated with the School to design a new course on SoTL inquiry and open learning practices. This course is an important new elective in the undergraduate program, and we intend to offer it for the first time in the upcoming academic year.

I am pleased with the opportunities the new School of SoTL will provide the Department of Curriculum Studies. Our University is well-situated for such a school, and the leadership shown in the process has sent a message to the broader community that together we have the potential to accomplish significant change. On behalf of my department, I wholeheartedly endorse the creation of the School and anticipate its positive influence on teaching and learning here and elsewhere.

Congratulations on the work you have done and all the best in the pursuit of your future goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Wilson", is written over a horizontal line.

Dr. Jay Wilson
Department Head, Curriculum Studies

cc: Department File



UNIVERSITY OF
SASKATCHEWAN

Department of Educational Administration

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Vicki Squires, PhD
Associate Professor and Graduate Chair
Acting Department Head
Department of Educational Administration
May 27, 2020

To Whom It May Concern.

It gives me great pleasure to write a letter of support for the proposed graduate program focused on the scholarship of teaching and learning. Dr. Rick Schwier has consulted with the department on the proposed program and, as a department, we are in favour of the creation and approval of this program. The proposed courses were met with approval from faculty members. Furthermore, several faculty members expressed interest in potentially being an instructor for several of the courses if the opportunity arose. We also see the potential of some of our approximately 300 graduate students being interested in taking an elective course from the program.

We have examined the proposed program and do not anticipate any impediments in implementing this program, nor do we anticipate any potential conflicts with our own graduate programs.

I am very supportive of the proposal for a Graduate Master's Degree program offered through the School for the Scholarship of Teaching and Learning. If you have any questions, or require further information, please contact me at vicki.squires@usask.ca

Sincerely,

Vicki Squires, PhD

Appendix B

Correspondence from Review Committees

We will include correspondence from PPC, CGPS, and APC here

Appendix C

Information Technology Requirements

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.

Sponsoring Unit: College of Education

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)³. 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.

- 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.

³ 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.

2.4 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

A handwritten signature in black ink, appearing to read 'Ra Schwier', with a horizontal line extending from the end.

Appendix D

Library Requirements

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?

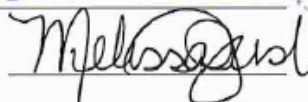
Initially, all programming will be residential, but we anticipate that in the long run we will want to take some or all of the programming online. At that time, we will revisit the need for distance education service from the library.

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.

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

Market Surveys and Data Summaries

Frequencies of Selected Survey Data⁴

For each of the following, please indicate your level of interest as an educator seeking to improve your credentials and seeing SoTL as a possible area of interest.

Level of interest	Masters-campus	Masters-off-campus	Certificate- on campus	Certificate off campus
2 – a little	9	5	12	10
3 – moderate	10	8	5	8
4 – interested	5	14	14	19
5 – very interested	2	13	15	19
Total	26	40	46	56

Level of interest	PhD-campus	PhD-off-campus	Informal- on campus	Informal- off campus
2– a little	7	5	10	4
3– moderate	3	9	8	12
4– interested	6	17	16	25
5– very interested	5	12	18	21
Total	21	43	52	62

If formal professional development opportunities were offered, which types of learning environment would be appropriate for your schedule?

Preferred Learning Environment	U of S Respondents	Off-Campus Respondents	Total
Face to Face	37	17	54
Distance Education	38	40	78
Block Programming	22	27	49
Mix of F2F & Online	42	37	79

If professional development opportunities in SoTL were offered, what time of year would be appropriate for you to participate in the programming?

Preferred Learning Environment	U of S Respondents	Off-Campus Respondents	Total
Fall	12	5	17
Winter	16	8	24
Spring	26	14	40
Summer	23	13	36

⁴ Note: Two surveys were administered by the Social Sciences Research Laboratory. The first was for on-campus personnel, and the second was for off-campus educators in K-12 or post-secondary settings. They shared items, but were tailored for the groups to gather additional information. We share selected, shared data here, but complete data are available on request.

SoTL Survey – Off Campus (K–12 & Post-Secondary)

Greetings!

At the University of Saskatchewan, we are creating a new School for the Scholarship of Teaching and Learning (SSoTL) and we are in the planning stages of new graduate programming the School will offer beginning in 2021-22. We want to gauge the interest in the kinds of programming we might develop.

Will you help us by taking a quick survey? We are NOT asking you to make a commitment of any kind, nor will we contact you in any way unless you ask us to follow up about something.

First, what is the Scholarship of Teaching and Learning?

It's about asking questions and finding answers:

"The scholarship of teaching and learning (SoTL) is an approach to...teaching that views classrooms (and other learning spaces) as sites for inquiry, innovation, and knowledge-building."

It's personal and about your own teaching:

"In SoTL, you, the educator, look closely and critically at your students' learning to improve your own courses and programs. You also go public with insights, experiences and results that colleagues can evaluate and build on."

It's interdisciplinary:

"By doing SoTL, you advance the profession of teaching by joining conversations in and across institutions and fields." *

-- Huber, Mary. "What is the Scholarship of Teaching and Learning with Mary Huber" Stanford Teaching Commons. <https://teachingcommons.stanford.edu/teaching-talk/what-scholarship-teaching-and-learning-mary-huber>

Many scholars think of SoTL as exclusive to post-secondary and higher education settings, but we think it has tremendous applications to other areas of education as well, including K-12 and corporate training settings. SoTL is about embedded professional learning, action research, and mostly importantly, the study of what makes learning more effective.

SoTL also positions you for new employment opportunities in K-12 schools and in post-secondary and higher education settings, for instance,

- As a teacher-leader, mentor to other teachers, or instructional coach
- As a professional developer (consultant, coordinator, superintendent) or as a faculty and staff developer
- As a trainer in corporate, government, or community organizations
- As someone leading institutional change
- As a researcher and consultant in educational practice

1. For the following options, please indicate your level of interest as an educator seeking to improve your credentials, and seeing SoTL as a possible area of interest.

	Not at all interested	A little interested	Moderately interested	Interested	Very interested
Informal professional development sessions					
Formal professional development (3 or 4 courses leading to a certificate of participation or achievement)					
Master's level program (8 courses and capstone project leading to a master's degree)					
Doctoral level program (6-8 courses and a dissertation leading to a doctoral degree)					

2. If the following options were offered at the University of Saskatchewan, how likely would you recommend these options to your colleagues and students?

	Very unlikely	Unlikely	Neutral	Likely	Very likely
Informal professional development sessions					
Formal professional development (3 or 4 courses leading to a certificate of participation or achievement)					
Master's level program (8 courses and capstone project leading to a master's degree)					
Doctoral level program (6-8 courses and a dissertation leading to a doctoral degree)					

3. If professional development opportunities were offered, what type of learning environment would be appropriate for your schedule?

- Face-to-face
- Distance education
- Block programming (for instance, a 1 to 2 week intensive course)
- A mix of face-to-face and online learning
- Other (please specify)

4. If professional development opportunities on SOTL were offered, what time of the year would be appropriate for you to participate in the programming?

- Fall (September to November)
- Winter (December to February)
- Spring (March to May)
- Summer (June to August)
- No preference

5. Which sector do you currently work in?

6. What is your professional title?

7. Would you be interested in receiving updates on the development of SOTL programs at the University of Saskatchewan?

- Yes
- No

8. If yes, please provide us with your name and email address:

Name: _____

Email address: _____

SoTL Survey – U of S Campus

Greetings!

At the University of Saskatchewan, we are creating a new School for the Scholarship of Teaching and Learning (SSoTL) and we are in the planning stages of new graduate programming the School will offer beginning in 2021-22. We want to gauge the interest in the kinds of programming we might develop.

Will you help us by taking a quick survey? We are NOT asking you to make a commitment of any kind, nor will we contact you in any way unless you ask us to follow up about something.

First, what is the Scholarship of Teaching and Learning?

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It's personal and about your own teaching:

"In SoTL, you, the educator, look closely and critically at your students' learning to improve your own courses and programs. You also go public with insights, experiences and results that colleagues can evaluate and build on."

It's interdisciplinary:

"By doing SoTL, you advance the profession of teaching by joining conversations in and across institutions and fields." *

-- Huber, Mary. "What is the Scholarship of Teaching and Learning with Mary Huber" Stanford Teaching Commons. <https://teachingcommons.stanford.edu/teaching-talk/what-scholarship-teaching-and-learning-mary-huber>

Many scholars think of SoTL as exclusive to post-secondary and higher education settings, but we think it has tremendous applications to other areas of education as well, including K-12 and corporate training settings. SoTL is about embedded professional learning, action research, and mostly importantly, the study of what makes learning more effective.

SoTL also positions you for new employment opportunities in K-12 schools and in post-secondary and higher education settings, for instance,

- As a teacher-leader, mentor to other teachers, or instructional coach
- As a professional developer (consultant, coordinator, superintendent) or as a faculty and staff developer
- As a trainer in corporate, government, or community organizations
- As someone leading institutional change
- As a researcher and consultant in educational practice

1. For the following options, please indicate your level of interest as an educator seeking to improve your credentials, and seeing SoTL as a possible area of interest.

	Not at all interested	A little interested	Moderately interested	Interested	Very interested
Informal professional development sessions					
Formal professional development (3 or 4 courses leading to a certificate of participation or achievement)					
Master's level program (8 courses and capstone project leading to a master's degree)					
Doctoral level program (6-8 courses and a dissertation leading to a doctoral degree)					

2. If the following options were offered at the University of Saskatchewan, how likely would you recommend these options to your colleagues and students?

	Very unlikely	Unlikely	Neutral	Likely	Very likely
Informal professional development sessions					
Formal professional development (3 or 4 courses leading to a certificate of participation or achievement)					
Master's level program (8 courses and capstone project leading to a master's degree)					
Doctoral level program (6-8 courses and a dissertation leading to a doctoral degree)					

3. If professional development opportunities were offered, which types of learning environment would be appropriate for your schedule?

- Face-to-face
- Distance education
- Block programming (for instance, a 1 to 2 week intensive course)
- A mix of face-to-face and online learning
- Other (please specify)

4. If professional development opportunities on SOTL were offered, what time of the year would be appropriate for you to participate in the programming?

- Fall (September to November)
- Winter (December to February)
- Spring (March to May)
- Summer (June to August)

- No preference

5. Have you conducted research on your own teaching and learning over the past 5 years?

- Yes
- No

If Q5 = Yes...

6. Have you, throughout the course of your career, encountered any barriers, challenges, or concerns that have stemmed from your involvement in research into teaching and learning?

(open-ended question)

7. What support(s), if any, could help you to conduct research on your own teaching and learning?

(open-ended question)

8. Would you be interested in leading professional development offerings for a new School for the Scholarship of Teaching and Learning (SSoTL) at the University of Saskatchewan?

- Yes
- No
- Undecided

9. Which campus department do you consider to be your home department?

10. Which school or college are you primarily affiliated with?

- Agriculture and Bioresources
- Arts and Science
- Dentistry
- Education
- Edwards School of Business
- Engineering
- School of Environment and Sustainability
- Kinesiology
- Law
- Library
- Medicine
- Nursing
- Pharmacy and Nutrition
- School of Rehabilitation Science
- School of Public Health
- Johnson-Shoyama Graduate School of Public Policy
- Veterinary Medicine
- Other, please specify

11. What is your current position?

- Staff
- Assistant Professor
- Associate Professor

- Full Professor
- Sessional
- Lecturer
- Faculty with administrative role
- Academic Programs faculty
- Other, please specify

12. Would you be interested in receiving updates on the development of SOTL programs at the University of Saskatchewan?

- Yes
- No


13. If yes, please provide us with you name and email address:

Name: _____

Email address: _____

Appendix G

Budget Requirements for New Programs and Major Revisions – M.SoTL

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

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

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

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

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

1. Proposal Identification

Full name of program: Masters of Scholarship of Teaching and Learning

Short form (degree abbreviation): M.SoTL Degree

Sponsoring Dept/College: College of Education

2. Full costing of resource requirements

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

a) Capital and Start-up Costs:

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

Initial capital and startup costs are required for renovation to existing office spaces for the school. In addition there will be, as phase two, a renovation to the student lounge in the Education building to accommodate flexible learning spaces for the school. The College plans to request up to \$800,000 in CFI funding to support the capital needs of the school.

Additional equipment, computer hardware, media and technology will not be required immediately, however it will be required in phase two.

There will be course development costs related to the school and the 7, 3 credit unit courses being developed. The costs associated with the development of courses is expected to be \$58,800.

The Education library contains most of the necessary resources or can provide access to necessary resources, the library has confirmed this.

Existing Information and Communications Technology (ICT) will be used for the online classes, via PAWS and the learning management system (LMS).

b) Permanent Operating Costs:

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

Administration of this program including support for the admission and application processes, academic advising will be provided by the existing SoTL staff in the College of Education. No additional staff will be required.

Delivery costs will be covered under Assignment to Duty in the Department of Curriculum Studies and the Gwenna Moss Centre for Teaching and Learning. Additionally, three sessionals per year will be required.

The sessional costs involved, using three per semester would be between \$24,000 and \$40,000.

The Library consultation form is provided with the proposal; no additional resources are required.

The Information Technology form is provided. ICT has confirmed that no changes to the system are required.

The Physical Resources form is not provided with the proposal. Discussions are currently underway with Space Planners to renovate and develop appropriate spaces for the school

3. Sources of funding

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

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

The sources of funding include a one million dollar donation from Jane and Ron Graham and the College of Education reserve funds.

A capital funding request of \$390,000 has been initiated.

The College of Education will plan to apply to create a Canada Research Chair valued at \$100,000 per year for five years.

The standard tuition rate of \$1,420 per term (\$4,260 per year) for the thesis program will generate tuition revenue to offset both direct and indirect costs of program.

A certificate program in the SoTL, running concurrently, will also generate tuition revenue of \$27,540 per year based on 10 new students per year.

4. Enrolment (tuition revenue)

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

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

a) Sponsoring college/department

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

Tuition will be charged at \$1,420 for each term. Enrolment is targeted at 22 students per year in each year and while this target will be achievable, the certificate, qualification, running concurrently, will afford the thesis qualification some flexibility.

Tuition revenue calculation done using the TABBS Strategic Analysis Tool is included to support this.

b) Other college/department:

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

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

This program is administered solely by the College of Education

5. Additional Comments

Please provide and additional comments to support the program budget.

The TABBS Scenario Analysis Tool was used to capture the financial impact of the program and is included.


22 students for the M.SoTL thesis is projected to have a positive impact of \$117,479 in year one, and a projected positive impact of \$321,700 in year two.

Date: June 15, 2020

Financial Analyst (assisting in form preparation
on behalf of the Financial Services Division): Connie Kocsis

Faculty member (for the sponsoring college/dept): Richard Schwier

Appendix G.1
Budget Requirements for New Programs and Major Revisions –
Certificate in SoTL

 <div style="display: inline-block; vertical-align: middle;">UNIVERSITY OF SASKATCHEWAN</div>	Budget Requirements for New Programs and Major Revisions
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This form is to be completed with the assistance of the Financial Analyst that is assigned to your College by the Financial Services Division. The Financial Analyst should be contacted early in the process and will assist you in completing a budget template that is appropriate for your proposal.

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

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

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

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

6. Proposal Identification

Full name of program: Certificate in the Scholarship of Teaching and Learning

Short form (degree abbreviation): Certificate in SoTL

Sponsoring Dept/College: College of Education

7. Full costing of resource requirements

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

c) Capital and Start-up Costs:

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

Initial capital and startup costs are required for renovation to existing office spaces for the school. In addition there will be, as phase 2 a renovation to the student lounge in the Education building to accommodate flexible learning spaces for the school. The College plans to request up to \$800,000 in CFI funding to support the capital needs of the school. Additional equipment, computer hardware, media and technology will not be required immediately, however it will be required in phase 2.

There will be course development costs related to the school with the 5, 3 credit unit courses being developed. The costs associated with the development of courses is expected to be \$42,000, which may be absorbed by either department and units involved as contribution in kind.

The Education library contains most of the necessary resources or can provide access to necessary resources, the library has confirmed this. Existing Information and Communications Technology (ICT) will be used for the online classes, via PAWS and the learning management system (LMS).

d) Permanent Operating Costs:

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

Administration of this program including support for the admission and application processes, academic advising will be provided by the existing SoTL staff in the College of Education. No additional staff will be required.

Delivery costs will be covered under Assignment to Duty in the Department of Curriculum Studies and the Gwenna Moss Centre for Teaching and Learning. Additionally, three sessionals per semester will be required.

The sessional costs involved, using three per semester would be between \$24,000 and \$40,000.

The Library consultation form is provided with the proposal with no additional resources required.

The information Technology form is provided. ICT has confirmed that no changes to the system are required.

The Physical Resources form is not provided with the proposal. Discussions are currently underway with Space Planners to renovate and develop appropriate spaces in phase 2.

8. Sources of funding

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

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

The sources of funding include a one million dollar donation from Jane and Ron Graham and the College of Education reserve funds.

A capital funding request of \$390,000 has been initiated.

The College of Education will plan to apply to create a Canada Research Chair valued at \$100,000 per year for five years.

The standard tuition rate of \$688.50 per three credit unit course (\$2,754 per year) for the certificate program will generate tuition revenue to contribute to both direct and indirect costs of program.

A thesis program in the SoTL, running concurrently, will also generate tuition revenue of \$93,720 per year based on 22 new students per year.

9. Enrolment (tuition revenue)

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

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

c) Sponsoring college/departments

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

Tuition will be charged at \$688.50 for the 3 credit unit class. Enrolment is targeted at 10 students per year in each year and while this target will be achievable, the online nature of the program will increase demand due to its flexibility.

Tuition revenue calculation done using the TABBS Strategic Analysis Tool is included to support this.

d) Other college/departments:

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

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

This program is administered solely by the College of Education.

10. Additional Comments

Please provide any additional comments to support the program budget.

The TABBS Scenario Analysis Tool was used to capture the financial impact of the program and is included.

10 students for the M.SoTL certificate is projected to have a positive impact of /;/ in year one.

Date: June 15, 2020

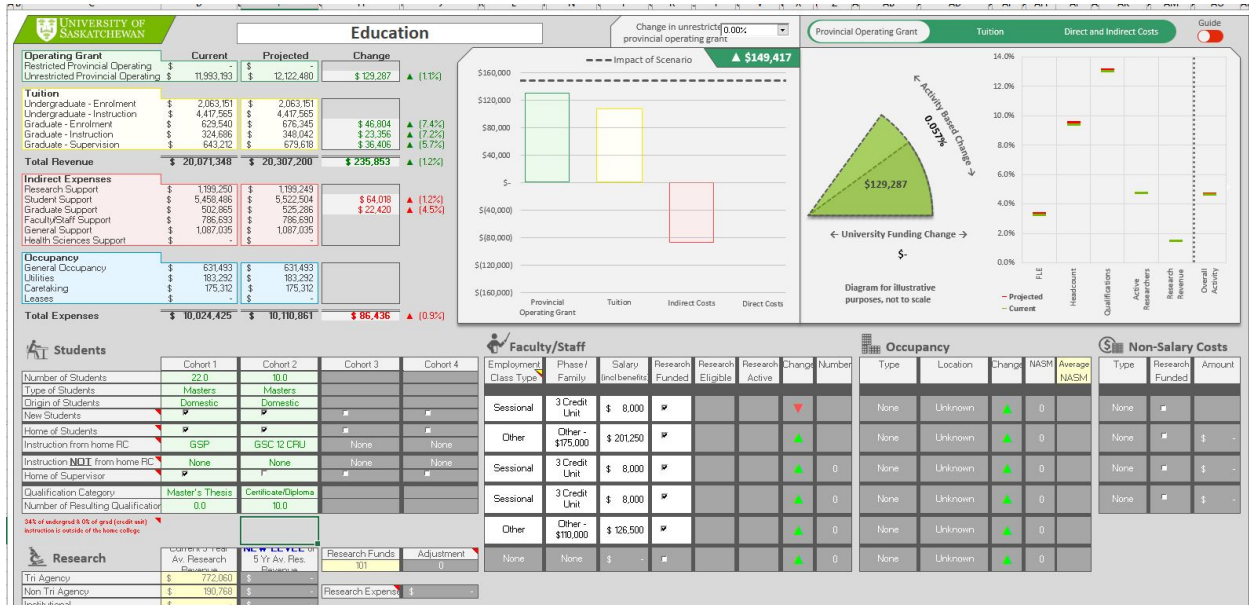
Financial Analyst (assisting in form preparation
on behalf of the Financial Services Division): Connie Kocsis

Faculty member (for the sponsoring college/dept): Richard Schwier

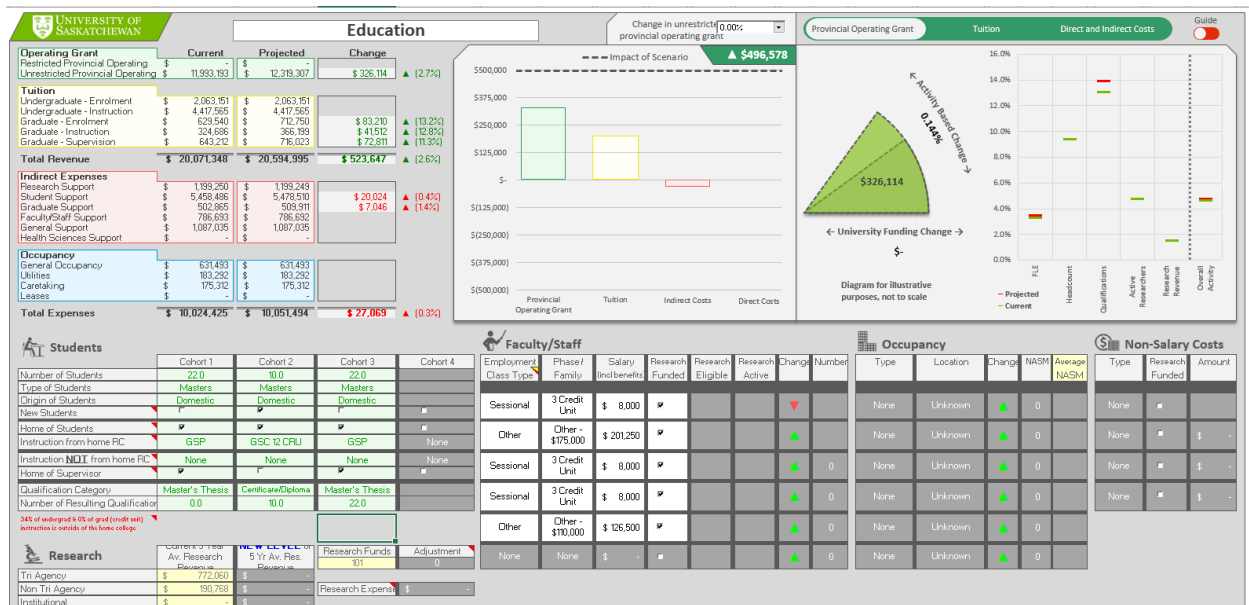
Appendix G.2

Detailed Budget Scenarios for the M.SoTL and Certificate in SoTL in Years One and Two

SoTL year one – thesis and certificate



SoTL year two – thesis and certificate



Appendix H

College Statement



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION



Dean

28 Campus Drive Saskatoon SK S7N 0X1 Canada

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

June 18, 2020

To Whom It May Concern:

Please accept this as a statement of support from the College of Education for the Scholarship of Teaching and Learning (SoTL) school and programming. This letter contains a recommendation from the College regarding the programming, as well as a description of the many processes used to arrive at that recommendation. Also described are some of the issues raised throughout the consultations and how these issues were resolved.

As Dean of the College of Education, I fully support the SoTL initiative and programming. This work is central to the College of Education strategic plan, the University of Saskatchewan priorities for intensifying research and interdisciplinarity, and key to continuing the College's work in connecting with community.

In developing this programming and proposal, extensive national and local consultations have taken place with College of Education faculty and staff, Deans and Directors across campus, SoTL leaders and scholars across campus, as well as locally, nationally, and internationally, other educational institutions, and leaders in the Pre-K-12 sector. Details of all of these consultations are included in the appendices, and are summarized below.

The SoTL initiative was discussed extensively throughout the development of the College of Education strategic plan. As strategic plans were developed in consultations with other colleges and units, the SoTL initiative has been discussed and shaped through the endorsement of leaders in other units. As a result, this initiative is well-supported by Deans and Directors campus-wide, who see their faculty as contributing to and benefitting from the activities of School for SoTL. As mentioned above, these letters are included in the appendices.

Along with the letters of support from Deans and Directors, we have received letters of support from departments and 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. In addition to consultations throughout the strategic planning process, and prior to the announcement of the Jane and Ron Graham donation and official announcement of the project in October 2019, two additional consultation sessions were held with faculty in the College of Education to review the format and resourcing of the initiative. We have reported progress of the initiative at monthly Faculty Council meetings, hosted four School for SoTL-specific information and discussion sessions for all faculty and staff of the College of Education, met with departments, and held numerous focused discussions with individual faculty members as well as consulted with Indigenous faculty members in the College of Education and across campus.

Over the course of developing the proposal for the new School for SoTL and now the programming, faculty understandably raised questions ranging from funding to how supporting SoTL will affect departments, as well as possibilities of overlap and the development of potential competition for graduate students. We have addressed these concerns as they have arisen, either in meetings or in correspondence, and we are satisfied that we have accommodated concerns or justified positions proposed. As with any significant initiative, continual questions will arise and continual communication is required. In addition, we have attended deliberately to concerns by providing regular reports to Faculty Council, inviting questions, inviting faculty to information sessions, requesting invitations to department meetings, and establishing a representative advisory committee as the programs were

College of Education – University of Saskatchewan

developed. The Faculty Council approved the establishment of the School for SoTL in January, 2020, and the Department of Curriculum Studies approved the proposed programming in May, 2020.

Additional details of cross-campus consultations are itemized in the appendices. Because of the campus-wide potential of SoTL, consultations took place with leaders, faculty, and staff who might interface directly with a School for SoTL. 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.

We also consulted with SoTL Scholars across the U of S 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 and identified which services provided by the school would be significant, and the level of interest in involvement in the school and programming.

We also saw it as important to identify SoTL leaders across Canada and request their advice. These 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.

Consultations were also held with Pre-K-12 leaders through 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, these leaders were interested in leadership and facilitation for professionals who are leading change in schools and school systems.

Along with consulting nationally, provincially, and locally, we have also undertaken promotional initiatives for the new School for SoTL and by extension the programming being proposed for it. We have taken advantage of social media opportunities, and producing a podcast, which is ongoing. Details are in the appendices.

Lastly, in our efforts to gather as much information as possible, we conducted a marketing survey of campus personnel, polytechnics, community colleges, and school divisions through the Social Sciences Research Laboratory. Results are encouraging and direct us to continue the work. The outcomes are in the appendices.

In summary, as a result of the importance of this initiative, as well as the outcomes from the consultations, as Dean of the College of Education, I fully support the SoTL initiative and programming and support its programming and resourcing. Please feel free to contact me if you would like further information.

Sincerely,



Dean Michelle Prytula

College of Education

Appendix I
Program of Study Outlines, GSR400 Forms, and Syllabi

Program of Study Outline

Master of the Scholarship of Teaching and Learning

Purpose(s) of the M.SoTL:

Prepare specialists in the scholarship of teaching and learning who:

- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student's context
- conduct SoTL research and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research.
- lead and facilitate research into teaching and learning diverse contexts and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

Overview of the program:

Students define a multi-study research program in their SoTL 990 Research Seminar, and then use research classes to prepare to prepare three studies or essential components of studies. Two or three studies will be conducted during the program. A thesis experience requires students to carry out a research project and synthesize their studies into a single, well-articulated document, share it publicly, and use feedback to prepare it for publication.

Required courses (12 c.u.):

SoTL 990.0 – Research Seminar in SoTL

Calendar description: This is a non-credit research seminar that will acquaint students with the process of building a research program that will span their entire program of study, including a proposal for 3–4 linked research studies in SoTL, and a draft research ethics application. The approval of the program of study will serve as the standard for successful completion.

GPS 960.0 - Introduction to Ethics and Integrity (completed as part of SoTL 990.0)

Calendar description: This is a required course for all first-year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

GPS 961.0 – Ethics and Integrity in Human Research (completed as part of SoTL 990.0)

Calendar description: Introduces students to the ethics of research with human subjects. Students will complete the Tri-Council Policy Statement: Ethics Conduct for Research Involving Humans

(TCPS) Tutorial and become familiar with the human ethics processes at the University of Saskatchewan.

ERES 800.3 Research Methods Introductory

Calendar description: Introduction to research methods, with special reference to research in Education. The basic principles of research, both quantitative and qualitative, are discussed. Skills necessary for the production of research proposals are developed, e.g. techniques for surveying the research literature, and the collection and analysis of data.

SoTL 801.3 – Research Methods in SoTL

Calendar description: This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done. Specifically, it will consider how to inquire into your own teaching practice in your own setting.

SoTL 802.3 – Historical and Theoretical Foundations of SoTL

Calendar description: This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry, and considers the institutional impact of SoTL.

SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)

Calendar description: This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

Restricted electives suite (9 c.u. required from this selection):

Three courses selected from this group to complement the program of research, with the intention of conducting a SoTL research project from the student's research program – an outcome of each course is a completed proposal for a study to be completed as part of the student's program.

ECUR 805.3. Trends and Issues in the Scholarship of Teaching and Learning

Calendar description: SoTL within a discipline—readings and conduct one study drawn from approved research program—outcome is a completed study and a draft paper that includes an analysis and critique of teaching in a defined discipline.

ECUR 809.3 Models and Methods for Evaluation of Educational Programs

Calendar description: Examines current models for the evaluation of educational programs. The emphasis is on exploring the range of options which is available to the program evaluator and on developing an awareness of the strengths and limitations of the models. Problems in carrying out educational evaluations are also studied: examples of such problems are the utilization of evaluation results and the ethics of evaluation.

EADM 816.3 Instructional Leadership for the Enhancement of Teaching

Calendar description: This course focuses on the formal and informal organization of the school. The leadership styles of principals and vice-principals, as they affect curriculum development, implementation and evaluation, will be studied. Emphasis will be placed on organizational development strategies.

EADM 839.3 Teaching and Learning in Post-Secondary Education

Calendar description: This course will investigate adults as learners in post-secondary educational institutions and discuss best methods to promote students' academic success. The scholarship of teaching and learning will be explored, including theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles. This exploration will involve a discussion of culturally responsive, Indigenous, and decolonizing pedagogies, and the unique needs of Aboriginal students. Topics also include examining and critically analyzing teaching approaches, key components of course development based on best practice, student assessment and learning outcomes, academic integrity, and the use of technology for teaching and learning at post-secondary institutions, both in classroom and in online delivery formats.

EFDT 845.3 Cross-cultural Research Methodology

Calendar description: A methodology course dealing with the adaptation of various research approaches to the study of variables across cultures. Students are expected to become involved in the design and conduct of a cross-cultural research study.

ERES 810.3 Indigenous Research Epistemology and Methods

Calendar description: Trends within Indigenous research as it applies to educational research will be studied in detail. Epistemological foundations, ethical considerations, and methods within Indigenous research frameworks will be explored. Throughout this course we will be referencing a variety of writings by Indigenous scholars who offer insight into Indigenous ways of knowing, provide a commentary on how this worldview shapes life choices. Through these readings, literature from non-Indigenous research scholars, and course assignments, the goal is to examine the constructs of an Indigenous epistemological framework for educational research and to offer an introductory primer on key characteristics of qualitative research to design from an Indigenous perspective. This course will provide students with an opportunity to explore the connection between their worldview, their research curiosity and research design.

ERES 820.3 Action Research in Education

Calendar description: The purpose of this course is to apply the theory & knowledge of effective teacher professional development through instructional leadership practice. Participants will engage in instructional, transformational, and distributed leadership theory, and apply this knowledge through meaningful contextual action research in schools. The course is also suitable and adaptable for students who wish to engage in professional development and data driven leadership using educational approaches and action research in other environments. The learning objectives include deepening your understanding of the theories of collaboration, professional learning, inquiry, professional development, and data-driven leadership; engaging in an action research project using the cycle of inquiry/action research framework; developing an appreciation for the larger community & political educational environment; and developing skills & awareness of the writing requirements at the graduate level.

ERES 840.3 Statistical Research Methods

Calendar description: Selected parametric and non-parametric inferential tests. Analysis of variance, one-way and factorial designs, planned and post-hoc comparisons. Computer applications of these techniques with real and/or artificial educational and social science data will be an essential component.

ERES 841.3 Advanced Statistical Research Methods

Calendar description: Selected experimental and quasi-experimental designs relevant for research in education and behavioral sciences. Multiple and step-wise regression. Introduction to selected multivariate techniques. The use of the various techniques in actual and simulated data in education and behavioral sciences will be an essential component.

ECUR 844.3 Narrative Inquiry

Calendar description: Explores narrative inquiry as a qualitative methodology for understanding experience in diverse research settings. Students will develop an understanding of narrative inquiry

as both a method and phenomenon for generating field texts and research texts. Attention to ethics will be an integral aspect of the course.

ERES 845.3 Qualitative Research Methods

Calendar description: Offers the opportunity to learn and practice inquiry processes for conducting qualitative research. Within selected theoretical frameworks, the following techniques will be studied: framing the study, participant observation, interviewing, analytic induction and constant comparison, reporting.

SoTL 804.3 – Research Experience in SoTL

Calendar description: The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student's own classroom or organization. The study will include a research proposal and an ethics application for the study approved by the instructor and any required external groups. The successful publication of the study in an approved refereed venue will serve as the standard for successful completion.

Thesis Research (9 c.u.):

SoTL 994 – Thesis SoTL Research Report

We want to be innovative with the program and open avenues for reporting research, but in every case the student will have a supervisor, committee, and defence. The student will synthesize the studies prepared during the program or a series of studies conducted after completing coursework; if required, the student will conduct one final study to combine and replicate the previous studies to confirm or challenge results; revisit literature; rationalize and revise the papers; write; submit; publish. In addition to a defence, there will be a public presentation of results and publication online.

Program of Study Outline

Certificate in the Scholarship of Teaching and Learning

Purpose(s) of the Certificate:

Develop professional proficiency in conducting inquiry in the scholarship of teaching and learning, including:

- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods educators can apply in their own educational settings, and adapting methods to disciplinary and contextual demands, with a particular focus on the student's context
- conducting SoTL research and sharing results through conventional and unconventional academic outlets

Overview of the program:

Students in this program will complete 12 credit units of coursework to add SoTL skills and knowledge to their current qualifications, repertoire of research skills and disciplinary knowledge. The program will provide a background in SoTL and an introduction to SoTL-specific approaches to scholarship. The program will culminate in a field-experience in which the student carries out an articulated and approved study in SoTL, and publishes it in an approved venue.

Required courses (12 c.u.):

SoTL 801.3 – Research Methods in SoTL

Calendar description: This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done. Specifically, it will consider how to inquire into your own teaching practice in your own setting.

SoTL 802.3 – Historical and Theoretical Foundations of SoTL

Calendar description: This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry, and considers the institutional impact of SoTL.

SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)

Calendar description: This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

SoTL 804.3 – Research Experience in SoTL

Calendar description: The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student's own classroom or organization. The study will include a research proposal and an ethics application for the study approved by the instructor and any required external groups. The successful publication of the study in an approved refereed venue will serve as the standard for successful completion.

Note:

Because the accomplishment of this credential is intended to signify proficiency, it is designed to augment academic credentials already held by participants, typically to enhance their own scholarship. Three of the courses (SoTL 801.2, 802.3, 803.3), if successfully completed, may be applied toward an M.SoTL program of study, should the student choose to apply for that program. Similarly, SoTL 804.3 may be used as one of the three electives required in the M.SoTL program.

Documentation for New Courses

The following courses are new, and make up the new components of the M.SoTL and the Certificate. We have included the gsr400 forms and proposed syllabi for them. They include:

- SoTL 801.3 – Research Methods in the Scholarship of Teaching and Learning
- SoTL 802.3 – Historical and Theoretical Foundations of the Scholarship of Teaching and Learning
- SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)
- SoTL 804.3 – Research Experience in the Scholarship of Teaching and Learning
- SoTL 990 – Research Seminar in the Scholarship of Teaching and Learning
- SoTL 994. – Research (thesis)

It is important to note that the SoTL course prefix and course numbers will be assigned by the Registrar after consulting with us. We include them here for clarity, but acknowledge the prefix and numbers may change.

Course Information

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

College College of Education	Department/Unit School for the Scholarship of Teaching and Learning, Department of Curriculum Studies
Authorizing Unit Head Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number SOTL 801.3		Course Title Research Methods in the Scholarship of Teaching and Learning			
Total Course Hours 39	Lecture	Seminar 39	Lab	Tutorial	Other
Weekly Course Hours 3	Lecture	Seminar 3	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input type="radio"/> Term 1 or 2 <input checked="" type="radio"/> Term 1 and 2		Course is to be offered <input checked="" type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other			
Prerequisite(s) or restriction(s) Admission to the M.SoTL program.				If there are prerequisites, who can waive them: Department X Instructor	
Catalogue Description (not more than 50 words) This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning (SoTL). Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which SoTL research is done.					
Tuition code and any additional class fees:		Number of credit units:		Can this course be repeated for credit? <input checked="" type="radio"/> Yes <input type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

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

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

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. This is a research course that will require students to apply course content to their research program and conduct a study in their own teaching context. The study will include a proposal, ethics approval, and a research report that demonstrates competency in the content of the course.	

Rationale

What is the rationale for introducing this course

This course is part of a new certificate program and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

☐ Yes ☒ No

If yes, please list:

This course will be available exclusively to students in the SoTL program or M.SoTL program.

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

☐ Yes ☒ No

If yes, please attach correspondence **The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education**

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

☐ Yes ☒ No

If yes, please list:

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

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

☒ Yes ☐ No

If yes, please list:

All students in the SoTL Certificate program or the M.SoTL program will be required to take this course.

Enrolment

Expected Enrolment

22 per year

From which colleges/programs:

College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):

Director, School for the Scholarship of Teaching and Learning

Several individuals on campus are qualified to teach this course, and the assignment will be made by the Department Head, Curriculum Studies, in consultation with the Director, School for the Scholarship of Teaching and Learning

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies, and demonstrate expertise in SoTL scholarship.

Notable SoTL scholars include Dr. Geraldine Balzer, Dr. Bev Brenna, Dr. Brenda Kalyk, Dr. Jay Wilson.

Dr. Nancy Turner, Director of Teaching and Learning Enhancement, University of Saskatchewan (SoTL leader and scholar)

Dr. Wendy James, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)

Dr. Susan Bens, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)

Dr. Stryker Calvez, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (Indigenous education scholar)

Dr. Rose Roberts, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (Indigenous education scholar)

Faculty from other departments and disciplines who are SoTL scholars, and who have the expertise and appointments in the College of Graduate and Postdoctoral Studies. (these assignments would require the interest of the faculty member in teaching this course, and the permission of the Department Head and Dean of their home unit)

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

This course is part of a new certificate and master's program to be offered by the School for SoTL and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we can also draw on adjunct appointments and associate members of the School for teaching. We will contract SoTL scholars with appropriate credentials who have appointments in the GMCTL and elsewhere when available.

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

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

Declaration

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

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

Authorizing College Dean/Head	Signature	College Approval Date
Michelle Prytula, Dean, College of Education		

COURSE SYLLABUS

COURSE TITLE: Research Methods in the Scholarship of Teaching and Learning

COURSE CODE: SOTL 801

COURSE CREDITS: 3

Course Description

This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

By the completion of this course, students will be expected to:

1. Articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.
2. Develop a coherent research problem statement and conduct a targeted literature review based on that statement.
3. Write meaningful research questions that can be answered through SoTL inquiry.
4. Design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.
5. Consider a variety of research methods and defend the selection of methods for specific studies.
6. Describe different types of SoTL research, such as evaluation research, design research, and action research.
7. Be familiar with a range of SoTL journals and other venues for reporting SoTL research.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Introduction to SoTL Research SoTL journals and public outlets for research	Chick, N.L. (2018). <i>SoTL in action: Illuminating critical moments of practice</i> . Sterling, VA: Stylus. (Foreword; Introduction; ch 13, ch. 14) Poole, G. (2013). Square one: What is research? In K. McKinney (Ed.), <i>The scholarship of teaching and learning in and across the disciplines</i> . Bloomington, IN: Indiana University Press. 135-151. Review list of journals in supplementary materials below.	
2	Ethical processes and responsibilities in SoTL Ethical issues particular to SoTL research contexts	Fedoruk, L. (2019). <i>Ethics in the scholarship of teaching and learning</i> . Taylor Institute guide series #5. Calgary, AB: Taylor Institute, University of Calgary. Retrieved from https://taylorinstitute.ucalgary.ca/research/sources/ethics-scholarship-teaching-	

		<p>and-learning</p> <p>MacLean, M., & Poole, G. (2010). An introduction to ethical considerations for novices to research in teaching and in Canada. <i>Canadian Journal for the Scholarship of Teaching and Learning</i>, 1(2), 1-10. doi: http://dx.doi.org/10.5206/cjsotl-rcacea.2010.2.7 Available at http://ir.lib.uwo.ca/cjsotl_rcacea/vol1/iss2/7</p> <p>Schnurr, M. A., & Taylor, A. (2019). Bridging the Gap between the Research Ethics Board and the Scholarship of Teaching and Learning. <i>The Canadian Journal for the Scholarship of Teaching and Learning</i>, 10(1). https://doi.org/10.5206/cjsotl-rcacea.2019.1.8003</p> <p>Hutchings, P. (2002). <i>Ethics of inquiry: Issues in the scholarship of teaching and learning</i>. Menlo Park: CA. Carnegie Publications. The Carnegie Foundation for the Advancement of Teaching.</p> <p>Hutchings, P. (2003). Competing goods: Ethical issues in the scholarship of teaching and learning. <i>Change: The Magazine of Higher Learning</i>, 35(5), 26-33. http://dx.doi.org/10.1080/00091380309604116</p> <p>Mount Royal University Research Ethics Board. (2012). <i>Ethical considerations for dual-role research: Conducting research with students in your classroom</i>. Retrieved from: http://www.mtroyal.ca/cs/groups/public/documents/pdf/dualroleresearchers.pdf</p>	
3	Asking meaningful questions in SoTL: intuition, anecdote, observation	Chick, N.L. (2018). <i>SoTL in action: Illuminating critical moments of practice</i> . Sterling, VA: Stylus. (ch 1 & 2)	
4	Designing for research alignment among	Chick, N.L. (2018). <i>SoTL in action: Illuminating critical moments of</i>	

	purposes and methods	<p><i>practice</i>. Sterling, VA: Stylus. (ch 6)</p> <p>Hubball, H., & Clarke, A. (2010). Diverse methodological approaches and considerations for SoTL in higher education. <i>Canadian Journal for the Scholarship of Teaching and Learning</i>, 1(1), 2. http://dx.doi.org/10.5206/cjsotl-rcacea.2010.1.2</p>	
5	Survey and questionnaire design and SoTL research	Chick, N.L. (2018). <i>SoTL in action: Illuminating critical moments of practice</i> . Sterling, VA: Stylus. (ch 8)	
6	Interview strategies and methods in SoTL research	<p>Chick, N.L. (2018). <i>SoTL in action: Illuminating critical moments of practice</i>. Sterling, VA: Stylus. (ch 10)</p> <p>Webb, A. (2015). Research interviews in the scholarship of teaching and learning. <i>Transformative Dialogues: Teaching & Learning Journal</i>, 8(1), 1-8.</p> <p>Yeo, M., Manarin, K., & Miller-Young, J. (2018). Phenomenology of surprise: Transformed “seeing” in a SoTL scholars’ program. <i>Teaching & Learning Inquiry</i>, 6(2). http://dx.doi.org/10.20343/teachlearninqu.6.2.3</p>	
7	Focus group strategies and methods in SoTL research	<p>Dube, B., & Roberts-Lombard, M. (2013). A guiding framework for conducting focus group research. <i>10</i>, 384-404.</p> <p>Anastasia Aldelina Lijadi, & Gertina Johanna van Schalkwyk. (2015). Online Facebook Focus Group Research of Hard-to-Reach Participants. <i>International Journal of Qualitative Methods</i>, 14(5), <i>International Journal of Qualitative Methods</i>, 01 December 2015, Vol.14.</p>	
8	Students as partners in SoTL research	Bonney, K. (2018). Students as Partners in the Scholarship of Teaching and Learning. <i>International Journal for the Scholarship of Teaching and</i>	

		<p><i>Learning</i>, 12(2), 5.</p> <p>Connecting students and staff for teaching and learning enquiry: The McMaster Student Partners Programme. (2017). In <i>Developing the Higher Education Curriculum: Research-Based Education in Practice</i> (p. 203). London: UCL Press.</p> <p>Reitmaier Koehler, A., Reveling Smith, L., Davies, S., & Mangan-Danckwart, D. (2015). Partners in Research: Developing a Model for Undergraduate Faculty-Student Collaboration. <i>International Journal of Nursing Education Scholarship</i>, 12(1), 131-142.</p>	
9	Evaluation research and SoTL	<p>Leathwood, C., & Phillips, D. (2000). Developing curriculum evaluation research in higher education: Process, politics and practicalities. <i>Higher Education</i>, 40(3), 313-330.</p>	
10	Design research and SoTL	<p>Silvia Pizzocaro. (2018). Theory as habitus for scholarly design research. <i>Artifact</i>, 5(2), 1.1-1.16.</p> <p>Boling, E. (2010). The need for design cases: Disseminating design knowledge. <i>International Journal of Designs for Learning</i>, 1(1). https://doi.org/10.14434/ijdl.v1i1.919</p> <p>Smith, K. (2010). Producing the rigorous design case. <i>International Journal of Designs for Learning</i>, 1(1). https://doi.org/10.14434/ijdl.v1i1.917</p> <p>Howard, C. (2011). Writing and rewriting the instructional design case: A view from two sides. <i>International Journal of Designs for Learning</i>, 2(1). https://doi.org/10.14434/ijdl.v2i1.1104</p>	
11	Mixed design methods in SoTL studies	<p>Leavy, P. (2017). <i>Research design : Quantitative, qualitative, mixed methods, arts-based, and community-</i></p>	

		<p>based participatory research approaches. The Guilford Press. Retrieved from http://web.a.ebscohost.com/ehost/ebookviewer/ebook/bmxlYmtfXzE0OTczOTVfX0FO0?sid=cfaae299-9059-4027-a1f8-226ca553b078@sessionmgr4006&vid=0&format=EB&rid=1 (chapter 6)</p>	
12	Supercomplexity and education research	<p>Barnett, R. (2020). Supercomplexity and education research: Six scholarships. In L. Ling & P. Ling (eds.) <i>Emerging methods and paradigms of scholarship and education research</i> (pp. 231–243). Hershey, PA: IGI Global.</p> <p>Selkrig, M., & Keany, R.K. (2020). Becoming entangled in sotl and research through supercomplexity: Looking back, forward, in, out...and shaking it about! In L. Ling & P. Ling (eds.) <i>Emerging methods and paradigms of scholarship and education research</i> (pp. 244–262). Hershey, PA: IGI Global.</p> <p>Krause, K.L. (2020). Scholarship and supercomplexity: Policy implications. In L. Ling & P. Ling (eds.) <i>Emerging methods and paradigms of scholarship and education research</i> (pp. 263–283). Hershey, PA: IGI Global.</p>	
13	The SoTL literature review – structure, tone, topics	<p>Chick, N.L. (2018). <i>SoTL in action: Illuminating critical moments of practice</i>. Sterling, VA: Stylus. (ch 3)</p> <p>Healey, M., Matthews, K. E., & Cook-Sather, A. (2019). Writing Scholarship of Teaching and Learning articles for peer-reviewed journals. <i>Teaching & Learning Inquiry</i>, 7(2), 28-50. https://doi.org/10.20343/teachlearninqu.7.2.3</p> <p>Leger, L., & Sirichand, K. (2015). Training in literature review and associated skills. <i>Journal of Applied Research in Higher Education</i>, 7(2), 258-274.</p> <p>Price, R. (2017). The Four-Part Literature</p>	

		<p>Review Process: Breaking It Down for Students. <i>College Teaching</i>, 65(2), 88-91.</p> <p>Torraco, R. (2016). Writing Integrative Reviews of the Literature: Methods and Purposes. <i>International Journal of Adult Vocational Education and Technology</i>, 7(3), 62-70.</p>	
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Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks

Supplementary Resources (required readings identified in the time line)

Research in SoTL references

- Chick, N.L. (2018). *SoTL in action: Illuminating critical moments of practice*. Sterling, VA: Stylus.
- Fedoruk, L. (2019). *Ethics in the scholarship of teaching and learning*. Taylor Institute guide series #5. Calgary, AB: Taylor Institute, University of Calgary. Retrieved from <https://taylorinstitute.ucalgary.ca/resources/ethics-scholarship-teaching-and-learning>
- Poole, G. (2013). Square one: What is research? In K. McKinney (Ed.), *The scholarship of teaching and learning in and across the disciplines*. Bloomington, IN: Indiana University Press. 135-151.
- Quinlan, K., Male, S., Baillie, C., Stamboulis, A., Fill, J., & Jaffer, Z. (2013). Methodological challenges in researching threshold concepts: A comparative analysis of three projects. *Higher Education*, 66(5), 1-17.
- Webb, A., & Welsh, A. J. (2019). Phenomenology as a methodology for Scholarship of Teaching and Learning research. *Teaching & Learning Inquiry*, 7(1), 168-181. <https://doi.org/10.20343/teachlearninqu.7.1.11>
- Yeo, M., Manarin, K., & Miller-Young, J. (2018). Phenomenology of surprise: Transformed “seeing” in a SoTL scholars’ program. *Teaching & Learning Inquiry*, 6(2). <http://dx.doi.org/10.20343/teachlearninqu.6.2.3>

Ethics:

- Allen, G., Israel, M., & Thomson, C. (2016). Scholarship of teaching and learning human research ethics resource manual. Australian Government Office for Learning and Teaching. Retrieved from: http://www.ahrecs.com/?post_type=resource&p=1696
- Babcock, S., & Humphrey, C. (2014). Research ethics boards and data management plans: Conflict and coexistence [Slideshare]. Retrieved from https://www.slideshare.net/CASRAI/rdc-humphrey-babcockresearch-ethics-boards-and-data-management-plansconflict-and-coexistence-42346535?from_action=save
- Canada. Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council (2018). Tri-Council policy statement: Ethical conduct for research involving humans. (December). Retrieved from http://www.pre.ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html
- Chick, N. (2015, June). The SoTL Guide. University of Calgary. Retrieved from <http://sotl.ucalgaryblogs.ca/>
- Faller, S.E., & Norman, C. (2015). Ethics & the IRB review process: A guide for SoTL researchers at UC. Retrieved from: <https://www.uc.edu/content/dam/uc/cetl/docs/IRB%20for%20SoTL.pdf>
- Hutchings, P. (2002). Ethics of inquiry: Issues in the scholarship of teaching and learning. Menlo Park: CA. Carnegie Publications. The Carnegie Foundation for the Advancement of Teaching.
- Hutchings, P. (2003). Competing goods: Ethical issues in the scholarship of teaching and learning. *Change: The Magazine of Higher Learning*, 35(5), 26-33. <http://dx.doi.org/10.1080/00091380309604116>
- Mount Royal University Research Ethics Board. (2012). Ethical considerations for dual-role research: Conducting research with students in your classroom. Retrieved from: <http://www.mtroyal.ca/cs/groups/public/documents/pdf/dualroleresearchers.pdf>
- Schnurr, M. A., & Taylor, A. (2019). Bridging the gap between the research ethics board and the scholarship of teaching and learning. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(1). <https://doi.org/10.5206/cjsotl-rcacea.2019.1.8003>

Focus Groups

- Alexandra M. Simpson, & Laurie Waye. (2016). "You Actually Learn Something": Gathering Student Feedback Through Focus Group Research to Enhance Needs-Based Programming. *BC TEAL Journal*, 1(1), 38-50.
- Anastasia Aldelina Lijadi, & Gertina Johanna van Schalkwyk. (2015). Online Facebook Focus Group Research of Hard-to-Reach Participants. *International Journal of Qualitative Methods*, 14(5), International Journal of Qualitative Methods, 01 December 2015, Vol.14.
- Daley, A. (2013). Adolescent-friendly remedies for the challenges of focus group research. *Western Journal of Nursing Research*, 35(8), 1043-1059.
- Dube, B., & Roberts-Lombard, M. (2013). A guiding framework for conducting focus group research. *10*, 384-404.
- Jensen, R., Christy, K., Gettings, P., & Lareau, L. (2013). Interview and Focus Group Research: A Content Analysis of Scholarship Published in Ranked Journals. *Communication Methods and Measures*, 7(2), 126-133.
- Mehta, K. (2011). The challenges of conducting focus-group research among Asian older adults. *Ageing and Society*, 31(3), 408-421.

- Mette Grønkjær, Tine Curtis, Charlotte de Crespigny, & Charlotte Delmar. (2011). Analysing group interaction in focus group research: Impact on content and the role of the moderator. *Qualitative Studies*, 2(1), 16-30.
- Nel, N., Romm, M., & Tlale, R. (2015). Reflections on focus group sessions regarding inclusive education: Reconsidering focus group research possibilities. *The Australian Educational Researcher*, 42(1), 35-53.
- Winship, G., & Repper, J. (2007). Focus group research: The role of cacophony in dialogical democracy. *Group Analysis*, 40(1), 125-139.
- Zh V Puzanova, I V Chekhovskiy, & T I Larina. (2013). The use of nonverbal information in a focus group research. *RUDN Journal of Sociology*, (4), 24-33.

Students as Partners in SoTL Research

- Acai, A., Akesson, B., Allen, M., Chen, V., Mathany, C., Mccollum, B., Spencer, J., & Verwoord, R. (2017). Success in Student-Faculty/Staff SoTL Partnerships: Motivations, Challenges, Power, and Definitions. *Canadian Journal for the Scholarship of Teaching and Learning*, 8(2), 1-20.
- Bonney, K. (2018). Students as Partners in the Scholarship of Teaching and Learning. *International Journal for the Scholarship of Teaching and Learning*, 12(2), 5.
- Connecting students and staff for teaching and learning enquiry: The McMaster Student Partners Programme. (2017). In *Developing the Higher Education Curriculum: Research-Based Education in Practice* (p. 203). London: UCL Press.
- Kathryn Wymer, Carolyn Fulford, Nia Baskerville, & Marisha Washington. (2012). Necessity and the Unexpected: SoTL Student-Faculty Collaboration in Writing Program Research. *International Journal for the Scholarship of Teaching and Learning*, 6(1), *International Journal for the Scholarship of Teaching and Learning*, 01 January 2012, Vol.6(1).
- Matthews, K. (2018). Engaging Students as Participants and Partners: An Argument for Partnership with Students in Higher Education Research on Student Success. *International Journal of Chinese Education*, 7(1), 42-64.
- Maunder, R. (2015). Working with students as partners in pedagogic research: Staff and student experiences of participating in an institutional bursary scheme. *The Journal of Educational Innovation, Partnership and Change*, 1(1), *The Journal of Educational Innovation, Partnership and Change*, 03/13/2015, Vol.1(1).
- Reitmaier Koehler, A., Reveling Smith, L., Davies, S., & Mangan-Danckwart, D. (2015). Partners in Research: Developing a Model for Undergraduate Faculty-Student Collaboration. *International Journal of Nursing Education Scholarship*, 12(1), 131-142.

Evaluation Research

- Barker, Chris, Pistrang, Nancy, & Elliott, Robert. (2016). Evaluation Research. In *Research Methods in Clinical Psychology* (pp. 198-216). Chichester, UK: John Wiley & Sons.
- Blankenship, D. (2010). *Applied research and evaluation methods in recreation* (Vol. 10). Champaign, IL: Human Kinetics.
- Burstein, L. (1980). Chapter 4: the analysis of multilevel data in educational research and evaluation. *Review of research in education*, 8(1), 158-233.
- Cooley, W., & Lohnes, P. (1976). *Evaluation research in education*.
- Glass, G. V., & Smith, M. L. (1986). *Research and evaluation in education and the social sciences*. Allyn & Bacon.

- Goodwin, L. D., & Goodwin, W. L. (1984). Are validity and reliability "relevant" in qualitative evaluation research?. *Evaluation & the health professions*, 7(4), 413-426.
- Leathwood, C., & Phillips, D. (2000). Developing curriculum evaluation research in higher education: Process, politics and practicalities. *Higher Education*, 40(3), 313-330.
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- Nkwake, Apollo M. author, Nkwake, Apollo M., author, & SpringerLink. (2015). *Credibility, Validity, and Assumptions in Program Evaluation Methodology* (1st ed. 2015.. ed., Online access with purchase: Springer (t)).
- Smith, M., & Glass, Gene V. (1987). *Research and evaluation in education and the social sciences*. Englewood Cliffs, N.J.: Prentice-Hall.
- Tripathi, R. (2018). Importance and Improvements in Teaching-Learning process through Effective Evaluation Methodologies. *ESSENCE International Journal for Environmental Rehabilitation and Conservation*, 9(2), 7-16.
- Wall, M., Jenney, A., & Walsh, M. (2018). Conducting evaluation research with children exposed to violence: How technological innovations in methodologies and data collection may enhance the process. *Child Abuse & Neglect*, 85, 202.
- Wortman, P. M. (1983). Evaluation research: A methodological perspective. *Annual Review of Psychology*, 34(1), 223-260.

Design Research

- Boling, E. (2010). The need for design cases: Disseminating design knowledge. *International Journal of Designs for Learning*, 1(1). <https://doi.org/10.14434/ijdl.v1i1.919>
- Howard, C. (2011). Writing and rewriting the instructional design case: A view from two sides. *International Journal of Designs for Learning*, 2(1). <https://doi.org/10.14434/ijdl.v2i1.1104>
- McKenney, S., Reeves, T. (2013). *Conducting Educational Design Research* (1st ed.). , Safari Books Online. Retrieved from https://learning.oreilly.com/library/view/conducting-educational-design/9780415618038/01_Conducting.xhtml
- McKenney, S., Reeves, Thomas C. (2012). *Conducting educational design research*. Milton Park, UK: Taylor & Francis.
- Roworth-Stokes, S. (2011). The design research society and emerging themes in design research. *The Journal of Product Innovation Management : An International Publication of the Product Development & Management Association*, 28(3), 419-424.
- Sein, Maung K, Henfridsson, Ola, Purao, Sandeep, Rossi, Matti, & Lindgren, Rikard. (2011). Action design research. *Management Information Systems : Mis Quarterly*, 35(1), 37-56.
- Silvia Pizzocaro. (2018). Theory as habitus for scholarly design research. *Artifact*, 5(2), 1.1-1.16.
- Smith, K. (2010). Producing the rigorous design case. *International Journal of Designs for Learning*, 1(1). <https://doi.org/10.14434/ijdl.v1i1.917>

Supercomplexity and SoTL Research

- Barnett, R. (2020). Supercomplexity and education research: Six scholarships. In L. Ling & P. Ling (eds.) *Emerging methods and paradigms of scholarship and education research* (pp. 231–243). Hershey, PA: IGI Global.
- Bengtsen, S. (2018). Supercomplexity and the university: Ronald Barnett and the social philosophy of Higher Education. *Higher Education Quarterly*, 72(1), 65-74.

- Clark, A. M., & Clark, M. T. G. (2016). Pokemon Go and Research: Qualitative, Mixed Methods Research, and the Supercomplexity of Interventions. *International Journal of Qualitative Methods*, 15(1), International Journal of Qualitative Methods, 12/01/2016, Vol.15(1).
- Krause, K.L. (2020). Scholarship and supercomplexity: Policy implications. In L. Ling & P. Ling (eds.) *Emerging methods and paradigms of scholarship and education research* (pp. 263–283). Hershey, PA: IGI Global.
- Ling, L. & Ling, P. *Emerging methods and paradigms in scholarship and education research*. Hershey, PA: IGI Global. (Too expensive to require. Permission required to use chapters. If not available, use one chapter on supercomplexity under fair dealing provisions, and ignore the rest)
- Selkrig, M., & Keany, R.K. (2020). Becoming entangled in sotl and research through supercomplexity: Looking back, forward, in, out...and shaking it about! In L. Ling & P. Ling (eds.) *Emerging methods and paradigms of scholarship and education research* (pp. 244–262). Hershey, PA: IGI Global.

Mixed Design Methods in SoTL

- Aramo-Immonen, H. (2013). Mixed Methods Research Design. *Information Systems, E-Learning, And Knowledge Management Research*, 278, 32-43.
- Cooper, Simon, Porter, Jo, & Endacott, Ruth. (2011). Mixed methods research: A design for emergency care research? . *Emergency Medicine Journal*, 28(8), 682.
- Creswell, J., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (Fifth ed.). Newbury Park, CA: Sage.
- Leavy, P. (2017). *Research design : Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. The Guilford Press. Retrieved from <http://web.a.ebscohost.com/ehost/ebookviewer/ebook/bmxlYmtfXzE0OTczOTVfX0F00?sid=cfaae299-9059-4027-a1f8-226ca553b078@sessionmgr4006&vid=0&format=EB&rid=1> (chapter 6)
- Saunders, M., & Thornhill, A. (2011). Researching sensitively without sensitizing: Using a card sort in a concurrent mixed methods design to research trust and distrust. *International Journal of Multiple Research Approaches*, 5(3), 334-350.
- Tashakkori, A., & Teddlie, Charles. (2010). *Sage handbook of mixed methods in social & behavioral research* (2nd ed.). Newbury Park, CA: Sage.

Literature Reviews in SoTL

- Healey, M., Matthews, K. E., & Cook-Sather, A. (2019). Writing Scholarship of Teaching and Learning articles for peer-reviewed journals. *Teaching & Learning Inquiry*, 7(2), 28-50. <https://doi.org/10.20343/teachlearninqu.7.2.3>
- Leger, L., & Sirichand, K. (2015). Training in literature review and associated skills. *Journal of Applied Research in Higher Education*, 7(2), 258-274.
- Price, R. (2017). The Four-Part Literature Review Process: Breaking It Down for Students. *College Teaching*, 65(2), 88-91.
- Torraco, R. (2016). Writing Integrative Reviews of the Literature: Methods and Purposes. *International Journal of Adult Vocational Education and Technology*, 7(3), 62-70.

Journals in SoTL (sample)

American Society for Engineering Education. *Engineering Education*.

Association for the Study of Medical Education. *Medical Education (Online)*.
 Association of American Veterinary Medical Colleges. *Journal of Veterinary Medical Education*.
 British Equine Veterinary Association. *Equine Veterinary Education*.
 Business Education & Accreditation, Business education & accreditation : BEA.
Business Education, Journal of the Academy of Business Education.
Education & Science.
 Educational Publishing Foundation. *Scholarship of Teaching and Learning in Psychology*.
 Georgia Southern University. Center for Excellence in Teaching. *International Journal for the
 Scholarship of Teaching and Learning*.
 Humboldt State University, issuing body. *Scholarship of Teaching and Learning: Innovative
 Pedagogy*.
 Hybrid Pedagogy Inc. *Hybrid Pedagogy : A Digital Journal of Learning, Teaching, and Technology*.
 Indiana University. Faculty Colloquium on Excellence in Teaching. *The Journal of Scholarship of
 Teaching and Learning: JoSoTL*.
International Journal of Kinesiology in Higher Education.
Journal of Health Education Teaching Techniques
 Journal of the Academy of Business Education. (*Journal of the Academy of*
 National Association for Research in Science Teaching, & Council of Elementary Science
 International. *Science Education (Online)*.
Pedagogy in Health Promotion.
Research in Drama Education.
Science Education.
 Society for Teaching Learning in Higher Education. *The Canadian Journal for the Scholarship of
 Teaching and Learning*.
 University of Calgary. Health Sciences Centre. *Canadian Medical Education Journal*.

Additional Resources

Australasia Human Research Ethics Services (AHRECS), Australia
<https://www.ahrecs.com/resources/scholarship-teaching-learning-human-research-ethics-resource-manual-sotl-manual>
 Becker, W. E., & Andrews, M. L. (Eds.). (2004). *The scholarship of teaching and learning in higher education: Contributions of research universities*. Bloomington, IN: Indiana University Press.
 Blikstad-Balas, M. (2016). Key challenges of using video when investigating social practices in education: contextualization, magnification, and representation. *International Journal of Research & Method in Education*, 1-13. <http://dx.doi.org/10.1080/1743727X.2016.11811>
 Burman, M., & Kleinsasser, A. (2004). Ethical guidelines for the use of student work: Moving from teaching's invisibility to inquiry's visibility in the scholarship of teaching and learning. *Journal of General Education*, 53(1), 59-79. Retrieved from <http://www.jstor.org/stable/27797976>
 Chang, R. L., & Gray, K. (2013). Ethics of research into learning and teaching with Web 2.0: Reflections on eight case studies. *Journal of Computing in Higher Education*, 25(3), 147-165.
 Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences/Languages.
 Gurung, R. A. R., & Wilson, J. H. (Eds.). (2013). Doing the scholarship of teaching and learning: Measuring systematic changes to teaching and improvements in learning [Special issue]. *New Directions for Teaching and Learning*, 2013(136).
 Healey, R. L., Bass, T., Caulfield, J., Hoffman, A., McGinn, M. K., Miller-Young, J., & Haigh, M. (2013). Being ethically minded: Practising the scholarship of teaching and learning in an ethical manner. *Teaching & Learning Inquiry: The ISSOTL Journal*, 1(2), 23-33. doi: <http://dx.doi.org/10.20343/teachlearninqu.1.2.23>

- Hubball, H., & Clarke, A. (2010). Diverse methodological approaches and considerations for SoTL in higher education. *Canadian Journal for the Scholarship of Teaching and Learning*, 1(1), 2. <http://dx.doi.org/10.5206/cjsotl-rcacea.2010.1.2>
- Hubball, H., Clarke, A., & Poole, G. (2010). Ten-year reflections on mentoring SoTL research in a research-intensive university. *International Journal for Academic Development*, 15(2), 117-129. <http://dx.doi.org/10.1080/13601441003737758>
- Hutchings, P. (2002). *Ethics of inquiry: Issues in the scholarship of teaching and learning*. Carnegie Publications. The Carnegie Foundation for the Advancement of Teaching. Menlo Park: CA
- Hutchings, P. (2003). Competing goods: Ethical issues in the scholarship of teaching and learning. *Change: The Magazine of Higher Learning*, 35(5), 26-33. doi: <http://dx.doi.org/10.1080/00091380309604116>
- Linder, K. E., Elek, E. D., & Calderon, L. (2014). SoTL and the institutional review board: Considerations before navigating the application process for classroom research in higher education. *Journal of the Scholarship of Teaching & Learning*, 14(2), 1. Retrieved from <http://josotl.indiana.edu/article/view/4217>
- MacLean, M., & Poole, G. (2010). An introduction to ethical considerations for novices to research in teaching and in Canada. *Canadian Journal for the Scholarship of Teaching and Learning*, 1(2), 1-10. doi: <http://dx.doi.org/10.5206/cjsotl-rcacea.2010.2.7> Available at http://ir.lib.uwo.ca/cjsotl_rcacea/vol1/iss2/7
- Manor, C., Bloch-Schulman, S., Flannery, K., & Felten, P. (2010). Foundations of student-faculty partnerships in SoTL: Theoretical and developmental considerations. In C. Werder & M. M. Otis (Eds.), *Engaging student voices in the study of teaching and learning* (pp. 3-15). Sterling, VA: Stylus.
- Martin, R. C. (2013). Navigating the IRB: The ethics of SoTL. *New Directions for Teaching and Learning*, 2013(136), 59-71. doi: 10.1002/tl.20076
- Martin, R. C., Gurung, R. A. R., & Wilson, J. H. (2014). *IRBs and research on teaching and learning*. Retrieved from <http://teachpsych.org/Resources/Documents/otrp/resources/martin14.pdf>
- Smythe, W.E. & Murray, M.J. (2000). Owning the story: ethical considerations in narrative research. *Ethics and Behaviour*, 10(4), 311-336. doi: 10.1207/S15327019EB1004_1
- Stockley, D., & Balkwill, L. (2013). Raising awareness of research ethics in SoTL: The role of educational developers. *Canadian Journal for the Scholarship of Teaching and Learning*, 4(1), 1-8.
- Swenson, E. V., & McCarthy, M. A. (2012). Ethically conducting the scholarship of teaching and learning research. In R. E. Landrum & M. A. McCarthy (Eds.), *Teaching ethically: challenges and opportunities* (pp. 21-30). Washington, DC: American Psychological Association.
- University of Alberta (Edmonton, AB, Canada). Students as Research Participants <http://www.reo.ualberta.ca/Human-Research-Ethics/Students-and-Research/Students-as-Participants.aspx>
- University of Cincinnati Ethics (Cincinnati, OH, USA). Ethics & the IRB Review Process <https://www.uc.edu/content/dam/uc/cetl/docs/IRB%20for%20SoTL.pdf>
- van den Hoonaard, W. C., & Hamilton, A. (Eds.). (2016). *The ethics rupture: Exploring alternatives to formal research-ethics review*. Toronto, ON: University of Toronto Press.
- Webb, A. (2015). Research interviews in the scholarship of teaching and learning. *Transformative Dialogues: Teaching & Learning Journal*, 8(1), 1-8.
- Wiles, R., Prosser, J., Bagnoli, A., Clark, A., Davies, K., Holland, S., & Renold, E. (2008). Visual ethics: Ethical issues in visual research. *National Centre for Research Ethics*. Available at: <http://eprints.ncrm.ac.uk/421/>
- Zeni, J. (Ed.). (2001). *Ethical issues in practitioner research*. New York: Teachers College Press.

Grading Scheme

Participation in online discussions	15%
Review of 5 SoTL articles	25%
Research proposal for a study that will contribute to your program of research	50%
Ethics proposal for submission to the Research Ethics Board	10%
Total	100%

Evaluation Components

Assignment 1: Participation in class and online discussions

Value: 15% of final grade

Due Date: See Course Schedule

Type: Discussion is central to success in research, and it is especially important in SoTL research. It is important to test your ideas by having colleagues interrogate them, and necessary for your research to achieve significance and rigor.

Description: During this course, you will participate in an online seminar, exploring questions about research in SoTL by writing an initial response to the questions posed by the instructor every two weeks. Your contribution must be posted by midnight on the Friday following when the discussion was opened, and must be no more than 500 words in length. During the week following your initial posting, you will be expected to read all of the posts of your classmates and respond critically to at least two posts. Your replies must be thoughtful, well-documented, and arguments must be supported by evidence, and not more than 250 words in length. A total of 6 online discussions will be held.

Assignment 2: Review of 5 SoTL articles

Value: 25% of final grade

Due Date: See Course Schedule

Type: In order to be a SoTL scholar, you must immerse yourself in the SoTL literature, particularly but not exclusively in your discipline. This assignment will help you develop the habit of reviewing SoTL literature critically and systematically—habits of mind that will serve your continued professional growth.

Description:

A review of a SoTL article will:

- clarify your own understanding of the article.
- raise pertinent questions about SoTL research.
- identify helpful suggestions you can share with authors.
- help you see how to improve your own scholarly writing.

Outline/template for your reviews:

- Title and full citation, including links if possible, to the article you are reviewing
- Your name
- Date of the review

- **Abstract:** Summarize the key points made in the article, arguments, opinions, findings. Try to limit the summary to 100 words.
- **Introduction:** Describe the main topics you will address in your review. You should consider technical and substantive elements. Clearly present the order in which every topic will be discussed and give enough direction to understand the sections in the article you will review. If necessary, mention things you will not review, or will downplay in your review.
- **Body:** In this section include the elaborated discussion of each of the topics you identified in the introduction. Remember to discuss the positive elements of the article, but also identify contradictions, errors, inconsistencies or gaps if they exist. Determine whether there is sufficient evidence presented in the article to support any claims or findings. Consider questions the article may have overlooked or left unanswered.
- **Conclusion:** It should briefly summarize your opinions of the strengths, limitations, and contributions of the article to the SoTL literature.
- **Note:** include references to support your ideas where possible, and use APA 6th edition as a style guide.

The entire review should be no longer than 1000 words (approximately 2–3 pages). Each review will be marked out of 5, considering its clarity, the care taken in writing it, and the critical analysis of the content of the article.

Assignment 3: Research Proposal

Value: 50% of final grade

Due Date: See Course Schedule

Type: This is another opportunity for you to prepare a research proposal for a study to be completed as part of your research program, and which will guide a study to be included as part of your thesis. This is to be about a real study you will actually conduct. You will prepare the proposal with the intention of completing the research study immediately following the completion of the course, after consulting with your research advisor in your program.

Description:

A completed SoTL research proposal will include the following elements:

Introduction

What is the big question you're investigating, and why does it matter?

- Describe what you intend to study.
- Explain why this is important in the context of SoTL and to teaching and learning generally, and also specifically to your own professional context.
- It is entirely acceptable, and even encouraged, that you replicate a study that has already been done – make a few improvements to a research study you find in the literature and apply it in your own context.

Review of the Literature

Include a review of literature relevant to your research questions, and describe what is already known about this area and discuss how your study fits into what is already known. This review will be approximately five pages long – and may include references you reviewed in Assignment 2.

- Include a summary of the basic background information on the topic gleaned from your literature review.

- Analyze relevant literature and synthesize what existing research can tell you about your research questions. Can they be answered without doing the research yourself?
- Point out question(s) that are unresolved that you would like to study.
- Identify (at least) one general question you would like to pursue as part of your SoTL program.

Method and Design

- List your research question(s).
- Describe how you will go about answering the questions and why?
- Describe the general methodology you choose for your study.
- Explain why this method is the best for your purposes, and you might mention why you didn't choose a different method if it seems like a plausible choice.
- Participants: who will participate in this research with you – your students? Describe them.
- Are there any participants you would exclude? Why, why not?
- Describe how you will gather data.
- How will you analyze the results?
- Explain how you will decide whether your research question is answered? How will you know if you found a positive or negative answer to your question?

Ethics

What ethics permissions will you require? Just indicate where you will need to go in this part of the proposal. Your actual ethics application will be completed separately as Assignment #4 in the course.

References

Include all references in APA (6th ed) style.

Ethics Proposal

Value: 10% of final grade

Due Date: See Course Schedule

Type: Every research proposal requires review from the Research Ethics Board and written permission to proceed with the research before undertaking the research. In this assignment, you will prepare the submission to the Research Ethics Board for the study you defined in Assignment 3.

Description:

Your assignment is to prepare an application to the Research Ethics Board–BEH for permission to conduct your study. When completed and judged satisfactory by your instructor, the instructor will sign off on the application as the Principal Investigator. This is done to assign responsibility to your instructor for the ethical conduct of the research, not to identify her/him as the lead researcher in the study. You will see that the form is detailed and requires you to make decisions about the conduct of your study. If you are unable to provide any detail at this time, discuss it with your instructor. This is a necessary step before you can begin the study, but you will be able to complete the application by the end of the term. Your mark and your completion of the course is not dependent on the decision of the REB-BEH, but you will require permission prior to beginning your research.

The forms you require, and instructions for their completion, are available for download at <https://vpresearch.usask.ca/researchers/forms.php> under the “Ethics - Human Behavioural” link.

Your mark will be determined by how clearly, thoroughly, and carefully you prepare the application. Your instructor will sign the form and submit it when it is sufficiently detailed to warrant review by the Research Ethics Board.

Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

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

Student Supports

Student Learning Services

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

Student and Enrolment Services Division

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

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

Acknowledgements

Course Contributor(s)

Course Information

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

College College of Education	Department/Unit School for the Scholarship of Teaching and Learning, Department of Curriculum Studies
Authorizing Unit Head Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number SOTL 802.3		Course Title Historical and Theoretical Foundations of the Scholarship of Teaching and Learning			
Total Course Hours 39	Lecture	Seminar 39	Lab	Tutorial	Other
Weekly Course Hours 3	Lecture	Seminar 3	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input type="radio"/> Term 1 or 2 <input checked="" type="radio"/> Term 1 and 2			Course is to be offered <input checked="" type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other		
Prerequisite(s) or restriction(s) Admission to the M.SoTL program.				If there are prerequisites, who can waive them: Department X Instructor	
Catalogue Description (not more than 50 words) This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews learning theory that informs the practice of SoTL inquiry, and considers institutional impact of SoTL.					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit? <input checked="" type="radio"/> Yes <input type="radio"/> No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

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

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

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. This is a research seminar that will require students to apply the content of the course to their own research programs. Specifically, they will write a comprehensive and critical literature review that includes a theoretical framework for their program of inquiry, and situates their studies in the framework. The purpose of this program is to promote doing inquiry at every turn, and applying learning to programs of research.	

Rationale

What is the rationale for introducing this course

This course is part of a new certificate program and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

☐ Yes ☒ No

If yes, please list:

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

☐ Yes ☒ No

If yes, please attach correspondence

The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education

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

☐ Yes ☒ No

If yes, please list:

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

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

☒ Yes ☐ No

If yes, please list:

All students in the SoTL Certificate program or the M.SoTL program will be required to take this course.

Enrolment

Expected Enrolment 22 per year	From which colleges/programs: College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.
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Resources

<p>Proposed instructor(s) (Please include qualifications): Director, School for the Scholarship of Teaching and Learning</p> <p>Several individuals on campus are qualified to teach this course, and the assignment will be made by the Department Head, Curriculum Studies, in consultation with the Director, School for the Scholarship of Teaching and Learning</p> <p>Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies, and demonstrate expertise in SoTL scholarship. Notable SoTL scholars include Dr. Geraldine Balzer, Dr. Bev Brenna, Dr. Brenda Kalyn, Dr. Jay Wilson.</p> <p>Dr. Nancy Turner, Director of Teaching and Learning Enhancement, University of Saskatchewan (SoTL leader and scholar) Dr. Wendy James, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar) Dr. Susan Bens, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)</p> <p>Faculty from other departments and disciplines who are SoTL scholars, and who have the expertise and appointments in the College of Graduate and Postdoctoral Studies. (these assignments would require the interest of the faculty member in teaching this course, and the permission of the Department Head and Dean of their home unit)</p>
<p>How does the department plan to handle the additional teaching or administrative workload:</p> <p>This course is part of a new master's program to be offered by the School for SoTL and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we can also draw on adjunct appointments and associate members of the School for teaching. We will contract SoTL scholars with appropriate credentials who have appointments in the GMCTL and elsewhere when available.</p>
<p>Are sufficient library or other research resources available for this course:</p> <p>Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.</p>
<p>Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):</p>

Declaration

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

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

Authorizing College Dean/Head Michelle Prytula, Dean, College of Education	Signature	College Approval Date
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COURSE SYLLABUS

COURSE TITLE: Historical and Theoretical Foundations of the Scholarship of Teaching and Learning

COURSE CODE: SOTL 802

COURSE CREDITS: 3

Course Description

This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry and considers the institutional impact of SoTL.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

By the completion of this course, students will be expected to:

8. Trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.
9. Consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.
10. Review adult learning theory and andragogy and its expression in SoTL inquiry.
11. Describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.
12. Consider change agency and its relationship to transformative learning through SoTL inquiry.
13. Explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.
14. Consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	The history of SoTL in Canada and elsewhere	Simmons, N. (2016). <i>The scholarship of teaching and learning in Canada: Institutional impact</i> . San Francisco, CA: Jossey-Bass. (ch. 1) Newton, G., Miller-Young, J., & Sanago, M. (2019). Characterizing SoTL Across Canada. <i>The Canadian Journal for the Scholarship of Teaching and Learning</i> , 10(2). https://doi.org/10.5206/cjsotl-rcacea.2019.2.8174 Dewar, J.M., Bennett, C.D., & Fisher, M.A. (2018). The scholarship of teaching and learning: A guide for scientists, engineers, and mathematicians. New York: Oxford University Press. (ch. 1; ch 9)	
2	Foundations of learning theory and SoTL: Ontologies, epistemologies, and impact on teaching	Kelly, M. (2020). Teacher's ontological and epistemological beliefs: Their impact on approaches to teaching and scholarship. In L. Ling & P. Ling (eds.) <i>Emerging methods and paradigms in scholarship and education research</i>	

	and scholarship	<p>(pp. 135–164). Hershey, PA: IGI Global. (Too expensive to require purchase. Use this chapter under Fair Dealing provisions)</p> <p>Meretoja, H. (2014). Narrative and Human Existence: Ontology, Epistemology, and Ethics. <i>New Literary History</i>, 45(1), 89-109,153.</p> <p>Rawnsley, M M. "Ontology, Epistemology, and Methodology: A Clarification." <i>Nursing Science Quarterly</i> 11, no. 1 (1998): 2-4.</p>	
3	Foundations of learning theory and SoTL: Behavioural learning theory and SoTL	<p>Baum, W. (2016). Behaviorism. In <i>Understanding Behaviorism</i> (pp. 3-17). Hoboken, NJ, USA: John Wiley & Sons.</p> <p>Moore, J. (2011). Behaviorism. <i>The Psychological Record</i>, 61(3), 449-463.</p> <p>Seligman, M. (2019). My three heavyweight bouts with behaviorism. <i>Learning and Motivation</i>, 68, Learning and Motivation, November 2019, Vol.68.</p>	
4	Foundations of learning theory and SoTL: Cognitive learning theory and SoTL	<p>Clark, K. (2018). Learning Theories: Cognitivism. <i>Radiologic Technology</i>, 90(2), 176-179.</p> <p>Yilmaz, K. (2011). The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices. <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i>, 84(5), 204-212.</p>	
5	Foundations of learning theory and SoTL: Constructivist learning theory and SoTL	<p>Imenda, S. (2018). On the Unity of Behaviourism, Cognitivism and Constructivism in Teaching and Learning. <i>International Journal of Educational Sciences</i>, 20(1-3), 86.</p> <p>Phillips, D., & National Society for the Study of Education. (2000). <i>Constructivism in education : Opinions and second opinions on constroversial issues</i> (Yearbook of the National Society for the Study of Education ; 99th, pt. 1). Chicago, Ill.: National Society for the Study of Education : Distributed by the University of Chicago Press.</p> <p>Gray, A., & Saskatchewan School Trustees' Association. (1997). <i>Constructivist teaching and learning</i> (S.S.T.A. Research Centre report ; no. 97-</p>	

		07). Regina, Sask.: Saskatchewan School Trustees Association.	
6	Adult learning theory and andragogy in SoTL	<p>Knowles, M., Holton, Elwood F., author, & Swanson, Richard A., author. (2011). <i>The adult learner : The definitive classic in adult education and human resource development</i> (7th ed.). Amsterdam: Elsevier.</p> <p>Chacko, T. (2018). Emerging pedagogies for effective adult learning: From andragogy to heutagogy. <i>Archives of Medicine and Health Sciences</i>, 6(2), 278-283.</p>	
7	Self-directed and online learning contexts and SoTL	Giuseffi, F. (2019). <i>Self-directed learning strategies in adult educational contexts</i> (Advances in higher education and professional development (AHEPD) book series). Hershey, PA: IGI Global (available online through EBSCO Publishing, & EBooks on EBSCOhost) (ch 1; ch 6; ch 7; ch 8)	
8	Design thinking and design research and SoTL	<p>Stanford, J., Siminoff, E., Silverman, M., Mailhot, J. (2017). <i>What is design thinking?</i> (1st ed.). Sebastopol, CA: O'Reilly Media, Safari Books Online.</p> <p>Orthel, B. (2015). Implications of design thinking for teaching, learning, and inquiry. <i>Journal of Interior Design</i>, 40(3), 1-20.</p>	
9	Social networks, online learning communities and SoTL	<p>Rosemary Luckin; Kristen Weatherby. (2012). Online learning communities in context. <i>Int. J. of Web Based Communities</i>, 8(4), 440-454.</p> <p>Li, Y., Zheng, Y., Bao, H., & Liu, Y. (2015). Towards better understanding of hot topics in online learning communities. <i>Smart Learning Environments</i>, 2(1), 1-14.</p> <p>Ke, F., & Hoadley, C. (2009). Evaluating online learning communities. <i>Educational Technology Research and Development</i>, 57(4), 487-510.</p>	
10	Communities of practice in SoTL	Kahn, P., Goodhew, Murphy, & Walsh. (2013). The Scholarship of Teaching and Learning as collaborative working: A case study in shared practice and collective purpose. <i>Higher Education Research & Development</i> , 32(6), 901-914.	

		<p>Degn, Lise, Thomas Franssen, Mads Sørensen, and P. Rijcke. "Research Groups as Communities of Practice—a Case Study of Four High-performing Research Groups." <i>Higher Education</i> 76, no. 2 (2018): 231-46.</p> <p>Hara, N. <i>Communities of Practice : Fostering Peer-to-peer Learning and Informal Knowledge Sharing in the Work Place</i>. Information Science and Knowledge Management ; v. 13. 2009. Available: ProQuest Ebook Central, SpringerLink, and ProQuest.</p>	
11	Change agency and leadership of SoTL	<p>McGrath, C. (2017). <i>What we talk about when we talk about change: A study of change practice and change agency in higher education</i>. Retrieved from https://openarchive.ki.se/xmlui/handle/10616/45590 (if link breaks, should be available through UofS library)</p> <p>Simmons, N., & Taylor, K. L. (2019). Leadership for the Scholarship of Teaching and Learning: Understanding Bridges and Gaps in Practice. <i>The Canadian Journal for the Scholarship of Teaching and Learning</i>, 10(1). https://doi.org/10.5206/cjsotl-rcacea.2019.1.7995</p>	
12	Knowledge transformation and Transformative learning in SoTL	<p>Namaste, N. B. (2017). Designing and Evaluating Students' Transformative Learning. <i>The Canadian Journal for the Scholarship of Teaching and Learning</i>, 8(3). https://doi.org/10.5206/cjsotl-rcacea.2017.3.5</p> <p>Wang, V., & Cranton, P. (2011). Transformative Learning. <i>International Journal of Adult Vocational Education and Technology</i>, 2(4), 58-66.</p> <p>Kroth, M. S., Kroth, M., Cranton, P., (2014). <i>Stories of transformative learning</i> (International issues in adult education; 14). New York: Springerlink.</p>	
13	Institutional impact and institutionally networked SoTL	<p>Simmons, N. (2016). The scholarship of teaching and learning in Canada: Institutional impact. San Francisco, CA: Jossey-Bass. (ch. 9, 10, 11)</p>	

		Hutchings, P., Huber, M.T., & Ciccone, A. (2011). <i>The Scholarship of Teaching and Learning Reconsidered: Institutional integration and impact</i> . San Francisco, CA: Jossey-Bass.	
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Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks

See class schedule (above)

Suggestion: Driscoll, M.P. (2005). *Psychology of learning for instruction* (3rd ed). Toronto: Allyn and Bacon. ISBN 0-205-37519-7. (This is an excellent resource for condensed summaries of large schools of thought, without dumbing down any of the content. Marcy Driscoll has hinted at a new edition several times, but it may not be forthcoming. The book is very expensive, so it may be preferable to work with resources available through the library or inter-library loan.)

Supplementary Resources

Bernstein, D. (2010). [Finding your place in the scholarship of teaching and learning](#). *International Journal for the Scholarship of Teaching and Learning*, 4, 2.

Chick, N. (2020). *The scholarship of teaching and learning: A guide from the Taylor Institute for teaching and learning*. (Guide part 1- understand sotl; Guide part 2 – do sotl). Retrieved from <http://sotl.ucalgaryblogs.ca>

Hutchings, P., Huber, M.T., & Ciccone, A. (2011). *The Scholarship of Teaching and Learning Reconsidered: Institutional integration and impact*. San Francisco, CA: Jossey-Bass.

Kahn, P., Goodhew, Murphy, & Walsh. (2013). The Scholarship of Teaching and Learning as collaborative working: A case study in shared practice and collective purpose. *Higher Education Research & Development*, 32(6), 901-914.

Newton, G., Miller-Young, J., & Sanago, M. (2019). Characterizing SoTL Across Canada. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(2). <https://doi.org/10.5206/cjsotl-rcacea.2019.2.8174>

Simmons, N. (2016). *The scholarship of teaching and learning in Canada: Institutional impact*. San Francisco, CA: Jossey-Bass.

Yeo, M., Manarin, K., & Miller-Young, J. (2018). Phenomenology of surprise in a SoTL scholars' program. *Teaching & Learning Inquiry*, 6(2), 16-28.
<https://doi.org/10.20343/teachlearninqu.6.2.3>

Ontologies/epistemologies

Heylighen, F (1993). Epistemology, introduction. *Principia Cybernetica Web*. Retrieved July 26, 2004 from <http://pespmc1.vub.ac.be/EPISTEMI.html>.

Lacasse, M., Douville, F., Gagnon, J., Simard, C., & Côté, L. (2019). Theories and Models in Health Sciences Education – a Literature Review. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(3). <https://doi.org/10.5206/cjsotl-rcacea.2019.3.9477>

Meretoja, H. (2014). Narrative and Human Existence: Ontology, Epistemology, and Ethics. *New Literary History*, 45(1), 89-109,153.

Rawnsley, M M. "Ontology, Epistemology, and Methodology: A Clarification." *Nursing Science Quarterly* 11, no. 1 (1998): 2-4.

Schunk, D. (2004). *Learning theories : An educational perspective*(4th ed.). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.

****Doing a search in the UofS Library online will reveal a large collection of articles on epistemology and ontology in various disciplines.**

Behavioural learning theory

Baum, W. (2016). Behaviorism. In *Understanding Behaviorism* (pp. 3-17). Hoboken, NJ, USA: John Wiley & Sons.

Franza, August. (1979). A teacher might affect eternity, but a facilitator of learning doesn't have a chance. (behavioral learning theory). *English Journal*, 68, 12.

Keller, F. S. (2003). [Goodbye Teacher](#). *Journal of Applied Behavioral Analysis*, (1), 79-89. (This is an oldie but a goodie; check out the student-centred sentiments, plus the currently familiar statements regarding the role of the teacher, plus other cool stuff. Oh, and Keller, went on to be a significant figure in psychology...but you'll find that out later).

Moore, J. (2011). Behaviorism. *The Psychological Record*, 61(3), 449-463.

Mowrer, O. (1960). *Learning theory and behavior*. New York: Wiley.

Seligman, M. (2019). My three heavyweight bouts with behaviorism. *Learning and Motivation*, 68, Learning and Motivation, November 2019, Vol.68.

Staddon, J. (2014). *The new behaviorism* (Second ed.). London, UK: Psychology Press

Williams, R.L. (1999). The behavioral perspective in contemporary education. *The Teacher Educator* 35(2), 44-60. Available ProQuest. (I would link you to the Journal but not for \$39.00!).

Cognitive learning theory

Anderson, M. (1992). *Intelligence and development : A cognitive theory* (Cognitive development (Oxford, England)). Oxford, UK ; New York, NY, USA: Blackwell.

Bandura, A. (1986). *Social foundations of thought and action : A social cognitive theory* (Prentice-Hall series in social learning theory). Englewood Cliffs, N.J.: Prentice-Hall.

Clark, K. (2018). Learning Theories: Cognitivism. *Radiologic Technology*, 90(2), 176-179.

Lindblom, Jessica, author, Lindblom, Jessica. author, & SpringerLink. (2015). *Embodied social cognition* (Cognitive systems monographs ; volume 26).

McGilly, K. (1994). *Classroom lessons : Integrating cognitive theory and classroom practice*. Cambridge, Mass.: MIT Press.

Nuallain, Sean O. (2014). Symbolic and cognitive theory in biology. *Cosmos and History: The Journal of Natural and Social Philosophy*,10(1), 183-210.

- Rubenstein, L., Ridgley, L., Callan, G., Karami, S., & Ehlinger, J. (2018). How teachers perceive factors that influence creativity development: Applying a Social Cognitive Theory perspective. *Teaching and Teacher Education*, 70, 100-110.
- Sommerville, J., & Decety, Jean, editor. (2017). *Social cognition : Development across the life span* (Frontiers of developmental science).
- Wadsworth, B. (1984). *Piaget's theory of cognitive and affective development* (3rd ed.). New York ; London: Longman.
- Yilmaz, K. (2011). The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(5), 204-212.

Constructivism

- Gray, A., & Saskatchewan School Trustees' Association. (1997). *Constructivist teaching and learning* (S.S.T.A. Research Centre report ; no. 97-07). Regina, Sask.: Saskatchewan School Trustees Association.
- Imenda, S. (2018). On the Unity of Behaviourism, Cognitivism and Constructivism in Teaching and Learning. *International Journal of Educational Sciences*, 20(1-3), 86.
- Laroche, M., Bednarz, Nadine, & Garrison, James W. (1998). *Constructivism and education*. Cambridge, UK ; New York: Cambridge University Press.
- Mattar, J. (2018). Constructivism and connectivism in education technology: Active, situated, authentic, experiential, and anchored learning. *Revista Iberoamericana De Educación a Distancia*, 21(2), 201-217.
- Phillips, D., & National Society for the Study of Education. (2000). *Constructivism in education : Opinions and second opinions on controversial issues* (Yearbook of the National Society for the Study of Education ; 99th, pt. 1). Chicago, Ill.: National Society for the Study of Education : Distributed by the University of Chicago Press.
- Richardson, V. (1997). *Constructivist teacher education : Building new understandings*. London, UK: Taylor & Francis.
- Taber, K. (2016). Constructivism in Education. In E. Railean, G. Walker, A. Elci, I L. Jackson (eds.) *Handbook of Research on Applied Learning Theory and Design in Modern Education* (pp. 116-144). Hershey, PA: IGI Global.

Situated cognition

- Bereiter, C. (1997). [*Situated cognition and how to overcome it*](#). In D. Kirshner & J. A. Whitson (Eds.), *Situated cognition: Social, semiotic, and psychological perspectives* (pp. 281-300). Hillsdale, NJ: Erlbaum. Retrieved Oct. 22, 2016, from: <http://www.ikit.org/fulltext/1997situated.pdf>
- Brown, J.S. & Collins, A. & Duiguid, P. (1989). [*Situated cognition and the culture of learning*](#). *Educational Researcher* 18 (1), 32-42. Retrieved Oct. 22, 2016, from https://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20261%20Papers/Situated%20Cognition.pdf
- Kirshner, D., & Whitson, J.A. (Eds.) (1997). *Situated cognition: Social, semiotic, and psychological perspectives*. Mahweh, NJ: Erlbaum.
- Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. New York: Cambridge University Press.

Agency

- Campbell, K., Schwier, R.A., & Kenny, R. (2005). [*Agency of the instructional designer: Moral coherence and transformative social practice*](#). *Australasian Journal of Educational Technology*, 21(2), 242-262.

- Englund, C., & Price, L. (2018). Facilitating agency: The change laboratory as an intervention for collaborative sustainable development in higher education. *International Journal for Academic Development*, 23(3), 192-205.
- Knowledge Management
- McGrath, C. (2017). What we talk about when we talk about change : A study of change practice and change agency in higher education. 2017.
- Schwen, T.M., Kalman, H.K., Hara, N. & Kisling, E.L. (1998). Potential knowledge management contributions to human performance technology research and practice. *Educational Technology Research & Development* 46(4), 73-89.
- Schwier, R.A., Campbell, K., & Kenny, R. (2007). Instructional designers' perceptions of their agency: Tales of change and community. In M.J. Keppell (Ed.), *Instructional design: Case studies in communities of practice* (pp. 1-18). Hershey, PA: Idea Group. (You'll note in the case study I suggest paying attention to pp. 21–25. The pages are different as this is an original draft of the document that was later published by Keppell).
- Simmons, N., & Taylor, K. L. (2019). Leadership for the Scholarship of Teaching and Learning: Understanding Bridges and Gaps in Practice. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(1). <https://doi.org/10.5206/cjsotl-rcacea.2019.1.7995>

Adult learning theory

- Chacko, T. (2018). Emerging pedagogies for effective adult learning: From andragogy to heutagogy. *Archives of Medicine and Health Sciences*, 6(2), 278-283.
- Henschke, J. (2011). Considerations Regarding the Future of Andragogy. *Adult Learning*, 22(1), 34-37.
- Kessels, Joseph, Poell, Rob F., Rocco, Tonette S., Roth, Gene L., Educational Science, & Faculty of Behavioural, Management Social Sciences (2014). Andragogy. In O. V. Galustyan, Y. V. Borovikova, N. P. Polivaeva, K. R. Bakhtiyor, & G. P. Zhirkova. (2019, pp. 13-20). E-learning within the Field of Andragogy. *International Journal of Emerging Technologies in Learning (ijET)*, 14(9), 148-156.
- Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy* (Rev. and Updated ed.). Chicago: Follett Pub.
- Knowles, M. (1984). *Andragogy in action* (1st ed., Jossey-Bass higher education series). San Francisco: Jossey-Bass.
- Knowles, M., Holton, Elwood F., author, & Swanson, Richard A. (2011). *The adult learner: The definitive classic in adult education and human resource development* (7th ed.). Amsterdam: Elsevier.
- Loeng, S. (2018). Various ways of understanding the concept of andragogy. *Cogent Education*, 5(1), 15.
- Merriam, S. (2001). *The new update on adult learning theory* (New directions for adult and continuing education; no. 89). San Francisco: Jossey-Bass.
- Merriam, S., & Caffarella, Rosemary S. (1999). *Learning in adulthood: A comprehensive guide* (2nd ed., Jossey-Bass higher and adult education series). San Francisco: Jossey-Bass.
- Remenick, L., & Goralnik, L. (2019). Applying Andragogy to an Outdoor Science Education Event. *The Journal of Continuing Higher Education*, 67(1), 24-36.
- Youde, A. (2018). Andragogy in Blended Learning Contexts: Effective Tutoring of Adult Learners Studying Part-Time, Vocationally Relevant Degrees at a Distance. *International Journal of Lifelong Education*, 37(2), 255-272.
- Zaidi, S., Nasir, M.(2015). *Teaching and Learning Methods in Medicine*. New York: Springer.

Self directed and online learning

- Alharbi, H. (2018). Readiness for self-directed learning: How bridging and traditional nursing students differs? *Nurse Education Today*, 61, 231-234.
- Boyer, S., Edmondson, D., Artis, A., & Fleming, D. (2014). Self-Directed Learning. *Journal of Marketing Education*, 36(1), 20-32.
- Giuseffi, F. (2019). *Self-directed learning strategies in adult educational contexts* (Advances in higher education and professional development (AHEPD) book series). Hershey, PA: IGI Global (EBSCO Publishing, & EBooks on EBSCOhost) – ch 1; ch 6; ch 7; ch 8)
- Herman, R., Tough, Allen M., & Ontario Institute for Studies in Education. Department of Adult Education. (1982). *The design of self directed learning*. Toronto: Dept. of Adult Education, Ontario Institute for Studies in Education.
- İlkay Aşkin Tekkol, & Melek Demirel. (2018). Self Directed Learning Skills Scale: Validity and Reliability Study. *Journal of Measurement and Evaluation in Education and Psychology*, 9(2), 85-100.
- Kim, R., Olfman, L., Ryan, T., & Eryilmaz, E. (2014). Leveraging a personalized system to improve self-directed learning in online educational environments. *Computers & Education*, 70, 150-160.
- Long, H., Oklahoma Research Center for Continuing Professional Higher Education, & North American Symposium on Adult Self-Directed Learning. (1990). *Advances in research and practice in self-directed learning*. Norman, Okla.]: Oklahoma Research Center for Continuing Professional and Higher Education.
- Long, H., Oklahoma Research Center for Continuing Professional Higher Education, & North American Symposium on Adult Self-Directed Learning. (1989). *Self-directed learning : Emerging theory & practice*. Norman, Okla.]: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.
- Tekkol, A[degrees]Lkay AAKin, & Demirel, Melek. (2018). An Investigation of Self-Directed Learning Skills of Undergraduate Students. *Frontiers in Psychology*, 9, 2324.
- Zuckerman-Parker, M. (2008). Andragogy and Technology. In *Encyclopedia of Information Technology Curriculum Integration* (pp. 30-36).

Design thinking

- Denning, P. (2013). Design thinking. *Communications of the ACM*, 56(12), 29-31.
- Gobble, M. (2014). Design Thinking. *Research-Technology Management*, 57(3), 59-62.
- Luka, I. (2014). Design thinking in pedagogy. *Journal of Education Culture and Society*, 2014(2), 63-74.
- Orthel, B. (2015). Implications of Design Thinking for Teaching, Learning, and Inquiry. *Journal of Interior Design*, 40(3), 1-20.
- Plattner, H., Meinel, Christoph, Leifer, Larry, & SpringerLink. (2012). *Design thinking research : Studying co-creation in practice*(Understanding innovation).
- Plattner, H., Meinel, Christoph. editor, Leifer, Larry. editor, & SpringerLink. (2012). *Design Thinking Research : Measuring Performance in Context* (Understanding Innovation).
- Stanford, J., Siminoff, Ellen, author, Silverman, Mia, author, Mailhot, Jennifer, author, &. (2017). *What Is Design Thinking?* (1st ed.). Sebastopol, CA: O'Reilly Media, Safari Books Online.

Transformative learning and knowledge transformation

- Khoo, S. (2017). Sustainable Knowledge Transformation in and through Higher Education: A Case for Transdisciplinary Leadership. *International Journal of Development Education and Global Learning*, 8(3), 5-24.
- Kroth, M. S., Kroth, M., Cranton, P., (2014). *Stories of transformative learning* (International issues in adult education; 14). New York: Springerlink.

- Meyer, J., Land, R., & Baillie, C. (2010). *Threshold concepts and transformational learning* (Educational futures ; v. 42). Rotterdam ; Boston: Sense.
- Namaste, N. B. (2017). Designing and Evaluating Students' Transformative Learning. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(3). <https://doi.org/10.5206/cjsotl-rcacea.2017.3.5>
- O'Sullivan, E., Morrell, Amish, & O'Connor, Mary Ann. (2001). *Expanding the boundaries of transformative learning : Essays on theory and praxis* (1st ed.). New York, N.Y.: Palgrave.
- Rebat Kumar Dhakal. (2018). "Confronting the Dragons at the Door": A Call for Transformative Learning in Teacher Education. *Journal of Education and Research*, 7(2), 54-69.
- Romano, A. (2018). Transformative learning: A review of the assessment tools. *Journal of Transformative Learning*, 5(1), 53-70.
- Wang, V., & Cranton, P. (2011). Transformative Learning. *International Journal of Adult Vocational Education and Technology*, 2(4), 58-66.
- Wieser, C. (2016). Teaching and personal educational knowledge - conceptual considerations for research on knowledge transformation. *European Journal of Teacher Education*, 39(5), 588-601.

Communities of practice, online learning communities, social networks

- Brian Thoms, Nathan Garrett, Terry Ryan. (2009). Online learning communities in the New 'U'. *Int. J. of Networking and Virtual Organisations*, 6(5), 499-517.
- Carln, Berner LindstroM Urban. (2012). Design for co-moderation in online learning communities.(Report)(Author abstract). *International Journal of Web Based Communities*, 8(4), 408-421.
- Degn, Lise, Thomas Franssen, Mads Sørensen, and P. Rijcke. "Research Groups as Communities of Practice—a Case Study of Four High-performing Research Groups." *Higher Education* 76, no. 2 (2018): 231-46.
- Doğan, B., Demir, &, & Ülkü, E. (2018). Applying social networks to engineering education. *Computer Applications in Engineering Education*, 26(5), 1782-1791.
- Gökçearsan, &, & Alper, A. (2015). The effect of locus of control on learners' sense of community and academic success in the context of online learning communities. *The Internet and Higher Education*, 27, 64-73.
- Hara, N. *Communities of Practice : Fostering Peer-to-peer Learning and Informal Knowledge Sharing in the Work Place*. Information Science and Knowledge Management ; v. 13. 2009. Available: ProQuest Ebook Central, SpringerLink, and ProQuest.
- Jaldemark, Jimmy. (2012). Theories of participation in online learning communities: An intersectional understanding. *International Journal of Web Based Communities*, 8(3), 375-388.
- Ke, F., & Hoadley, C. (2009). Evaluating online learning communities. *Educational Technology Research and Development*, 57(4), 487-510.
- Keengwe, J., & Kang, J. (2013). A triangular prism model: Using activity theory to examine online learning communities. *Education and Information Technologies*, 18(1), 85-93.
- Khaled, A., Ouchani, S., & Chohra, C. (2019). Recommendations-based on semantic analysis of social networks in learning environments. *Computers in Human Behavior*, 101, 435-449.
- Li, Y., Zheng, Y., Bao, H., & Liu, Y. (2015). Towards better understanding of hot topics in online learning communities. *Smart Learning Environments*, 2(1), 1-14.
- Rosemary Luckin; Kristen Weatherby. (2012). Online learning communities in context. *Int. J. of Web Based Communities*, 8(4), 440-454.
- Schwier, R., & Seaton, J. (2013). A Comparison of Participation Patterns in Selected Formal, Non-Formal, and Informal Online Learning Environments. *Canadian Journal of Learning and Technology*, 39(1), 1-15.

Tissington, P., & Senior, C. (2011). Social networks: A learning tool for teams? *British Journal of Educational Technology*, 42(5), E89-E90.

Grading Scheme

Formal Writing Assignment (2 parts)	50%
Learning Journal	30%
Participation	20%
Total	100%

Evaluation Components

Assignment 1: Formal writing assignment

Value: 50% of final grade

Due Date: See Course Schedule

Type: The purpose of this major component is to give you an opportunity to develop an academic voice in the Scholarship of Teaching and Learning. Writing is important in every discipline, and SoTL is no exception. There are hundreds of important issues in SoTL (e.g., mobile learning pedagogy; procrastination and its influence and remedies in learning environments; new approaches to evaluation and their effect on learning; gender and cultural issues). Pick a topic that interests you or just begs for exploration.

Description: Formal Writing-Your Major Assignment: 50%

OPTION 1: Academic Paper

- Write a traditional academic paper of approximately 5000 to 7000 (approx 20 pages double-spaced) words on traditional academic paper on a topic that will support your SoTL research program. It can be a formal literature review, a critique, an expository treatment of a significant issue, or a narrative exploration of a topic.

-OR-

OPTION 2: Development of a website, blog, or podcast on a topic that will support your SoTL research program

Design and publish a website, blog, or podcast on a topic that will explore a fundamental issue in your research program. If you create a website, it should be suitable for use by others who are also interested in learning more about your subject (the website will be made available for public consumption). The website content can be written in a casual voice but should still be scholarly, and should include at least 10 (or more) links to external resources/references on the topic, at least five (5) images, photos or figures, and include a video or a link to a video (YouTube, TED talk, etc.). Of course, all resources curated must all be used legally. You will need to learn how to produce a functional and informative website to participate in this project, and assemble all of the resources

(and licenses or permission to use them). Your publication should be licensed under a Creative Commons Attribution license and made available to the public.

If you design and publish a blog, it must be tended throughout the term (not written in big blocks at the end of the term). The blog will have at least one entry each week of approximately 750–1000 words (a minimum of 12 entries). It should expose and critically explore a topic that you learn about publicly over time and reveal your growth and depth of understanding. It can have a more casual voice, but should include evidence, references to readings or other authoritative sources, and follow APA 6th as a style guide for citations and references.

If you create a podcast, it will be based on an interview format with people who have something significant to offer about the topic you choose. As with the other options, this topic will be drawn from your larger research program and contribute to it. Podcasts will be published to popular distribution libraries (e.g., Apple Podcasts; Google Play, Stitcher). This course, and this assignment option, is not about learning how to produce a podcast. If you're new to this kind of production, you will need to learn it on your own. Be aware this will take time, but there are excellent resources available to you on YouTube and elsewhere. As a student at the UofS, you have access to LinkedIn learning, an excellent resource for self-paced learning about various technologies, such as producing a podcast. We recommend checking out "Podcasting with GarageBand" with Garrick Chow as a good place to start (<https://www.linkedin.com/learning/garageband-podcasting/welcome?u=2059300>). But again, this assignment is not about the production itself, but rather how you use it to explore a topic related to your research and share it with an audience. As with the blog option, you will need to get started early and follow through with episodes throughout the operation of the course. You will be expected to publish at least six 30-minute episodes at regular intervals.

So, given the options, think about what you might like to do. If the media creation options make you nervous, you can always fall back on the standard assessment strategies as described above (e.g., academic paper). However, if the idea of putting together a website, blog or podcast as an alternative way to do serious academic work is exciting to you, then you can try it out. The purpose of having several options is to reinforce the idea that SoTL work is fundamentally public and not confined to traditional academic outlets.

Plan of Action Proposal: 10% (of 50%)

In order encourage you to start thinking about, exploring, and working toward your Major Project, you will be required to submit one to two page "Plan for Action" or a proposal for how you will approach your topic, how you might organize your exploration, what elements your will include, what your end goals might be, and so forth. There is no "recipe" for this, given the diversity of topics, choices of Major Project types and unique approaches different people take to a piece of work such as this.

This proposal will be due at the end of week 1 – there's no time to waste before getting started.

Taken together, the Proposal and Major Project will be worth 50% of your final grade for the course.

More on the Website, Blog, or Podcast options:
What do I need to do? What will I need to create?

This project path (and assessment strategy) is, of course, going to be unique to you as a learner and specific to your topic; for that reason, I do not have absolute concrete guidelines, rubrics, etc. constructed (and, it may be somewhat pointless to try, given the creative latitude I want to give to this assessment strategy). Nevertheless, the following are a few elements I might expect would be included in your website project, to include:

1. Have a focus: it doesn't make much sense for your media creation to be analogous to a scrapbook-without-a-theme. It's more than a collection – it's evidence of growth and learning about an area of interest and significance to your SoTL program of research. In other words, while you may want to select more than one topic, it is likely helpful for these to be clustered around a central theme or focus
2. Be well-organized and coherent: you will share your product(s) with an audience, and even a novice or layperson should easily "get it" in that it is put together in a logical, consistent, and coherent way.
3. Be accessible: the reviewer/user should not need any special skills or software to access your learning product, nor to use it. That being said, you are free to use whatever tool/s make sense for your creation.
4. Tie into at least one or more of the core ideas from your SoTL research program. So, for example, you might take one topic (e.g., procrastination in learning) and "go deep" with it, adding media, writing, research, etc., but always keeping in mind that your work has a singular focus—procrastination. Whether you're gathering resources into a curated collection, creating blog posts that explore fresh angles on procrastination you're learning about, or you're interviewing experts about their own work on procrastination and students about their experiences with it, you're always on topic.

Important Note: Any of these major research and writing exercises should be worked on across the term, organizing your time to research the area, gather your information, analyze it, synthesize your piece, and then create it. This final component, the major assignment (a paper or a website) will be due on the last day of class.

Assignment 2: Learning Journal

Value: 30% of final grade

Due Date: See Course Schedule

Type: In this course, one of the guiding principles is that learners should be encouraged, as much as possible, to apply what they are learning to their personal and professional lives, and, to reflect on the meaning-making processes that are an integral part of powerful learning experiences. We will not have a final examination. This is where you connect the dots between the course content and your own professional lives.

Description:

Deeper understandings and meanings can be realized in a course such as SoTL 802 by creating critical habits of the mind. To that end, the Learning Journal is an assignment where you get an opportunity to reflect on and apply your understanding of particular topics or concepts encountered and of special interest to you, during the span of the course. In other words, you be

required to think about and then articulate how the topic, idea, concept, principle, etc. can be applied and used in your professional or educational world, and why it is important to you.

What do I submit?

As the course progresses, you may wish to make weekly entries, or, focus on a few topics of keen interest or that have special meaning to you. You should aim to make *at least* eight discrete journal entries across the 13 week course. These will be written at regular intervals and posted to the online LMS for the course. Of course, you are free to journal more and more often, but this would be the minimum; the length of each journal entry is not important but rather that you capture the thoughts, reflections, insights and ideas you want to keep. At the end of the course, you will be required to submit a Learning Journal Summary, a set of highlights, themes, core insights, etc. from the review and synthesis your *sequence* of journal entries. This final product should be no more than 2,000 words in length and can be organized any way you see fit. To put it another way, you are providing a "snapshot" of your learning journey, your process, insights gained, changes in your perspective, and so on. It is often helpful to review your collection of journal entries looking for themes or patterns of application or reflection and to then comment on these in your Learning Journal Summary. Again, what you include is up to you and should represent what has been meaningful to you as a learner. Finally, at the end of the course, you will need to provide a Learning Journal Summary (the weekly online journal entries will remain in the online learning tool in the course LMS), in either Word or as a PDF, submitted directly to the instructor for assessment.

Tips on how to proceed:

It may be helpful to address one or more of the topics and/or module objectives in your reflective application, as a way to organize your writing. However, understand that you have license to make this your learning journal, so there is no simple "recipe" for such an exercise.

Two additional ways to organize your writing for this assignment is to apply the topic, idea, concept or principle to either your professional life. For example, you might ask yourself the following:

"Can I use this content or process knowledge in my professional life right now or at some future date?" If so, explain how. For example, can you use any of the ideas to make informed decisions in your teaching practice or other aspects of your work world?

"Can I use this content knowledge to help me look for answers for my professional or personal questions about SoTL?" If so, how would you do so? How else might you need to use this knowledge?

Your learning about content in this course will be more useful to you if you make it your own—review and to write about the things you've learned in the class, and take the opportunity to synthesize your own thinking through this "higher order thinking" process (think: Bloom's synthesis and evaluation steps). The exercise of reflective writing, embodied by the *Learning Journal* will permit you to enter into an internal and external discourse about some of the major trends and thinking in our field of study, and demonstrate the synthesis of content encountered during the course.

Participation

Value: 20% of final grade

Due Date: See Course Schedule

Type: Class participation (reflected in regular, engaged discussion amongst all members of the learning community) is so important and valuable in Graduate Education that we assign approximately 20% of your final mark to the activities and discussions we do, and your participation in them.

Description: Online discussion activities/presentations/participation

You will be given several small tasks and activities during the course. For example, you might:

- Moderate a discussion and provide a summary of the online discussion that you moderate. You will be assigned to a weekly discussion topic. You'll see what is expected when I do it the first week.
- Participate in weekly discussion topics.
- Carry out exercises designed to help you grasp some fundamental theoretical issues in our field of study.

Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

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

Student Supports

Student Learning Services

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

Student and Enrolment Services Division

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

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

College Supports

OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Acknowledgements

Course Contributor(s)

Course Information

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

College College of Education	Department/Unit School for the Scholarship of Teaching and Learning, Department of Curriculum Studies
Authorizing Unit Head Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number SOTL 803.3		Course Title Decoding Disciplinary Education in the Scholarship of Teaching and Learning			
Total Course Hours 39	Lecture	Seminar 39	Lab	Tutorial	Other
Weekly Course Hours 3	Lecture	Seminar 3	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input type="radio"/> Term 1 or 2 <input checked="" type="radio"/> Term 1 and 2		Course is to be offered <input checked="" type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other			
Prerequisite(s) or restriction(s) Admission to the SoTL Certificate or M.SoTL program.				If there are prerequisites, who can waive them: Department X Instructor	
Catalogue Description (not more than 50 words) This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.					
Tuition code and any additional class fees:		Number of credit units:		Can this course be repeated for credit? <input checked="" type="radio"/> Yes <input type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

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

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

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input checked="" type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. This is a research seminar that will require students to apply the content of the course to their own research programs. Specifically, in this case they will complete a literature review that includes a written critical analysis of the disciplinary context they are studying, and that describes how SoTL research must adapt to its disciplinary context, particularly addressing the pedagogical environment and disciplinary knowledge. Students will include the literature review in a research proposal for a study that will contribute to their thesis. The purpose of this program is to promote doing inquiry at every turn, and applying learning to programs of research.	

College of Graduate and Postdoctoral Studies

University of Saskatchewan ■ Rm 116 Thorvaldson Bldg, 110 Science Place ■ Saskatoon SK Canada S7N 5C9
 Tel: 306-966-5751 ■ Fax: 306-966-5756 ■ Email: grad.studies@usask.ca

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Enrolment

Expected Enrolment

22 per year

From which colleges/programs:

College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):

Director, School for the Scholarship of Teaching and Learning

Dr. Nancy Turner, Director of Teaching and Learning Enhancement, University of Saskatchewan (SoTL leader and scholar)
Dr. Wendy James, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)
Dr. Susan Bens, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)
Dr. Rose Roberts, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (Educational Development Specialist and Indigenous Education Scholar)

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies.

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

This course is part of a new certificate and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses, and we will draw on adjunct appointments and associate members of the School for teaching support. We will also contract with SoTL scholars with appropriate credentials who have appointments in the GMCTL.

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

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

Declaration

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

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

Authorizing College Dean/Head

Michelle Prytula, Dean, College of Education

Signature

College Approval Date

Rationale

What is the rationale for introducing this course

This course is part of a new certificate program and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

☐ Yes ☒ No

If yes, please list:

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

☐ Yes ☒ No

If yes, please attach correspondence

The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education

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

☐ Yes ☒ No

If yes, please list:

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

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

☒ Yes ☐ No

If yes, please list:

All students in the SoTL Certificate program or the M.SoTL program will be required to take this course.

COURSE SYLLABUS

COURSE TITLE: Decoding Disciplinary Education in the Scholarship of Teaching and Learning

COURSE CODE: SOTL 803

COURSE CREDITS: 3

Course Description

This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

By the completion of this course, students will be expected to:

15. Articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
16. Articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
17. Describe differences between generic and disciplinary educational approaches and their implications for SoTL research.
18. Design a research study that inquires into a signature pedagogy or threshold concept.
19. Discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.
20. Describe approaches for using SoTL inquiry to transform learning.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Generic versus disciplinary understandings and pedagogies	Chapter 1. Gurung, R., Chick, Nancy L., & Haynie, Aeron. (2009). <i>Exploring signature pedagogies : Approaches to teaching disciplinary habits of mind</i> . Sterling, Va.: Stylus. Shulman, L.S. (2004). Lamarck's revenge: teaching among the scholarships. <i>Teaching as Community Property: Essays on Higher Education</i> . San Francisco: Jossey-Bass. 164-172.	
2	Signature pedagogies in the disciplines and significance to SoTL	Dotger, B. (2015). Core Pedagogy: Individual Uncertainty, Shared Practice, Formative Ethos. <i>Journal of Teacher Education</i> , 66(3), 215. Gurung, R., Chick, Nancy L., & Haynie, Aeron. (2009). <i>Exploring signature pedagogies : Approaches to teaching disciplinary habits of mind</i> . Sterling, Va.: Stylus. Shulman, L.S. (1993). Teaching as community property: putting an end to pedagogical solitude. <i>Change</i> , 25(6). 6-7.	
3	Threshold concepts and troublesome knowledge in the disciplines and	Barradell, S. (2013). The identification of threshold concepts: A review of theoretical complexities and methodological challenges. <i>Higher</i>	

	<p>significance to SoTL</p> <ul style="list-style-type: none"> • Primary characteristics of threshold concepts • Criticisms of the notion of threshold concepts 	<p><i>Education</i>, 65(2), 265-276.</p> <p>Kent, S. (2016). <i>Threshold concepts. Taylor Institute guide series #1</i>. Calgary, AB: Taylor Institute, University of Calgary. Retrieved from https://taylorinstitute.ucalgary.ca/resources/threshold-concepts</p> <p>Elon University Teaching and Learning Technologies (2012). <i>Ray Land: Threshold concepts and troublesome knowledge</i>. Retrieved from https://youtu.be/WR1cXIdWnNU</p> <p>Meyer, J., & Land, R. (2006). <i>Overcoming barriers to student understanding : Threshold concepts and troublesome knowledge</i>. London ; New York: Routledge.</p> <p>Murray, S., Ryan, A.M., & Wuetherick, B. (2019). Exploring threshold concepts on the edge: Learning, teaching, and assessment practices. In J.A. Timmermans & R. Land. <i>Threshold concepts on the edge</i> (pp. 275–284). Educational Futures series, Vol. 73. The Netherlands: Brill/Sense https://doi.org/10.1163/9789004419971_019</p> <p>Walker, G. (2013). A cognitive approach to threshold concepts. <i>Higher Education</i>, 65(2), 247-263.</p> <p>Hill, S. (2019). The difference between troublesome knowledge and threshold concepts. <i>Studies in Higher Education</i>, 1-12.</p> <p>Rowbottom, D. (2007). Demystifying Threshold Concepts. <i>Journal of Philosophy of Education</i>, 41(2), 263- 270.</p>	
4	Signature pedagogies in the humanities and fine arts	Chapter 2, 3, 4, 5, 6. Gurung, R., Chick, Nancy L., & Haynie, Aeron. (2009). <i>Exploring signature pedagogies : Approaches to teaching disciplinary habits of mind</i> . Sterling, Va.: Stylus.	
5	Threshold concepts and troublesome knowledge in the humanities and fine arts	Select one subject from the humanities or fine arts. Select one article from the supplementary reading list on threshold concepts below from that subject area, and locate one more reference from the same subject and bring a one page review of them to class.	DUE: Reviews of threshold concept articles in humanities or fine arts
6	Signature pedagogies in the professions	Shulman, L. (2005). Signature pedagogies in the professions. <i>Daedalus</i> , 134(3), 52-59.	
7	Threshold concepts and troublesome knowledge in the professions	Select one subject from the professions (other than education if you're an educator). Select one article on threshold concepts from the supplementary reading list below from that professional area, and locate one more reference from the same profession and bring a one page review of them to class.	DUE: Reviews of threshold concept articles in a professional

			area of study
8	Signature pedagogies in the social sciences	Chapters 7, 8, 9, 10. Gurung, R., Chick, Nancy L., & Haynie, Aeron. (2009). <i>Exploring signature pedagogies: Approaches to teaching disciplinary habits of mind</i> . Sterling, Va.: Stylus.	
9	Threshold concepts and troublesome knowledge in the social sciences	Select one subject from the social sciences. Select one article from the supplementary reading list on threshold concepts below from that subject area and locate one more reference from the same subject and bring a one-page review of them to class.	DUE: Reviews of threshold concept articles in the social sciences
10	Signature pedagogies in the sciences, technology, engineering, and mathematics (STEM)	Chapters 11, 12, 13, 14, 15. Gurung, R., Chick, Nancy L., & Haynie, Aeron. (2009). <i>Exploring signature pedagogies: Approaches to teaching disciplinary habits of mind</i> . Sterling, Va.: Stylus.	
11	Threshold concepts and troublesome knowledge in the sciences, technology, engineering, and mathematics (STEM)	Select one subject from STEM. Select one article from the supplementary reading list on threshold concepts below from that subject area, and locate one more reference from the same subject and bring a one page review of them to class.	DUE: Reviews of threshold concept articles in STEM
12	Interdisciplinary opportunities to share signature pedagogies and threshold concepts	Hubbard Murdoch, N., & University of Saskatchewan, College of Graduate Studies Research. (2019). <i>Describing Student Threshold Learning Experiences in Interprofessional Contexts: A Phenomenographic Study</i> .	DUE: Assignment 2. Literature review of signature pedagogy
13	Transformational learning and SoTL: making a difference	Meyer, J., Land, R., & Baillie, C. (2010). <i>Threshold concepts and transformational learning</i> (Educational futures ; v. 42). Rotterdam; Boston: Sense. O'Sullivan, E., Morrell, A., & O'Connor, M. A. (2001). <i>Expanding the boundaries of transformative learning: Essays on theory and praxis</i> (1st ed.). New York, N.Y.: Palgrave.	DUE: Assignment 3. Research proposal for SoTL study of one signature pedagogy

Midterm and Final Examination Scheduling

This course will not have a midterm or final examination.

Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks

- Chick, N., Haynie, Aeron, & Gurung, Regan A. R. (2012). *Exploring more signature pedagogies : Approaches to teaching disciplinary habits of mind* (1st ed., Gwenna Moss Collection).
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Signature Pedagogies

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Threshold Concepts and Transformative Learning

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- Meyer, J. (2012) Variation in Student Learning' as a Threshold Concept." *Journal of Faculty Development* 26.3 (2012): 8-13.
- Meyer, J., & Land, R. (2006). *Overcoming barriers to student understanding : Threshold concepts and troublesome knowledge* (Gwenna Moss Collection). London ; New York: Routledge.
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Criticism of threshold concepts

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Supplementary Resources

Signature Pedagogies in the Disciplines Professions

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- Gray, C., Gardner Renn, Dianne, Banicki, Guy, Nur-Alewah, Mohamed, & Troxel, Wendy. (2015). *Signature Pedagogies in Undergraduate Theatre as Revealed through Assessment: An Exploratory Study*, ProQuest Dissertations and Theses.
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Interdisciplinary and Cross-Disciplinary Signature Pedagogies:

- Boling, E., Schwier, R.A., Gray, C., Smith, K., & Campbell, K. (2016). Studio teaching in higher education : Selected design cases. New York: Routledge.
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Threshold Concepts in the Disciplines (adapted from Kent, 2016) **Professions**

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- Davey, K. "Results from a Study with Threshold Concepts in Two Chemical Engineering Undergraduate Courses." *Education for Chemical Engineers*, 7.3 (2012): 139-152.
- Davies, S. "From Law to 'Legal Consciousness': A Socio-Legal Pedagogical Expedition." *Law in Context*, 29.2 (2013): 42-58.
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- Johnson, Allan. "Thresholds of Interpretation: Identifying, Producing, and Supporting with The Turn of the Screw." *CEA Critic* 77.2 (2015): 196-210.
- Orsini-Jones, M. "Troublesome Language Knowledge: Identifying Threshold Concepts in Grammar Learning." *Threshold Concepts within the Disciplines*. Land, R., Meyer, J., and J. Smith, eds. Rotterdam: Sense Publishers, (2008): 213-226.
- Wisker, G. "Crossing Liminal Spaces: Teaching the Postcolonial Gothic." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 7.3 (2007): 401-25.

Grading Scheme

Threshold concepts reviews	20%
Literature review on signature pedagogy	40%
Research proposal on teaching and learning with signature pedagogy	40%
Total	100%

Evaluation Components

Assignment 1: Threshold concepts reviews

Value: 20% of final grade

Due Date: See Course Schedule

Type: These reviews will allow you to identify and delve into threshold concepts in a number of disciplines, and focus on a particular field of study within that discipline.

Description: For these reviews, you are expected to select one article from the supplemental reading list, and locate another article from the same subject area. First, write a complete citation, using (APA 6th ed) as a style guide, and summarize the key points of each article in a paragraph. Then, carefully attend to a critical analysis of the key points, identifying how they contribute to a richer understanding of that subject area, and where the ideas require elaboration or reconsideration from a different point of view. Finally, identify how this threshold concept (or one selected from the article) might be applied to a different subject area or

discipline. Each review should be no longer than one page, or 400 words. Be prepared to discuss your reviews in class seminar sessions.

Assignment 2: Literature Review of Signature Pedagogy

Value: 40% of final grade

Due Date: See Course Schedule

Type: This assignment asks you to demonstrate facility in locating and analyzing a range of literature relevant to a signature pedagogy of a discipline you choose. You will review and critically analyse the how and why the approach is employed in that discipline, and also consider how it might be employed in other disciplines, and where it would be inappropriate. The literature review will be of publishable quality.

Description: First, the literature review will require a thorough review of a wide range of literature, focused on a single signature pedagogy in a particular discipline, and then expand your review to consider the same pedagogy in other disciplines. You will consider what is the pedagogy and what are its boundaries? How does it overlap with other pedagogies? Why is it a “signature” pedagogy? How might it play out in different circumstances and under what conditions would it be more successful or less? How might this pedagogy manifest itself in other disciplines? What have you learned from your review that informs educators in the home discipline? What does it have to offer educators in other disciplines?

You will find a good template for a literature review at

https://www.tru.ca/_shared/assets/Literature_Review_Template30564.pdf (© Pamela Fry - used with permission from Thompson Rivers University Writing Centre). If you're interested in looking into preparing to do a literature review TRU also offers a nice resource that considers a process you can follow

(https://www.tru.ca/_shared/assets/Preparing_for_your_Literature_Review45141.pdf) (© Aksa Mughal – used with permission from Thompson Rivers University Writing Centre)

From the Thompson Rivers University Writing Centre:

Definition: A literature review is an objective, critical summary of published research literature relevant to a topic under consideration for research. Its purpose is to create familiarity with current thinking and research on a particular topic, and may justify future research into a previously overlooked or understudied area.

A typical literature review consists of the following components:

Introduction

- A concise **definition of a topic** under consideration (this may be a descriptive or argumentative thesis, or proposal), as well as the **scope** of the related literature being investigated. (Example: If the topic under consideration is ‘women’s wartime diaries’, the scope of the review may be limited to published or unpublished works, works in English, works from a particular location, time period, or conflict, etc.)
- The introduction should also note intentional **exclusions**. (Example: “*This review will not explore the diaries of adolescent girls.*”)
- Another purpose of the introduction is to state the **general findings** of the review (what do *most* of the sources conclude), and comment on the **availability** of sources in the subject area.

Main Body

- There are many ways to organize the evaluation of the sources. **Chronological and thematic approaches** are each useful examples.

- Each work should be critically summarized and evaluated for its **premise, methodology, and conclusion**. It is as important to address inconsistencies, omissions, and errors, as it is to identify accuracy, depth, and relevance.
 - Use logical connections and **transitions** to connect sources.
3. Conclusion
- The conclusion **summarizes the key findings** of the review in general terms. Notable commonalities between works, whether favourable or not, may be included here.
 - This section is the reviewer's opportunity to **justify a research proposal**. Therefore, the idea should be clearly re-stated and supported according to the findings of the review.

Conclusion

- The conclusion **summarizes the key findings** of the review in general terms. Notable commonalities between works, whether favourable or not, may be included here.
- This section is the reviewer's opportunity to **justify a research proposal**. Therefore, the idea should be clearly re-stated and supported according to the findings of the review.

References

As well as accurate in-text citations, a literature review must contain complete and correct citations for every source.

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Assignment 3: Proposal for a Research Study on Signature Pedagogy

Value: 40% of final grade

Due Date: See Course Schedule

Type: In this assignment you will design a SoTL research study on a signature pedagogy of your choosing. It should be about the signature pedagogy you explored in your literature review. The proposal will include enough information to be able to conduct the research.

Description: A completed SoTL research proposal will include the following elements:

Introduction

What is the big question you're investigating, and why does it matter?

- Describe the signature pedagogy and area to be studied
- Explain why this is important in the context of SoTL

Review of the Literature

In a brief extraction or summary from your literature review in assignment 2, describe what is already known about this area and give a short discussion of how your study fits into what is already known. This can be a couple of paragraphs long – drawn from what you already wrote.

- Include a summary of the basic background information on the topic gleaned from your literature review.
- Point out question(s) that are unresolved that you would like to study.
- Identify (at least) one general question you would like to pursue as part of your SoTL program.

Method and Design

- List your research question(s).
- Describe how you will go about answering the questions and why?
- Describe the general methodology you choose for your study.
- Explain why this method is the best for your purposes, and you might mention why you didn't choose a different method if it seems like a plausible choice.
- Participants: who will participate in this research with you – your students? Describe them.
- Are there any participants you would exclude? Why, why not?
- Describe how you will gather data.
- How will you analyze the results?
- Explain how you will decide whether your research question is answered? How will you know if you found a positive or negative answer to your question?

Ethics

What ethics permissions will you require?

References

Include all references in APA style.

Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

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

Student Supports

Student Learning Services

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

Student and Enrolment Services Division

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

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and

Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

College Supports

OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Acknowledgements

Course Contributor(s)

Permission from Thompson Rivers University Writing Centre to use literature review template:

From: Jenna Goddard <jegoddard@tru.ca>
Subject: RE: Permission to use Lit Review Template?
Date: February 5, 2020 at 11:07 AM
To: Schwier, Rick <richard.schwier@usask.ca>

JG

CAUTION: This email originated from outside of the University of Saskatchewan. Do not click links or open attachments unless you recognize the sender and know the content is safe. If in doubt, please forward suspicious emails to phishing@usask.ca

Good morning, Rick

Thanks for the email! Feel very welcome to use this, and any other TRU Writing Centre resource. You might also be interested in this resource explaining the steps to preparing for the lit review:

https://www.tru.ca/_shared/assets/Preparing_for_your_Literature_Review45141.pdf

Warm regards,

Jenna

Jenna Goddard, TESL, MEd
Writing Centre Coordinator, STSS Lecturer
Faculty of Student Development
Thompson Rivers University
Office: OM 1411B Tel: 250-371-5748
Email: jegoddard@tru.ca

TRU's Kamloops campus is situated on the traditional and unceded lands of the Tk'emlúps te Secwépemc within Secwépemc'ulucw, the traditional territory of the Secwépemc people.

From: Schwier, Rick <richard.schwier@usask.ca>
Sent: Tuesday, February 04, 2020 2:53 PM
To: Jenna Goddard <jegoddard@tru.ca>
Subject: Permission to use Lit Review Template?

Hi Jenna.

I am building a new class for our new School for the Scholarship of Teaching and Learning at the University of Saskatchewan that includes a literature review assignment. I ran across the Literature Review Template on your site written by Pamela Fry (https://www.tru.ca/_shared/assets/Literature_Review_Template30564.pdf) and wondered if I could have permission to use it in a new course syllabus? I would include a link to it, and would also like to include a copy of it in the body of the syllabus.

I think it's an excellent resource, but of course wanted to check with you about its availability. Thanks so much for considering my request.

Rick Schwier

Dr. Richard Schwier, Interim Associate Dean
Research and Scholarship of Teaching and Learning
College of Education
University of Saskatchewan

Course Information

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

College College of Education	Department/Unit School for the Scholarship of Teaching and Learning, Department of Curriculum Studies
Authorizing Unit Head Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number SOTL 804.3		Course Title Research Experience in SoTL			
Total Course Hours 39	Lecture	Seminar 39	Lab	Tutorial	Other
Weekly Course Hours 3	Lecture	Seminar 3	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input type="radio"/> Term 1 or 2 <input checked="" type="radio"/> Term 1 and 2			Course is to be offered <input checked="" type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other		
Prerequisite(s) or restriction(s) Admission to the SoTL Certificate or M.SoTLprogram.				If there are prerequisites, who can waive them: Department X Instructor	
Catalogue Description (not more than 50 words) The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student's own classroom or organization. The study will include a research proposal, ethics approval, review, and final preparation suitable for publication.					
Tuition code and any additional class fees:		Number of credit units:		Can this course be repeated for credit? <input checked="" type="radio"/> Yes <input type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

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

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

EXAM EXEMPTION

Grade Mode <input type="radio"/> Pass/Fail (P/F) <input type="radio"/> Percentage/Numeric <input checked="" type="checkbox"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. This is a practical, applied class based on an experiential learning approach. In lieu of an examination, the student will carry out a complete mini study. The study will include a research proposal, an approved ethics proposal, and a report of the research. The successful preparation of a paper suitable for publication and review of the study in an approved refereed venue will serve as the standard for successful completion.	

Rationale

What is the rationale for introducing this course

This course is part of a new certificate program and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

☐ Yes ☒ No

If yes, please list:

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

☐ Yes ☒ No If yes, please attach correspondence

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

☐ Yes ☒ No

If yes, please list:

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

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

☒ Yes ☐ No

If yes, please list:

All students in the SoTL Certificate program will be required to take this course. The course will also serve as an elective in the M.SoTL program. Because the accomplishment of the certificate credential is intended to signify proficiency, it is designed to augment academic credentials already held by participants, typically to enhance their own scholarship. Four of the courses (SoTL 801.2, 802.3, 803.3, 804.3), if successfully completed, may be applied toward an M.SoTL program of study, should the student choose to apply for that program. Similarly, SoTL 804.3 may be used as an elective course in the M.SoTL program by M.SoTL students.

Enrolment

Expected Enrolment

22 per year

From which colleges/programs:

College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):

Several individuals on campus are qualified to teach this course, and the assignment will be made by the Department Head, Curriculum Studies, in consultation with the Director, School for the Scholarship of Teaching and Learning

Director, School for the Scholarship of Teaching and Learning

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies, and demonstrate expertise in SoTL scholarship.

Notable SoTL scholars include Dr. Geraldine Balzer, Dr. Bev Brenna, Dr. Brenda Kalyn, Dr. Jay Wilson.

Dr. Nancy Turner, Director of Teaching and Learning Enhancement, University of Saskatchewan (SoTL leader and scholar)

Dr. Wendy James, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)

Dr. Susan Bens, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)

Faculty from other departments and disciplines who are SoTL scholars, and who have the expertise and appointments in the College of Graduate and Postdoctoral Studies. (these assignments would require the interest of the faculty member in teaching this course, and the permission of the Department Head and Dean of their home unit)

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

This course is part of a new master's program and certificate to be offered by the School for SoTL and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we can also draw on adjunct appointments and associate members of the School or the GMCTL for teaching. We will contract SoTL scholars with appropriate credentials if necessary.

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

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

Declaration

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

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

Authorizing College Dean/Head

Michelle Prytula, Dean, College of Education

Signature

College Approval Date

COURSE SYLLABUS

COURSE TITLE: Research Experience in SoTL

COURSE CODE: SOTL 804

COURSE CREDITS: 3

Course Description

The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student's own classroom or organization. The study will include a research proposal and an ethics application for the study approved by the instructor and any required external groups. The successful preparation of a paper suitable for publication and the review of the study in an approved refereed venue will serve as the standard for successful completion.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

By the completion of this course, students will be expected to:

21. Articulate and clearly delineate an appropriate problem for a SoTL study in their own teaching context.
22. Communicate the problem, supporting literature, research questions, and research methods in a research proposal.
23. Identify ethical issues and constraints for the study, and prepare an ethics proposal suitable for consideration and approval.
24. Write a research report, submit it for review to an approved refereed outlet, and successfully publish the report.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSGS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

Course Overview

Class Schedule

This course is experiential and field-based, so there is not defined weekly content or activities in the course outline. You are expected to undertake the full design and conduct of a mini-research study in SoTL in your own teaching context, under the supervision and approval of your instructor. Every week, the class will meet online in a seminar format to discuss progress and problems, and deal with shared challenges. The instructor will guide the group, identify common issues, and bring content as needed to direct the activities of the group in weekly online sessions.

Midterm and Final Examination Scheduling

This course will not have an examination.

Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks

Grading Scheme

Research proposal	20%
Ethics proposal	10%
Research paper preparation (40%), submission, review in approved outlet, and revision (30%)	70%
Total	100%

Evaluation Components

Assignment 1: Research Proposal

Value: 20% of final grade

Due Date: Week 2

Type: This is another opportunity for you to prepare a research proposal for a study to be completed as part of your research program, and which will guide a study to be included as part of your thesis. This is to be about a real study you will actually conduct. You will prepare the proposal with the intention of completing the research study immediately following the completion of the course, after consulting with your research advisor in your program.

Description:

A completed SoTL research proposal will include the following elements:

Introduction

What is the big question you're investigating, and why does it matter?

- Describe what you intend to study.
- Explain why this is important in the context of SoTL and to teaching and learning generally, and also specifically to your own professional context.
- It is entirely acceptable, and even encouraged, that you replicate a study that has already been done – make a few improvements to a research study you find in the literature and apply it in your own context.

Review of the Literature

Include a review of literature relevant to your research questions, and describe what is already known about this area and discuss how your study fits into what is already known. This review will be approximately five pages long – and may include references you reviewed in Assignment 2.

- Include a summary of the basic background information on the topic gleaned from your literature review.
- Analyze relevant literature and synthesize what existing research can tell you about your research questions. Can they be answered without doing the research yourself?
- Point out question(s) that are unresolved that you would like to study.
- Identify (at least) one general question you would like to pursue as part of your SoTL program.

Method and Design

- List your research question(s).
- Describe how you will go about answering the questions and why?
- Describe the general methodology you choose for your study.
- Explain why this method is the best for your purposes, and you might mention why you didn't choose a different method if it seems like a plausible choice.
- Participants: who will participate in this research with you – your students? Describe them.
- Are there any participants you would exclude? Why, why not?
- Describe how you will gather data.
- How will you analyze the results?
- Explain how you will decide whether your research question is answered? How will you know if you found a positive or negative answer to your question?

Ethics

What ethics permissions will you require? Just indicate where you will need to go in this part of the proposal. Your actual ethics application will be completed separately as Assignment #4 in the course.

References

Include all references in APA (7th ed) style.

Assignment 2: Ethics Proposal

Value: 10% of final grade

Due Date: Week 3

Type: Every research proposal requires review from the Research Ethics Board and written permission to proceed with the research before undertaking the research. In this assignment, you will prepare the submission to the Research Ethics Board for the study you defined in Assignment 3.

Description:

Your assignment is to prepare an application to the Research Ethics Board–BEH for permission to conduct your study. When completed and judged satisfactory by your instructor, the instructor will sign off on the application as the Principal Investigator. This is done to assign responsibility to your instructor for the ethical conduct of the research, not to identify her/him as the lead researcher in the study. You will see that the form is detailed and requires you to make decisions about the conduct of your study. If you are unable to provide any detail at this time, discuss it with your instructor. This is a necessary step before you can begin the study, but you will be able to complete the application by the end of the term. Your mark and your completion of the course is not dependent on the decision of the REB-BEH, but you will require permission prior to beginning your research.

The forms you require, and instructions for their completion, are available for download at <https://vpresearch.usask.ca/researchers/forms.php> under the “Ethics - Human Behavioural” link.

Your mark will be determined by how clearly, thoroughly, and carefully you prepare the application. Your instructor will sign the form and submit it when it is sufficiently detailed to warrant review by the Research Ethics Board.

Assignment 3: Research Report

Value: 70% of final grade

Due Date: Week 13

For this assignment, you will prepare a research report for professional publication. It will essentially be an expansion of your research proposal – any necessary elaborations of each of the points in it, and with two additional sections:

1. Results: What were your findings? Summarize your data, complete statistical analysis if appropriate, and put your results into a form that will communicate clearly what you found. The results should be organized according to the research questions you asked, in this case you are providing the evidence for the answers to the research questions – not the answers. That comes next.
2. Conclusions: Answer your research questions, based on the data and results you found. What can you say with confidence about each of the questions you asked. Are your results definitive, reliable, and clear? Are they tentative? Do they need additional study, or are there other questions you need to address in order to confidently answer your research questions? What advice do you give to yourself and other researchers who want to follow up on your study?

In all respects, and in every part of this research report, be clear and concise. Your goal is to communicate, not to impress. You asked a significant question, and you now have some answers, based on the data you collected. Your report can take several forms: as a paper for publication in a journal; as a formal presentation you would make to a professional conference; or as a webcast or podcast you will share with a larger audience for example. Regardless of the format your report takes, it is important that it be refereed. It must have been reviewed by at least two independent experts, and their reviews must be included with the final product.

If you are submitting to a refereed professional journal, they will manage and return summaries of reviewer comments to you. Communications from the journal will satisfy this requirement. If not, you can use the following review form (or adaptation for non-print publications).

Manuscript Review Form

Reviewer Information

E-Mail:	
Title:	
First Name:	
Last Name:	
Affiliation:	
Country:	
Specialization:	

Manuscript Information

Journal or Outlet Name:	
Manuscript Title:	
Date Reviewed:	

Reviewer's Blind Review Comments to Author

Include your comments on the topics below. Include text excerpt or row / page no. from the manuscript for ease of reference by the author.

1.	Originality:	
2.	Quality:	
3.	Relevance to the Field(s):	
4.	General Comments:	

5.	Comments on Abstract:	
6.	Comments on Introduction:	
7.	Comments on Literature Review:	
8.	Comments on Methodology:	
9.	Comments on Results:	
11.	Comments on Conclusions:	
12.	References / Bibliography:	
13.	Figures:	
14.	Tables:	
15.	Other:	

16.	Reviewer's Decision Comment:	
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Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

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

Student Supports

Student Learning Services

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

Student and Enrolment Services Division

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

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

College Supports

OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Acknowledgements

Course Contributor(s)

Course Information

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

College College of Education	Department/Unit School for the Scholarship of Teaching and Learning, Department of Curriculum Studies
Authorizing Unit Head Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number SOTL 990		Course Title Research Seminar in the Scholarship of Teaching and Learning			
Total Course Hours 39	Lecture	Seminar 39	Lab	Tutorial	Other
Weekly Course Hours 3	Lecture	Seminar 3	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input type="radio"/> Term 1 or 2 <input checked="" type="radio"/> Term 1 and 2		Course is to be offered <input checked="" type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other			
Prerequisite(s) or restriction(s) Admission to the M.SoTL program.			If there are prerequisites, who can waive them: Department X Instructor		
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:		Number of credit units:		Can this course be repeated for credit? <input checked="" type="radio"/> Yes <input type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

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

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

EXAM EXEMPTION

Grade Mode <input checked="" type="radio"/> Pass/Fail (P/F) <input type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. This is a non-credit research seminar that will acquaint students with the process of building a research program that will span their entire program of study, including a proposal for 3-4 linked research studies in SoTL, and a rough draft of a research ethics application. The approval of the program of research will serve as the standard for successful completion. The other aim of the course is to introduce graduate students to the both academic and non-academic aspects of graduate studies and provide background preparation to support your academic studies. Through completion of the required modules and by exploring issues in the general field of education that support the field of inquiry taken up in your thesis, you will become engaged in your graduate program and research culture.	

College of Graduate and Postdoctoral Studies

University of Saskatchewan ■ Rm 116 Thorvaldson Bldg, 110 Science Place ■ Saskatoon SK Canada S7N 5C9
 Tel: 306-966-5751 ■ Fax: 306-966-5756 ■ Email: grad.studies@usask.ca

Revised: August 2017
 Page 1 of 3

Rationale

What is the rationale for introducing this course

This course is part of a new master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

☐ Yes ☒ No

If yes, please list:

This course will be available exclusively to students in the M.SoTL program

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

☐ Yes ☒ No

If yes, please attach correspondence: The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education

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

☐ Yes ☒ No

If yes, please list:

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

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

☒ Yes ☐ No

If yes, please list:

All students in the M.SoTL program will be required to take this course.

Enrolment

Expected Enrolment

22 per year

From which colleges/programs:

College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):

Director, School for the Scholarship of Teaching and Learning

Several individuals are qualified to teach this course, and the assignment will be made by the Department Head, Curriculum Studies, in consultation with the Director, School for the Scholarship of Teaching and Learning

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies, and demonstrate expertise in SoTL scholarship. Notable SoTL scholars include Dr. Geraldine Balzer, Dr. Bev Brenna, Dr. Brenda Kalyn, Dr. Jay Wilson.

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

This course is part of a new master's program to be offered by the School for SoTL. and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we will draw on adjunct appointments and associate members of the School for teaching when necessary.

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

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

Declaration

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

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

Authorizing College Dean/Head

Michelle Prytula, Dean, College of Education

Signature

College Approval Date

COURSE SYLLABUS

COURSE TITLE: Seminar in SoTL Research

COURSE CODE: SOTL 990

COURSE CREDITS: 0

Course Description

This is a non-credit research seminar that will acquaint students with the process of building a research program that will span their entire program of study, including a proposal for 3–4 linked research studies in SoTL, and a rough draft of a research ethics application. The approval of the program of research will serve as the standard for successful completion. The other aim of the course is to introduce graduate students to the both academic and non-academic aspects of graduate studies and provide background preparation to support your academic studies. Through completion of the required modules and by exploring issues in the general field of education that support the field of inquiry taken up in your thesis, you will become engaged in your graduate program and research culture.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

By the completion of this course, students will be expected to:

- Have a general understanding of the important roles of a graduate student.
- Know where to find information related to your life as a graduate student (PAWS).
- Begin to use your university email for all correspondence and student related work.
- Understand the importance of keeping on top of course planning and registration.
- Understand the importance of being ethical and honest as a graduate student and researcher
- Have an understanding of the ethics review process including the formate for an ethics review submission.
- Have an understanding of the resources available through *Library Services*.
- Know where to find answers to questions you may have about new *Canadian Copyright* legislation.
- Choose a *Reference Management System* and create an account.
- Know how to find journal articles through education specific online databases.
- Know the resources at the U of S that provide you with writing assistance.
- Understand the basics of the APA writing and referencing guidelines.
- Know where to find online help for APA formatting questions.
- Demonstrate the ability to systematically review a research article.

Information on literal descriptors for grading at the University of Saskatchewan can be found at:

<http://students.usask.ca/academics/grading/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

<https://teaching.usask.ca/about/policies/learning-charter.php>

Course Overview

SOTL 990 is a compulsory, but non-credit online seminar; there is NO requirement to attend campus in a face-to-face classroom setting.

A total of five Modules will cover the following topics:

- Module One-A brief introduction to graduate studies
- Module Two-Ethics in graduate studies
- Module Three-The U of S Library and resources
- Module Four-Writing in graduate studies
- Module Five-Annual College of Education's Celebration of Research

This research seminar will acquaint you with the process of building a research program that will span your entire program of study. Upon completion of the above five modules, you will be required to submit a proposal for 3–4 linked research studies in SoTL and a rough draft of a research ethics application for the research program. The approval of the research proposal will serve as the standard for successful completion. It does not have to be perfect or indelible. But we want you to begin thinking about the shape of the research you intend to do as part of your program and thesis right away, so you will have what you need to do your course work and the mini-studies that will make up the substance of your thesis.

Note that a number of learning outcomes are associated with each Module. Progress through these modules is entirely self-directed but there will be opportunity provided for peer-to-peer asynchronous discussion via the Discussion Board in the course online LMS. They serve as a prerequisite to completing the research program proposal.

Module 1: Introduction to Grad Studies

Introduction

SOTL 990 is a **compulsory**, but **non-credit** seminar. The purpose of the course is to introduce graduate students to the both academic and non-academic aspects of graduate studies and provide background preparation (information re: research tools, writing assistance, APA guidelines, how to do a literature review) to support your academic studies. Through completion of the required modules you become involved in our research culture by exploring issues in the general field of education which support the field of inquiry taken up in your courses, project or thesis.

In addition to the work you do in this course, there are other opportunities to become an active and engaged graduate student. The university and wider community offer several lecture series or one-time events in addition to course offerings; you are welcome to engage in as many as your schedule permits. So that we may all share in your discovery, please post upcoming events that you think may be of interest to the rest of your colleagues; also, please share a significant learning from any event you have attended on the course page. The university website, plasma screen on the main floor in Education, and the *On-campus News* publication provide information on upcoming events. If you are unable to attend on campus events, share a learning from educational events occurring in your community or that you've experienced in an online setting.

A number of workshops and instructional modules are available to keep abreast of computer programs and instructional technologies. Check out the PD & training tab in PAWS.

Objectives/Outcomes

Once you have reviewed the material in this module you will:

- Have a general understanding of the important roles of a graduate student.
- Know where to find information related to your life as a graduate student (PAWS).
- Begin to use your university email for all correspondence and student related work.
- Understand the importance of keeping on top of course planning and registration.

Content

Coming back to University after a long absence can be both exciting and nerve-wracking. There have likely been significant changes in your life and your understanding and expectations around being a university student. For example, as a graduate student you will find that there may be **less direct instruction** and more emphasis on **you taking care of your own deadlines and program**.

We encourage you to be actively involved in your studies, to be **proactive** and engaged with the process. For example, do not wait for someone to contact you related to registration deadlines or required information (that being said, our Graduate Support Staff person, Patti Gilles, does an amazing job and is a great source of information). The added responsibility of managing your program also includes making connections with your assigned advisor, at least once per year; each grad student has been assigned a faculty member who will help to review your progress in your studies (officially, your Program of Studies or POS). This person is **not** a supervisor per se (this term only applies to someone who is working with you in that capacity in the thesis route) but a randomly selected individual in the department with knowledge about our graduate program. Your assigned advisor can be a good sounding board or a person to go for direction when you have a quick question (be sure to review all documents, handbooks, or contact Patti to get your answers to more basic questions). Sometimes these people will become your instructors, mentors or supervisors for Project or Thesis work. Sometimes they will just be a person you see once a year. Either outcome is fine. We want you to meet a variety of individuals during your time in the program and advising is one of the ways it happens.

Important points to remember:

- The university knows you as your **Network Services Identification** number or **NSID**. It is a combination of your initials and three numbers such as 'abc123'. You will use this number much like you have used a student number in the past and/or at other institutions.
- Use your **PAWS e-mail**. This e-mail is our main communication tool with you. PAWS is where you will register, pay and access your courses. You will find useful information in all areas of this website. Take some time to login (via [PAWS Login Portal](#)) and look at what is available. In addition to course specific material you will find information on social events, Huskie Athletics, student support and other important areas. Note that PAWS is highly customizable, so you can create your own set of resources, tabs, etc. that will help keep you informed on any variety of activities and events.
- **Maintain continuous registration**. If you are unable to attend for a term, and you are not eligible for sick, compassionate, or parental leave, then you are required to pay a "maintenance-of-status" fee.
- **Notify** the Graduate Chair if you require a leave.
- If for any reason you cannot continue with your studies, notify the Graduate Chair ASAP that you wish to **withdraw**, even if this is for a temporary period of time. If you do not do so, you may be "Required to Discontinue" which leaves a permanent negative mark on your record.
- If you are a **Thesis**-stream student, register in **994** every term (all three)
- If you are a **Project**-stream student, register in **992** every term (all three)
- **Remember**: You are ultimately responsible for making sure that you meet the requirements of the degree. The Department Head, Graduate Chair, and Secretary will assist you but the onus is on you to fulfill program requirements.

Make sure you are familiar with all aspects of the graduate program. As mentioned, you will have an advisor, as well the support of the Graduate Chair and Graduate secretary to help you with anything that may occur. We recommend that you become familiar with the [College of Graduate Studies website](#). **Note** that you are a graduate student of the **College of Graduate Studies and Research (CGSR)** even though you are studying in the College of Education. Please pay close attention to any correspondence you receive from CGSR.

Module 2: Ethics in Graduate Studies

Introduction

This Module is presented as an **introduction** to the importance of acting honestly and **ethically** as a graduate student. The information here provides useful content for those who conduct research in their graduate student experience. On a practical level, we hope that student research projects will map appropriately to **accepted ethical principles** allowing for a heightened awareness of research relevance, even for those whose careers will be primarily course-based. While certain components of research methodology can be approached in a stand-alone manner, research ethics is more foundational: ethical considerations underlie **all** aspects of research, from study design to data collection and analysis, to public distribution of new knowledge. Therefore, the topic is best approached at the beginning of this course, and is considered as an **integrated** component of all decision-making in the research context.

Objectives/Outcomes

Once you have reviewed the material in this module you will:

- Understand the importance of being ethical and honest as a graduate student and researcher
- Have an understanding of the ethics review process including the format for an ethics review submission.

Content

To lay an ethical foundation, a minimal level of content familiarity is required. One needs to understand the philosophical and moral reasoning that forms the basis of **current ethics standards, codes, and guidelines**, as well as a little of the history. This means that before conducting research, students should be aware of the basic requirements for ethical research as outlined in the ***Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans***. There should also be an understanding of how this Policy came to be created and why it is still felt to be necessary. To ensure this content familiarity, class participants are asked to complete two online tutorials.

As a graduate student you will likely be involved in research as a primary researcher or as an assistant. If you will be the primary researcher (e.g., if you are doing research for your thesis work), part of this work will include making a submission to the **U of S Behavioural Ethics Board**. You will be required to complete a submission before you begin your research to ensure that it is ethically approved. The online form and process for completing the form is found at the [REB website](#). Take the time to review the information so that you are familiar with the intent of the site.

To **complete the requirement for this module** we direct you complete the two excellent **online tutorials** offered by the **College of Graduate Studies and Research**, namely, [GPS 960](#) and [GPS 961](#). Note that you **MUST** complete both of these self-paced online tutorials in order to graduate!

A description of each course follows:

[GPS 960.0: Introduction to Ethics and Integrity](#)

This course is required for **all** first year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

[GPS 961.0: Ethics and Integrity in Human Research](#)

This course introduces students to the ethics of research with **human subjects**. Students will complete the **Tri-Council Policy Statement: Ethics Conduct for Research Involving Humans (TCPS) Tutorial** and become familiar with the human ethics processes at the University of Saskatchewan.

Module 3: The UofS Library and Resources

Introduction

The *University of Saskatchewan Library* system provides support in a number of ways. They have an excellent digital and physical catalogue. They have created a wonderful online resource for graduate students in the College of Education. Please take the time to read the information presented.

Objectives/Outcomes

Once you have reviewed the material in this module you will:

- Have an understanding of the resources available through *Library Services*.
- Know where to find answers to questions you may have about new *Canadian Copyright* legislation.
- Choose a *Reference Management System* and create an account.
- Know how to find journal articles through education specific online databases.

Content

The *College of Education Library* has put together a comprehensive online resource to support graduate students. On the site you will find material chosen based on the potential importance to graduate students. There is a selection of *tutorials*, pdf *instructions* and *websites* to support your coursework. You will find there is overlap on the site with some of the other tutorials. We believe that redundancy and repeated exposure to ideas and resources helps to reinforce ideas and are not worried if you see things more than once. Take the time to investigate each tab in the list, as the information will serve you well in all of your work as a graduate student.

[Follow this link to access these resources](#)

Another important issue you should understand is **copyright**. Whether you are using materials created by others in your teaching or research or sharing your own materials it is important to know your rights and, importantly, to not violate the rights of others. Here is another helpful [Library Guide](#) that provides an overview of the new copyright laws. You do not have to thoroughly review the information but now you will know where to turn for information.

Module 4: Writing in Graduate Studies

Introduction

This module will assist you with your **writing** as a graduate student. An important skill is your ability to carefully craft any message you are trying to share with others. Effective writing includes moving from organizing your initial thoughts to planning and constructing a well-designed document. You will have opportunities to write for many different purposes as a graduate student. You may be creating a proposal to convince someone to participate in your research, fund your travel or accept your work for presentation or publication. Your success in communicating your ideas through your written work will have an impact on your success in these endeavors.

You will also be introduced to **reading other people's work** to determine the effectiveness of it.

Understanding how the writing of others is presented will support your development as an informed consumer. If you have a framework for systematically reviewing potentially important material you are able to determine its applicability to your own work. Exposing yourself to the work of others will also support your own writing development.

Objectives/Outcomes

Once you have reviewed the material in this module you will:

- Know the resources at the U of S that provide you with writing assistance.
- Understand the basics of the APA writing and referencing guidelines.
- Know where to find online help for APA formatting questions.

- Demonstrate the ability to systematically review a research article.

Content

Many different supports and resources exist to **guide** you in your understanding and development as a writer. For many who are making the transition back to graduate school they need to learn how to write in a more formal manner. This can be also difficult when English is not the student's first language.

The University of Saskatchewan **Learning Center** is an excellent resource for graduate students. It can address almost every issue that will arise for graduate students when it comes to writing. They offer specific feedback and for those who are struggling with or those who want some fine tuning of their writing. Their site includes a number of helpful videos created by faculty at the U of S. Please follow this [link](#) to learn more about the services they offer.

Every time you use someone else's work to support your research or writing you must give them the credit that is due. Proper formatting not only ensures you do not take credit for someone else's work but also makes it easy to find your sources for assessment and for others to use. In Education research and writing we use the American Psychological Association (**APA**) guidelines for style and writing. Their publication is an important book for many to add to their professional libraries. The University of Saskatchewan **Library** has a [comprehensive site addressing APA](#). In addition you may follow this [link](#) and review the online tutorial for those who are new to APA Style. Throughout your time as a graduate student you will be required to demonstrate your ability to format references in the body of your writing as well as in the reference section according to the APA guidelines.

The *University of Toronto* has created this [list](#) of useful publications related to graduate student writing. It encompasses a variety of specific instances for graduate writing that may deal with any difficult situations you may encounter.

Reviewing the work of other researchers is another **key skill**. Not only is it important to determine the applicability of other's research to your own but the more you read the better your writing will become. If you follow researchers who are also good at sharing their findings your skill as a writer will improve.

This online resource will take you through some of the things to look for in reviewing the work of others. Please read the material presented at this [resource](#) site as a beginning point to thinking about what you are reading.

Module 5: Celebration of Research and Scholarship

Introduction

The **Celebration of Research and Scholarship** is the College's opportunity to showcase the rich, diverse, and high-quality work of our graduate students. This year the event will be held early April, XXXX. The **half-day** gathering will bring together current graduate students, former graduate students, faculty, and other educators to learn about the research taking place in the College.

We encourage you to become involved in the **Celebration of Research** through a variety of ways.

First of all we encourage you to attend. The gathering is a great opportunity to see what others have done and what options may exist for your future work.

Second: If you have an idea that fits under one of the four categories you may also want to submit a proposal.

Third: There is also the opportunity to provide a review of one of the presentations by another student.

Fourth: We are also always looking for volunteers to help with registration, organization, and introducing speakers. We will update this page to let you know who to contact if you are interested.

Content

There is no required content for this module except a willingness to participate in the Celebration of Research.

Assessment

We know that is not possible for everyone to attend the **Celebration of Research** in person so the assessment in this final module is flexible.

What you can do to **participate**:

1. For those who are able to participate in some way, in person, on-site, in the **Celebration of Research** we ask you to share a **constructive review** of one of the presentations that you attended. It will be a review (*one page maximum*) of a presentation that shares the topic/focus with those who are unable to be in attendance.
2. For those **at a distance** you will review what has been hosted by the other 990 students and reply to **one** of the postings.

The postings and replies will be shared on the course discussion board under Module 5 and will be completed by **April 9th**.

As a guide for what to expect I have shared the Call for Proposals.

College of Education Graduate Students CELEBRATION OF RESEARCH AND SCHOLARSHIP

The Celebration of Research and Scholarship is the College's opportunity to showcase the rich, diverse, and high quality work of our graduate students.

The call for proposals invites all graduate students regardless of where they are in their program to submit one of the following: a research poster, an oral presentation, a panel presentation, or a roundtable of work-in-progress.

Please discuss possibilities with your supervisor or Graduate Chair and submit your proposal for a presentation by e-mail to Charlene.Roberston@usask.ca Joint or panel presentations are encouraged. All proposals should be received by March 8, 2015. See below for descriptions.

Proposal information should include

Name(s):

Department Affiliation:

Title of presentation and short abstract (maximum 120 words):

Mode of presentation: poster, paper, panel, oral presentation, etc:

Equipment needs:

(Assistance with developing research posters is available through IT4U (access through PAWS PD & Training tab)

Research posters are a visual representation of the purpose, conceptual framework, methodology, and/or findings of your research. Posters may also be a visual representation based on other types of scholarship such as a review of literature, a position paper, collaborative inquiry, self-reflection and/or autoethnography. Posters will be displayed in the halls with time set aside for the creators to explain and answer questions. See, for example, from another field of

study <http://www.weedsresearch.usask.ca/Weed%20Control%20Research%20Posters/index.php>

Oral presentations - Oral presentations may be a carefully prepared lecture on a topic or theme related to your research or inquiry. Oral presentations might be based on a paper you have prepared for a course assignment or for publication in a refereed journal. Oral presentations may also include artistic performance or an alternate form of knowledge translation. Oral presentations will be limited to 15 minutes.

Panel presentations are where two or three papers are grouped together on a theme. They may present diverse viewpoints on a topic or theme and include a discussant who synthesizes the ideas in the two to three papers and poses questions for audience discussion. Your proposal should include the name of a potential discussant.

Round tables on works-in-progress are where participants gather to discuss and get feedback on their research ideas. They work best if you come prepared to speak about what you are working to accomplish in your research and where you need feedback. Submit a brief description of your progress to date.

Instructor Information

Contact Information

Office Hours

Instructor Profile

Grading Scheme

This is a non-credit course. Upon completion of the five modules described above, and the submission of a satisfactory research program plan and ethics draft, the instructor will assign a mark of CR for the student.

Evaluation Components

Assessment for Module One

As a first step in your work in 990 we ask you to **post about something about yourself** on the **course discussion board**. The content can be what you choose but try to share your reasons for engaging in graduate studies and what you hope to take away from your program. Tell us about where you are in your teaching career (if applicable) and anything else you may wish to share. After you have posted your thoughts read through the posts of others and share any feedback. Please post on the discussion board under Module One by XXXX. Feel free to return to the discussion board to review the postings of your fellow students.

Assessment for Module Two

You must **register** for each course through **PAWS**. Each course will take you approximately **two hours** to complete and once you have completed the courses they will be assessed by the instructor assigned to the courses. Once your work has been assessed you will receive a **grade of 'CR'** added as a credit to your transcripts to fulfill the requirements for your Program of Studies. During the **week of October 28th** feel free to share your thoughts by answering the question, "**Why is knowing about ethics is important for Graduate students.**" Post your response on the course discussion board under Module 2.

Assessment for Module Three

For your assignment in this module there are two tasks to complete:

1. You are required to **create an account** in [Mendeley](#) or [Zotero](#). Tell us what you think of whichever referencing software you select, or, if you decided to use another system (e.g., EndNote), tell us about that.
2. Once you have created your account, and tried the tool out for reference searches, post to the 990 Course Discussion Board your thoughts about **one resource** you found particularly useful using the **library site and search tools**; give us a brief description of the resource, where you found it, and how it is relevant to your graduate study interests.

You should add your posting during the weeks of **November 18th through January 30th**, at the latest, under **Discussion Board/Module 3**. However, I will open this Discussion space now so feel free to add your

stuff whenever you wish (some will have final papers, exams, etc. and may want to get a jump on this assignment).

Assessment for Module Four

You are required to write a **one-page review** of a **journal article** you deem relevant to your current or future work as a graduate student. Begin by finding an appropriate research article and write a review of the piece. Use the skills you learned in the library module to locate an article from an online journal.

You must share with your audience (in the Discussion space provided)

- the main research question or questions
- key terms
- methodology used in the research
- findings or what the author(s) believes is important
- URL or DOI to access the document

You will include an **APA formatted reference of the article** used in the assignment. Use the pdf from the U of A as a guide to examining the document.

The written piece will be posted as an attachment to the Discussion Board for Module 4 during the week of **XXXX**. Others will read and **comment** on your review in our **Discussion** space.

Assessment for Module Five

Participation in the Celebration of Research and Scholarship as described in the module.

SoTL Research Program Proposal

A proposal for 3–4 linked research studies in SoTL and a rough draft of a research ethics application for the research program. The approval of the research proposal will serve as the standard for successful completion. It does not have to be perfect or indelible.

The Research Program Proposal must include:

The program area: This should identify as precisely as possible the umbrella area that will be explored in each of the mini-research studies. It might be something like “Procrastination” with a clear definition of what you mean by it in the context of your research.

Study 1 topic: A one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question. For example, if your umbrella topic is “procrastination” you might say something like: “This study will ask whether the learning and marks in a course on creative writing are correlated with how late students wait before beginning to write each assignment. I will have students keep logbooks where they will record their study times and the dates/hours they worked on their assignments. I will mark the papers before looking at the logbooks. I will correlate the number of days prior to the due date for each paper with the mark I gave the paper for all of the students in the class. I will also correlate the total number of hours of work on each paper (self-reported by students) with the mark received on the paper, and group students who worked similar numbers of hours to control for the effect the amount of time spent on the assignment might have influenced the outcome.”

Study 2 topic: As with the previous study, a one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question.

Study 3 topic: As with the previous study, a one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question.

Study 4 topic: Study 3 topic: As with the previous study, a one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question.

A draft of an ethics proposal. It does not have to be complete, but it should include everything you can at this point in the process. Before you begin doing any of the studies, you will need to complete the form and submit it for permission from the Research Ethics Board. This can take a few weeks, so start as early as possible.

You can download a form at:

<https://wiki.usask.ca/display/public/CPKB/Behavioural+Application?preview=/1456669124/1456669123/Behavioural%20Application%20Form%2003-December-2018%20Final.docx>

Copyright

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

Integrity Defined (from the Office of the University Secretary)

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

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIAPPEALS>)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

Examinations with Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or aes@usask.ca.

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

Student Supports

Student Learning Services

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

Student and Enrolment Services Division

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

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students' Centre

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal

students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

Other Acknowledgements

This course drew on excellent resources prepared by Dr. Dirk Morrison for ECUR 990.0. This version of the course is identical with the exception of one additional assignment: the research program plan. We are grateful to Dr. Morrison for his generosity and for the outstanding design of this course.



New Graduate Course Proposal GSR 400.1

Course Information

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

College College of Education	Department/Unit School for the Scholarship of Teaching and Learning, Department of Curriculum Studies
Authorizing Unit Head Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning	Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number SOTL 994		Course Title Research			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered <input type="radio"/> Term 1 <input type="radio"/> Term 2 <input type="radio"/> Term 1 or 2 <input checked="" type="radio"/> Term 1 and 2		Course is to be offered <input checked="" type="radio"/> Annually <input type="radio"/> Biennially <input type="radio"/> Alternate Years <input type="radio"/> Other			
Prerequisite(s) or restriction(s) Admission to the M.SoTL program.			If there are prerequisites, who can waive them: Department X Instructor		
Catalogue Description (not more than 50 words) The thesis research is the culminating activity in the master's program. Under the guidance of a faculty supervisor and thesis committee, the student will propose, conduct, and defend research that demonstrates proficiency in carrying out research in the scholarship of teaching and learning.					
Tuition code and any additional class fees:		Number of credit units:		Can this course be repeated for credit? <input checked="" type="radio"/> Yes <input type="radio"/> No	
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify: No					

CHECKLIST

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

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

EXAM EXEMPTION

Grade Mode <input checked="" type="radio"/> Pass/Fail (P/F) <input type="radio"/> Percentage/Numeric <input type="radio"/> Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Will there be a final exam for this course <input type="radio"/> Yes <input checked="" type="radio"/> No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course. This is supervised research project, and its successful defence of the thesis to the supervising committee and external examiner will be the standard for successful completion.	

College of Graduate and Postdoctoral Studies
University of Saskatchewan ■ Rm 116 Thorvaldson Bldg, 110 Science Place ■ Saskatoon SK Canada S7N 5C9
Tel: 306-966-5751 ■ Fax: 306-966-5756 ■ Email: grad.studies@usask.ca

Revised: August 2017
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Rationale

What is the rationale for introducing this course

This course is part of a new master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Supervision of the thesis research work will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

☐ Yes ☒ No

If yes, please list:

This course will be available exclusively to students in the M.SoTL program

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

☐ Yes ☒ No If yes, please attach correspondence **The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education**

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

☐ Yes ☒ No

If yes, please list:

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

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

☒ Yes ☐ No

If yes, please list:

All students in the M.SoTL program will be required to take this course.

Enrolment

Expected Enrolment

22 per year

From which colleges/programs:

College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):

Director, School for the Scholarship of Teaching and Learning

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies.

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

Thesis research is part of a new master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses, and we will draw on ECUR faculty, adjunct appointments, and associate members of the School for supervision and committee membership to support the experience.

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

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

Declaration

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

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

Authorizing College Dean/Head

Michelle Prytula, Dean

Signature

College Approval Date

May 22, 2020

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Master of the Scholarship of Teaching and Learning [MSOTL] - Master Scholarship Teach Learn (suggested Banner description - limit of 30 characters)

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

MSoTL

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

n/a

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?

Degree level

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 ☐ No ☐

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?

Graduate and Postdoctoral Studies [GP] - exists in Banner

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

n/a

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.

SOTL - Scholarship Teach and Learning (suggested Banner code and description) [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?

Thesis-based

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☐ No ☒ Revised ☐

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

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

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

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

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

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

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

2 What is the name of the new (or renamed 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?

Yes - SOTL Scholarship of Teaching and Learning - Scholarship Teach and Learning (suggested Banner description of 30 character max)

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

Graduate and Postdoctoral Studies [GP] / Curriculum Studies [ECUR] - currently exist in Banner

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

Yes

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

Yes ☒ No ☐

If NO, please describe.

Offered online

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

Yes ☐ No ☒

If YES, please describe.

Offered online

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY05, YYYY09

3 Does this impact enrollment?

Intake of 22 students per year anticipated

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

Refer to the Department of Curriculum Studies

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

Yes, potentially

6 What is the application deadline?

Add/drop deadline for admit term

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

- successfully completed a four-year bachelor's degree or equivalent from a recognized college or university.
- cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (ie. 60 credit units)
- teaching experience or equivalent experience in a non-formal or training environment
- proof of English proficiency may be required for international applicants and for applicants who first language is not English

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

Average

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

Same as current Master of Education in Curriculum Studies

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

Online application and checklist items

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

College of Graduate and Postdoctoral Studies

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

No

13 Will the standard application fee apply?

Yes

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

All applicants will pay the application fee

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

As per current set-up

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

Will work with the Department on the set-up required after the program is approved

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

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

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input checked="" 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?

n/a

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

n/a

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☒ No ☐

If NO, please describe.

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

In favor

6 IPA Additional comments?

n/a

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

Yes, subject to availability

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

Standard graduate tuition

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

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

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

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

Yes, standard international graduate differential

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
<u>OR</u>				
b. Fee Review Committee		<input type="checkbox"/>		
c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
e. Board of Governors		<input type="checkbox"/>		
f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Graduate Certificate in the Scholarship of Teaching and Learning [GCSOTL] - Grad Cert Schol Teach Learn (suggested Banner description - limit of 30 characters)

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

G. Cert.

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

n/a

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?

Degree level

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 ☒ No ☐

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:

GCST - In Grad Cert Schol Teach Learn (4 character code & 30 character description)

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

Graduate and Postdoctoral Studies [GP] - exists in Banner

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

n/a

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.

SOTL - Scholarship Teach and Learning (suggested Banner code and description) [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?

n/a

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐
☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐
☐
☐
☐
☐
☐
☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed 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?

Yes - SOTL Scholarship of Teaching and Learning - Scholarship Teach and Learning (suggested Banner description of 30 character max)

- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

Graduate and Postdoctoral Studies [GP] / Curriculum Studies [ECUR] - currently exist in Banner

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

Yes

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☒ No ☐

If NO, please describe.

Offered online

- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes ☐ No ☒

If YES, please describe.

Offered online

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Yes

2 What term(s) can students be admitted to?

YYYY05, YYYY09

3 Does this impact enrollment?

Intake of 10 students per year anticipated

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Refer to the Department of Curriculum Studies

5 Can classes towards this program be taken at the same time as another program?

Yes

6 What is the application deadline?

Add/drop deadline for admit term

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

- successfully completed a four-year bachelor's degree or equivalent from a recognized college or university.
- cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (ie. 60 credit units)
- teaching experience or equivalent experience in a non-formal or training environment
- proof of English proficiency may be required for international applicants and for applicants who first language is not English

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

Average

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Same as current Master of Education in Curriculum Studies

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

Online application and checklist items

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

College of Graduate and Postdoctoral Studies

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

No

13 Will the standard application fee apply?

Yes

14 Will all applicants be charged the fee or will current, active students be exempt?

All applicants will pay the application fee

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

- 2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

As per current set-up

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Will work with the Department on the set-up required after the program is approved

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☒

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

7 Is there mobility associated with this program termination? Yes ☐ No ☐

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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 type="checkbox"/>
Standard Graduate per credit	<input checked="" 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?

n/a

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

n/a

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☒ No ☐

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

In favor

6 IPA Additional comments?

n/a

7 Will students outside the program be allowed to take the classes?

Yes, subject to availability

8 If YES, what should they be assessed? (This is especially important for program based.)

Standard graduate tuition

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, standard international graduate differential

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
<u>OR</u>				
b. Fee Review Committee		<input type="checkbox"/>		
c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
e. Board of Governors		<input type="checkbox"/>		
f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



Title: Master of the Scholarship of Teaching and Learning
and
Certificate in the Scholarship of Teaching and Learning

Sponsoring College: College of Education

Sponsoring Department: Department of Curriculum Studies

May 26, 2020

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Context

At the April 16, 2020 meeting of University Council the School for the Scholarship of Teaching and Learning (SSoTL) was established.¹ The School was created to house and support researchers doing discipline-based education research, provide graduate programming 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. Its academic home is the Department of Curriculum Studies.

The purpose of this Notice of Intent is to propose the graduate programming (the M.SoTL and the Certificate in SoTL) that will be offered by the new School, which is housed in the Department of Curriculum Studies. The two programs are brought forward together, as the Certificate will be designed to ladder into the M.SoTL, with

¹ 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/>)

the courses that comprise the Certificate as components of the M.SoTL. These programs are outlined separately in Appendices A.1 and A.2. The two full program proposals will be written separately, but submitted at the same time, as advised by the Office of the University Secretary.

- 1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?*

The Scholarship of Teaching and Learning is rigorous scholarly inquiry into student learning which advances the practice of teaching by making research findings public through skillful dissemination of research, scholarly, and artistic work (RSAW). The SoTL programs we propose here include a certificate and master's degree in SoTL that will provide proficiency in SoTL inquiry in their own settings (certificate) and specialize in leading that inquiry with other educators (M.SoTL).

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, than, for example, 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, scholarly and artistic work within and across disciplines, and sharing the results publicly. Simply stated, every discipline is unique, but SoTL recognizes a shared 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 each discipline, especially where introductions to these disciplines in secondary school setting have been cursory. Students 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 when the necessary learning strategies are not applied. Sharing SoTL

findings vertically (between secondary and post-secondary settings) could address this persistent problem.

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. The School for SoTL (SSoTL) will offer academic training in SoTL inquiry for those who conduct discipline-based educational research, and to prepare specialists who look to become leaders in SoTL in their own disciplines or professional roles.

Situating the School for the Scholarship of Teaching and Learning as an academic unit that offers graduate programming 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 and bring together academics campus- and nation-wide to transform not only the work and profession of teaching and learning, but to deliver on the promise to elevate the importance of research into teaching and learning in ways that only the field of education can achieve.

Program Goals

The program goals of the certificate and master's programs are connected and ladderred. The program goals offered in the certificate program are also served in the master's program; the program goals of the M.SoTL extend and deepen the knowledge and skills provided by the certificate. Essentially, the certificate is aimed at individuals who want to achieve a practitioner level of skills and knowledge that can be applied in their own educational settings; the master's degree will develop specialists who can lead and facilitate SoTL initiatives and inquiry beyond their own classrooms.

Certificate: Develop professional proficiency in conducting inquiry in the scholarship of teaching and learning, including:

- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods educators can apply in their own educational settings, and adapting methods to disciplinary and contextual demands, with a particular focus on the student's context
- conducting SoTL research, scholarly and/or artistic work, and sharing results through conventional and unconventional academic outlets

M.SoTL: Prepare specialists in the scholarship of teaching and learning who:

- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student's context
- conduct SoTL research, scholarly and/or artistic work, and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research, scholarly and artistic work.
- lead and facilitate inquiry into diverse contexts of teaching and learning and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

2. *What is the anticipated student demand for the program?² Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?*

There is considerable latent 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, and community colleges. We will describe the target audiences and demand for the Certificate and M.SoTL separately, but we want to emphasize that the audiences will overlap, often come from the same target groups, and will differ only in the professional needs and intentions of individuals.

We intend to offer the programs online. This will reach a global audience, and we expect to be able to recruit successfully, particularly given that there are no competing programs yet available in Canada, either online or residential. This gives us an opportunity to establish the program and solidify its reputation before competition grows, as it inevitably will.

Audience: Professional developers and faculty development personnel

M.SoTL

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 addition to higher education, we expect considerable interest from the polytechnic system and

² We developed surveys with the support of the Social Sciences Research Laboratory to obtain additional data to support our enrolment estimates for the programming. We received 119 responses, (52 on campus; 67 other post-secondary & K-12) indicating strong interest in programming from both groups. A total of 66 respondents expressed interest in the master's program, and 112 expressed interest in the certificate program. We will include a complete summary of data in the full program proposals.

community colleges. We also anticipate interest from other parts of Canada and north America as we intend to offer the program online.

Certificate:

Most professional developers in higher education will already have master's or doctoral degrees, so we anticipate they will be looking to augment their professional qualifications with a micro-credential.

Evidence supporting this projection:

The SSRL is surveying the post-secondary sector for interest in the programming, but the target audience is difficult to reach, given the current health and employment climate. No other university, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning. The U of S has the opportunity to be the first to offer such programming, which should draw global interest when we take the program online. However, we are suggesting modest enrolment estimates because we realize other institutions will not be far behind.

Audience: K-12 facilitators in evidence-based teaching improvement

M.SoTL

We perceive strong interest from leaders and educators in the K-12 systems, who are looking for ways to use SoTL research strategies to lead evidence-based teaching initiatives. This is a significant area of interest in school divisions in Saskatchewan and elsewhere, and facilitators from divisions, the Saskatchewan Teachers Federation, and from government support teaching improvement initiatives.

Certificate

Leaders in facilitation roles who already have advanced degrees may not want or need a full master's program, but will find that the certificate offers useful skills and professional development, and an attractive credential to solidify and confirm their expertise.

Evidence supporting this projection:

On January 31 and February 10 we met in videoconferences with 27 leaders from the K-12 system. We subsequently met with two senior advisors in the Ministry of Education and followed up with the former Executive Director of the Saskatchewan Teachers' Federation. We shared our plans for the School and its programming, and requested their advice and comments. There was strong enthusiasm and support for the plans, and they suggested the School is directly addressing a need to develop research expertise to support their evidence-based emphasis on the improvement of teaching and learning. They said there would be high levels of interest in graduate programming and professional development opportunities in the area. In addition to these meetings, we have been consulting with the Ministry of Education about particular needs in the North, and they have expressed strong interest in the

initiative and the graduate programming. We have been invited by the Ministry to meet with senior school division/First Nation education organization leader (Directors, Superintendents, Consultants) in Lloydminster. Given the current health concerns and restrictions the meeting was postponed, and plans to reschedule have not yet been announced.

Audience: Educators seeking SoTL research skills

M.SoTL

K–12 educators 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 specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning.

Certificate

The certificate will be attractive to professors and instructors on campus who are looking for a credential to support their work as scholars in teaching and learning. We have a growing number of Academic Programming positions on campus, as do universities across north America, which emphasize teaching in the assignments and RSAW programs of professors. We expect most faculty would not be interested in a full master's program, given they already hold advanced degrees in their disciplines, but a series of courses leading to a micro-credential might be a useful option. We are not anticipating current faculty to be a large demographic for programming, but rather an audience from which we will draw occasional participants.

There may also be considerable interest in SoTL certification from graduate students, lecturers, and postdoctoral fellows who are interested in adding SoTL expertise to their disciplinary qualifications.

Evidence supporting this projection:

The Gwenna Moss Centre for Teaching and Learning has long offered GSR 989 “Introduction to Teaching in Higher Education” to graduate students and postdoctoral fellows who are interested in adding a teaching credential to their accomplishments, and “Transforming Teaching” has been offered annually for professors. These courses are regularly fully subscribed, and sometimes over-subscribed. This is clear evidence of an appetite for professional development in teaching and learning that accompanies career aspirations of these scholars in their disciplines. The post-secondary master's and certificate in leadership in post-secondary education, offered by the Department of Educational Administration, is also a program that attracts students from this sector who are interested in leadership and administration positions in post-secondary teaching and learning. Their emphasis is on administrative leadership, and the SoTL program's focus is on research, so the two are complementary; EADM's success in attracting graduate

student interest suggests that the SoTL programs will also find an audience in that sector.

Audience: Educators seeking a new career path

M.SoTL

We also expect that some educators in K–12 are looking for opportunities to shift away from their classroom assignments to move into higher education. They will see this as an opportunity for a shift in careers. Every major university and most post-secondary institutions in Canada have a centre tasked with improving teaching and learning, and employ professional educators with SoTL expertise, for whom the M.SoTL would offer an impressive professional credential.

Certificate

Lecturers, doctoral students, and sessional instructors in higher education, who hold advanced degrees in a discipline and emphasize teaching but do not have a clear path into the professoriate, could add certification that would qualify them to work in a service centre in higher education, providing SoTL support in teaching and learning centres. In addition, centres such as the Social Sciences Research Laboratories would benefit from personnel who have SoTL research expertise.

Evidence supporting this projection:

We have prepared and delivered a survey to gauge the interest of on campus instructors. An informal survey last February of approximately 47 SoTL scholars on campus found that 35 of them were interested in professional development in SoTL. We did not discriminate between types of programming, so we do not know how this will translate into numbers connected to formal programming options, especially since all of the SoTL scholars already hold advanced degrees and positions in the university. But it does suggest that graduate students and casual instructors on campus might be similarly interested in exploring SoTL as part of a longer career trajectory. Similarly, it is awkward to ask K–12 educators to declare interest in leaving their positions, but we know from experience with other graduate programs in education that career mobility is a motivation for a small significant percentage of students attracted to our programs. They seek career changes, whether within K–12 settings in leadership positions, or outside of education in business, industry, government, or post-secondary settings.

The College of Education identified SoTL as its first initiative to intensify research and discovery in its 2019 Strategic Plan. We have targeted attracting 22 graduate students annually to the graduate program, and at least 22 every second year to the certificate. We are also introducing undergraduate classes in SoTL to be offered as electives in the B.Ed. programs, which over time will increase familiarity with SoTL in pre-service teacher candidates, and increase professional interest in graduate programs later in their careers.

For the proposal, we have also consulted broadly with leaders on campus, in neighbouring communities, and across Canada and conducted informal surveys to gauge interest. We have also contracted the Social Sciences Research Lab to conduct a market survey of the polytechnics, community colleges, and divisions to better gauge interest in the programs from those groups. They will also survey faculty to get a sense of interest in programming and in contributing to programming. Given the disruption caused by organizational responses to the pandemic, the audiences are currently distracted by public health concerns and difficult to reach through usual channels. Because the programming will be online, we are opening the survey through social media channels to get a better sense of demand.

Every market we have identified locally will also be available in the Canadian and international markets, particularly given that this is the first program of its kind in north America. In the meantime, we are confident there is a significant demand for this programming from the several groups we have identified.

3. *The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the University Plan 2025, and the university's Vision, Mission and Values? If the program was not envisioned during the college/school strategic planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?*

The new School for the Scholarship of Teaching and Learning and its programming was the first priority identified in the College of Education strategic plan. It is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning is 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.

The programming will also attract international students when the courses are taken online, given that this is the first university to offer SoTL as a graduate program. Online course development will occur during the 2020–21 academic year, with an intention to take the program online in 2021–22. We have also been careful to consult with Indigenous colleagues on the design of new courses as well as the program in its entirety, and following their advice, we include two Indigenous inquiry courses as electives.

Alignment 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.

Alignment with the UofS Learning Charter

The University of Saskatchewan Learning Charter, revised in 2018, describes our university's commitment to creating and sharing knowledge through the pursuit of knowledges, integrity and respect, skills and practices, and community. SoTL nestles

into the principles and practices of the Learning Charter commitments in specific ways. We list the direct connections here, while recognizing that SoTL also contributes indirectly to every commitment in the Charter by contributing to our understanding of how to improve learning and create successful learning environments.

University Community Commitment 1: Provide Opportunities

- Offer high quality programs and activities for learning and discovery.

University Community Commitment 2: Ensure Quality

- Ensure qualified educators and effective instruction.
- Promote research-enhanced and community-driven learning.
- Create mechanisms for ongoing quality enhancement of all programs and courses.

Educator Commitment 2: Strive for Excellence in Teaching

- Bring research, scholarship, artistic work and /or professional activities into teaching and mentorship.

Educator Commitment 4: Enhance Continuously

- Engage in lifelong learning and continuous enhancement of teaching practice.

- 4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?*

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. So the programs we propose are unique and do not duplicate any offerings in the college, university, or even nationally right now. 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 leading to RSAW output. 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. We have been in regular contact with their leadership, and we will elaborate our ongoing partnership with that unit in our full proposal for the School. In short, we will benefit from their work in the disciplines, and they will contribute to our academic programming where possible, given their cadre of scholars who have the credentials to teach in graduate and undergraduate offerings from the School or supervise graduate students.

We put some processes in place to mitigate any possible concerns about overlap. 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 propose 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 graduate courses within the College of Education, and we included a restricted elective stream in the M.SoTL proposal to encourage students to take advantage of departmental offerings in the College of Education. Also, we suggest that the new courses designed for the SoTL programs offer opportunities for students in existing programs to add SoTL as electives in their programs where appropriate. This reciprocity is beneficial to the students, and to every existing program in the College of Education. We have met or communicated through documents with every department in the College of Education, and requested letters of support from department heads.

The College of Education currently 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 this route 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 would otherwise enroll as course-based students.

We consulted with programs, and invite the graduate chairs of all of the departments in the College of Education, and the Education & Music Librarian to advise on program design and development. That advisory group continues to

inform the design and content of the programs the School will offer. We also shared documentation offered to meet with every department.

As part of the SSoTL mission, 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, as currently envisioned, will include four of the courses in the graduate program, including one that allows students to gain 3 c.u. of academic credit for carrying out SoTL research as part of their employment. It will 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.

5. *Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program.*

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.

The standard tuition rate for thesis-based 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.

The standard tuition rate for course-based programs 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).

The College will require supports as it engages in complementary staffing related to people, capital, financial, and enrollment activity for the School. The College will be developing positions for the School (an interim Associate Dean of Research & SoTL was appointed in October, 2019, and the search for a full-time replacement is currently underway), developing space for the School, and will be increasing its enrollment.

People: The School for SoTL will house the academic programs, under the direction of the Department of Curriculum Studies. 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. Faculty in the Department of Curriculum Studies, and individuals with affiliate appointments in Curriculum Studies will 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
Surplus (Deficit)	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

*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.

6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

The SoTL programs are positioned to attract cohorts of graduate students that will elevate the University's reputation and standing in SoTL internationally, and produce the revenue necessary to operate the School. SoTL can improve teaching and learning within the disciplines, and never before have our communities so needed new impactful approaches in education. SoTL recognizes that leadership is required to promote inquiry into teaching and learning within and across disciplines at the U of S.

This proposal comes with risks:

- If buy-in and participation from the disciplines is sluggish, the progress will be similarly slowed. This would delay projected revenues and possibly threaten fundraising.
- If we delay implementation, we miss an opportunity to be the first university in Canada, and possibly North America, to implement academic programming in SoTL. SoTL is a burgeoning area on many campuses, but typically confined to service Schools, and no graduate programs currently exist to prepare leaders in the future. Failing to move on this opportunity risks abdicating our position in an area that is seeing substantial growth. But, of course, we risk moving into an area prematurely, and forecasting a market for a program that ultimately doesn't materialize. Given that SoTL has existed for twenty years, and has international and national societies and conferences devoted to it, robust refereed journals and other publication

outlets, and a cadre of practicing professionals in the field—trained in other allied fields of study—we suggest that the risk is low that we are premature.

- SSoTL will provide a natural research hub for the research and scholarship of new professors who are hired into teaching (AP) positions in their disciplines, but who may not be conducting disciplinary research. Providing academic support and programming for these positions will benefit them and will provide a locus and scholarly community for building sustainable academic programs.
- This is a bold and ambitious initiative, and it is in a new area where market awareness is not high. We will need to deliberately promote the programs while educating the public about it. Without strong leadership and strong support from the University community, it could languish.

7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

We anticipate the first intake of graduate students to the M.SoTL program in the Fall semester of 2021. As part of the full proposal for the programs, we will include the detailed scheduling for offering new courses, new and existing, that will comprise the master's program. Depending on available resources, we may delay the first offering of the certificate program until the second semester of 2021-22, but because the certificate is comprised of courses that can be scaffolded into the degree option, we intend to begin offering the certificate concurrently with launching the new courses in the M.SoTL program.

This will provide sufficient, but not overly generous time to complete the program and course development, complete the construction of the SSoTL space in the College of Education, negotiate associate memberships and adjunct appointments and hire administrative personnel, and market the new program(s) widely.

Appendix A.1

Program of Study Outline Certificate in the Scholarship of Teaching and Learning

Purpose(s) of the Certificate:

Develop professional proficiency in conducting inquiry in the scholarship of teaching and learning, including:

- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods educators can apply in their own educational settings, and adapting methods to disciplinary and contextual demands, with a particular focus on the student's context
- conducting SoTL research and sharing results through conventional and unconventional academic outlets

Overview of the program:

Students in this program will complete 12 credit units of coursework to add SoTL skills and knowledge to their current qualifications, repertoire of research skills and disciplinary knowledge. The program will provide a background in SoTL and an introduction to SoTL-specific approaches to scholarship. The program will culminate in a field-experience in which the student carries out an articulated and approved study in SoTL, and publishes it in an approved venue.

Required courses (12 c.u.):

SoTL 801.3 – Research Methods in SoTL

Calendar description: This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done. Specifically, it will consider how to inquire into your own teaching practice in your own setting.

SoTL 802.3 – Historical and Theoretical Foundations of SoTL

Calendar description: This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry, and considers the institutional impact of SoTL.

SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)

Calendar description: This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

SoTL 804.3 – Research Experience in SoTL

Calendar description: The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student's own classroom or organization. The study will include a research proposal and an ethics application for the study approved by the instructor and any required external groups. The successful publication of the study in an approved refereed venue will serve as the standard for successful completion.

Note:

Because the accomplishment of this credential is intended to signify proficiency, it is designed to augment academic credentials already held by participants, typically to enhance their own scholarship. Three of the courses (SoTL 801.2, 802.3, 803.3), if successfully completed, may be applied toward an M.SoTL program of study, should the student choose to apply for that program. Similarly, SoTL 804.3 may be used as one of the three electives required in the M.SoTL program.

Appendix A.2

Program of Study Outline Master of the Scholarship of Teaching and Learning

Purpose(s) of the M.SoTL:

Prepare specialists in the scholarship of teaching and learning who:

- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student's context
- conduct SoTL research and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research.
- lead and facilitate research into teaching and learning diverse contexts and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

Overview of the program:

Students define a multi-study research program in their SoTL 990 Research Seminar, and then use research classes to prepare to prepare three studies or essential components of studies. Two or three studies will be conducted during the program. A thesis experience requires students to carry out a final research project and synthesize their studies into a single, well-articulated document, share it publicly, and use feedback to prepare it for publication.

Required courses (12 c.u.):

SoTL 990.0 – Research Seminar in SoTL

Calendar description: This is a non-credit research seminar that will acquaint students with the process of building a research program that will span their entire program of study, including a proposal for 3–4 linked research studies in SoTL, and a draft research ethics application. The approval of the program of study will serve as the standard for successful completion.

GPS 960.0 - Introduction to Ethics and Integrity (completed as part of SoTL 990.0, as is the current practice in other graduate programs offered by the Department of Curriculum Studies)

Calendar description: This is a required course for all first-year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

GPS 961.0 – Ethics and Integrity in Human Research (completed as part of SoTL 990.0, as is the current practice in other graduate programs offered by the Department of Curriculum Studies)

Calendar description: Introduces students to the ethics of research with human subjects. Students will complete the Tri-Council Policy Statement: Ethics Conduct for Research Involving Humans (TCPS) Tutorial and become familiar with the human ethics processes at the University of Saskatchewan.

ERES 800.3 Research Methods Introductory

Calendar description: Introduction to research methods, with special reference to research in Education. The basic principles of research, both quantitative and qualitative, are discussed. Skills necessary for the production of research proposals are developed, e.g. techniques for surveying the research literature, and the collection and analysis of data.

SoTL 801.3 – Research Methods in SoTL

Calendar description: This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done. Specifically, it will consider how to inquire into your own teaching practice in your own setting.

SoTL 802.3 – Historical and Theoretical Foundations of SoTL

Calendar description: This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry, and considers the institutional impact of SoTL.

SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)

Calendar description: This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

Restricted electives suite (9 c.u. required from this selection or approved by the Graduate Coordinator of ECUR):

Three courses selected from this group to complement the program of research, with the intention of conducting a SoTL research project from the student's research program – an outcome of each course is a completed proposal for a study to be completed as part of the student's program.

ECUR 805.3 Trends and Issues in the Scholarship of Teaching and Learning

Calendar description: SoTL within a discipline—readings and conduct one study drawn from approved research program—outcome is a completed study and a draft paper that includes an analysis and critique of teaching in a defined discipline.

ECUR 809.3 Models and Methods for Evaluation of Educational Programs

Calendar description: Examines current models for the evaluation of educational programs. The emphasis is on exploring the range of options which is available to the program evaluator and on developing an awareness of the strengths and limitations of the models. Problems in carrying out educational evaluations are also studied: examples of such problems are the utilization of evaluation results and the ethics of evaluation.

EADM 816.3 Instructional Leadership for the Enhancement of Teaching

Calendar description: This course focuses on the formal and informal organization of the school. The leadership styles of principals and vice-principals, as they affect curriculum development, implementation and evaluation, will be studied. Emphasis will be placed on organizational development strategies.

EADM 839.3 Teaching and Learning in Post-Secondary Education

Calendar description: This course will investigate adults as learners in post-secondary educational institutions and discuss best methods to promote students' academic success. The scholarship of teaching and learning will be explored, including theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles. This exploration will involve a discussion of culturally responsive, Indigenous, and decolonizing

pedagogies, and the unique needs of Aboriginal students. Topics also include examining and critically analyzing teaching approaches, key components of course development based on best practice, student assessment and learning outcomes, academic integrity, and the use of technology for teaching and learning at post-secondary institutions, both in classroom and in online delivery formats.

EFDT 845.3 Cross-cultural Research Methodology

Calendar description: A methodology course dealing with the adaptation of various research approaches to the study of variables across cultures. Students are expected to become involved in the design and conduct of a cross-cultural research study.

ERES 810.3 Indigenous Research Epistemology and Methods

Calendar description: Trends within Indigenous research as it applies to educational research will be studied in detail. Epistemological foundations, ethical considerations, and methods within Indigenous research frameworks will be explored. Throughout this course we will be referencing a variety of writings by Indigenous scholars who offer insight into Indigenous ways of knowing, provide a commentary on how this worldview shapes life choices. Through these readings, literature from non-Indigenous research scholars, and course assignments, the goal is to examine the constructs of an Indigenous epistemological framework for educational research and to offer an introductory primer on key characteristics of qualitative research to design from an Indigenous perspective. This course will provide students with an opportunity to explore the connection between their worldview, their research curiosity and research design.

ERES 820.3 Action Research in Education

Calendar description: The purpose of this course is to apply the theory & knowledge of effective teacher professional development through instructional leadership practice. Participants will engage in instructional, transformational, and distributed leadership theory, and apply this knowledge through meaningful contextual action research in schools. The course is also suitable and adaptable for students who wish to engage in professional development and data driven leadership using educational approaches and action research in other environments. The learning objectives include deepening your understanding of the theories of collaboration, professional learning, inquiry, professional development, and data-driven leadership; engaging in an action research project using the cycle of inquiry/action research framework; developing an appreciation for the larger community & political educational environment; and developing skills & awareness of the writing requirements at the graduate level.

ERES 840.3 Statistical Research Methods

Calendar description: Selected parametric and non-parametric inferential tests. Analysis of variance, one-way and factorial designs, planned and post-hoc comparisons. Computer applications of these techniques with real and/or artificial educational and social science data will be an essential component.

ERES 841.3 Advanced Statistical Research Methods

Calendar description: Selected experimental and quasi-experimental designs relevant for research in education and behavioral sciences. Multiple and step-wise regression. Introduction to selected multivariate techniques. The use of the various techniques in actual and simulated data in education and behavioral sciences will be an essential component.

ECUR 844.3 Narrative Inquiry

Calendar description: Explores narrative inquiry as a qualitative methodology for understanding experience in diverse research settings. Students will develop an understanding of narrative inquiry as both a method and phenomenon for generating field texts and research texts. Attention to ethics will be an integral aspect of the course.

ERES 845.3 Qualitative Research Methods

Calendar description: Offers the opportunity to learn and practice inquiry processes for conducting qualitative research. Within selected theoretical frameworks, the following techniques will be studied: framing the study, participant observation, interviewing, analytic induction and constant comparison, reporting.

Thesis Research:

SoTL 994 – Thesis/ SoTL Research Report

We want to be innovative with the program and open fresh avenues for reporting research, but in every case the student will have a supervisor, committee, and defence. The student will synthesize the studies prepared during the program or a series of studies conducted after completing coursework; if required, the student will conduct one final study to combine and replicate the previous studies to confirm or challenge results; revisit literature; rationalize and revise the papers; write; submit; publish. In addition to a defence, there will be a public presentation of results and publication online



MEMORANDUM

TO: Jay Wilson, Professor and Head, Department of Curriculum Studies
Michelle Prytula, Dean, College of Education

FROM: Darrell Mousseau, Chair, Planning and Priorities Committee of Council

DATE: October 30, 2020

RE: **Proposed programs in the Scholarship of Teaching and Learning**

On behalf of the Planning and Priorities Committee (PPC) of Council, thank you for attending the meeting of October 21, 2020 to discuss the proposed master's degree and graduate certificate in the Scholarship of Teaching and Learning.

The committee commends the College for their work. The material was comprehensive, clear and compelling. The committee also understands that the financial sustainability of the program has been assessed by Institutional Planning and Assessment.

The committee carried a motion to forward along the proposal on to the Academic Programs Committee for their consideration.

Please do not hesitate to contact me if you have any questions.

Kind regards,

Darrell Mousseau
Chair, Planning and Priorities Committee
University of Saskatchewan
tel: (306) 966-8824

BE WHAT THE WORLD NEEDS

- c. Melissa Just, Interim Provost and Vice-President Academic
Russ Isinger, University Registrar
Debby Burshtyn, Dean, College of Graduate Studies and Research
Chelsea Willness, University Secretary and Chief Governance Officer
Susan Detmer, Chair, Academic Programs Committee of Council

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: **Degree-level certificate in Catholic Studies**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its October 21, 2020 meeting, the academic programs committee approved the following motions:

That the Academic Programs Committee approve the degree-level certificate in Catholic Studies in the College of Arts and Science, effective May 2021

That the Academic Programs Committee approve the termination of the minor in Catholic Studies, effective May 2021.

The College of Arts and Science proposed to convert the existing minor in Catholic Studies to a stand-alone degree-level certificate. The degree-level certificate will invigorate the existing program, making the learning objectives more cohesive and introducing a capstone program. As a certificate program, the college will be able to attract students from other colleges or from outside the institution.

This 18 credit-unit program will provide an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity to the present day.

The committee was pleased with the effort to attract different students to this area of study.

This certificate program conforms to the Arts and Science certificate template and, therefore, can be approved by APC.

ATTACHMENTS:

- **Proposal for Academic or Curricular Change – degree-level Certificate in Catholic Studies**
- **Program Termination Form – minor in Catholic Studies**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Catholic Studies

Field(s) of Specialization: Catholic Studies

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

John Liptay
Associate Professor, Philosophy
St. Thomas More College
jliptay@stmcollege.ca
306-966-5084

Proposed date of implementation: May 2021

Proposal Document

The Catholic Studies Advisory Committee undertook a review of the state of the minor program as it reached its tenth year of recognition as a university program offering. The committee determined that it needed to be revised considerably and, in particular, that it could benefit by being made a more cohesive and unified program through the creation of a capstone course and by consolidating the courses that would count toward credit in it. Moreover, the committee recognized a need to encourage more student interest in the program and to reach out to prospective students outside the university community, as, for example, teachers in the Greater Saskatoon Catholic Schools, whose leaders expressed interest to the committee in the possibility of their teachers receiving additional accredited training.

The proposal to convert the Catholic Studies Minor to a Certificate Program is therefore intended both to improve the program that is offered and to stimulate the interest both of university students and other members of the Saskatoon community by making available to them something that the current minor does not – namely, a tangible academic credit.

Impact on the Department:

Replacement of the Minor in Catholic Studies with a Certificate program is not anticipated to have a significant impact on the department.

Resources:

STM will provide the resources to teach the proposed capstone course.

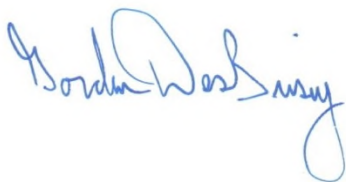
College Statement

From Gordon DesBrisay, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the replacement of the Minor in Catholic Studies with a Degree-Level Certificate in this same area of study.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This change will provide a wider range of students the opportunity to pursue a qualification in Catholic Studies.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 9, 2020, as did the College Faculty Council on October 14, 2020.



Program Description

Degree Level Certificate in Catholic Studies

The certificate in Catholic Studies provides an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity in the ancient world to the presence of Catholicism as the largest Christian community in the world today. Catholic Studies is intended to provide students with an interdisciplinary understanding of Catholicism and its history, artistic and literary culture, philosophical and theological thought, and role in contemporary society.

The certificate in Catholic Studies provides an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity in the ancient world to the presence of Catholicism as the largest Christian community in the world today. Catholic Studies is intended to provide students with an interdisciplinary understanding of Catholicism and its history, artistic and literary culture, philosophical and theological thought, and role in contemporary society.

Major Average

The major average in the Certificate in Catholic Studies includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Catholic Studies, 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 (18 credit units)

The certificate may be completed in conjunction with any degree in another subject area in the College of Arts and Science.

- RLST 112.3 Western Religions in Society and Culture
- CTST 200.3 Introduction to Catholic Studies
- CTST 300.3 Critical Perspectives on Catholic Studies (new course - submitted to course challenge)

Choose 9 credit units from the following. 3 credit units must be chosen from each of Area 1, 2, and 3. At least 3 credit units must be taken at the 300-level or higher. Students must choose courses from at least 2 different subject codes.

Area 1: Catholicism and History

- HIST 202.3 Formation of Europe 300 to 1000
- HIST 205.3 Europe and World in High Middle Ages 1000 to 1300
- HIST 211.3 Martyrs Mystics and Madmen Making the Medieval Saint

- HIST 217.3 The Later Roman Empire Crisis and Continuity from Constantine to Justinian
- HIST 230.3 Christianity from Constantine to the Age of the Renaissance and the Reformations 300 to 1650 CE
- HIST 309.3 Crusades and Aftermath
- HIST 320.3 Pagans Christians Barbarians Identity and Empire in the Roman World
- HIST 402.3 Aspects of Late Antiquity
- RLST 221.3 Introduction to Christianity
- RLST 253.3 Introduction to Old Testament
- RLST 254.3 Introduction to New Testament
- RLST 300.3 Hidden Books of the Bible
- RLST 363.3 Early Christian Literature Text and Context

Area 2: Catholic Thought and Culture

- DRAM 303.3 Advanced Studies in Theatre History I 600 BCE to 1850 CE
- ENG 293.3 Medieval Devotional Literature
- ENG 311.3 The Canterbury Tales
- ENG 314.3 Early British Drama
- ENG 316.3 Middle English Literature of Defiance and Dissent
- PHIL 210.3 Medieval Philosophy I From Rome to Baghdad and Paris
- PHIL 211.3 Philosophy and Faith Medieval Philosophy II
- PHIL 412.3 Philosophy of Thomas Aquinas I
- RLST 219.3 Bible and Western Culture
- RLST 225.3 Perspectives on Jesus
- RLST 229.3 Religion and Sport
- RLST 365.3 Bible and Film

Area 3: Catholicism and the Modern World:

- HIST 266.3 History Wars Issues in Native Newcomer Relations
- INTS 203.3 Cultivating Humanity
- INTS 400.3 Critical Perspectives on Social Justice and the Common Good
- PHIL 404.3 Advanced Problems in Philosophy and Theology
- PSY 261.3 Community Psychology
- RLST 210.3 Religion and Ecology
- RLST 277.3 Community Solidarity and Social Change
- RLST 314.3 Issues in Contemporary Catholicism
- RLST 328.3 Jewish Christian Relations in Historical Perspective
- RLST 375.3 Religion and Science
- SOC 321.3 Sociology of Religion
- SOC 360.3 Globalization and Social Justice
- SOC 413.3 Seminar in Sociology of Religion



Program(s) to be deleted: Catholic Studies - Minor

Effective date of termination: May 2021

1. List reasons for termination and describe the background leading to this decision.

The Catholic Studies Advisory Committee undertook a review of the state of the minor program as it reached its tenth year of recognition as a university program offering. The committee determined that it needed to be revised considerably and, in particular, that it could benefit by being made a more cohesive and unified program through the creation of a capstone course and by consolidating the courses that would count toward credit in it. Moreover, the committee recognized a need to encourage more student interest in the program and to reach out to prospective students outside the university community, as, for example, teachers in the Greater Saskatoon Catholic Schools, whose leaders expressed interest to the committee in the possibility of their teachers receiving additional accredited training.

The proposal to convert the Catholic Studies Minor to a Certificate Program is therefore intended both to improve the program that is offered and to stimulate the interest both of university students and other members of the Saskatoon community by making available to them something that the current minor does not – namely, a tangible academic credit.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

CTST 200.3; course is taught by faculty in St. Thomas More College.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

The Minor in Catholic Studies is coordinated by St. Thomas More College, under the academic authority of the College of Arts and Science. This relationship will remain the same for the proposed certificate program.

2.3 Courses to be deleted, if any.

No courses will be deleted.

2.4 Number of students presently enrolled.

3 students are currently, officially, enrolled in the minor (information taken from Degree Works). As many students do not take steps to declare a Minor until they apply to graduate, this is not necessarily an accurate reflection of the number of students working to receive this qualification.

2.5 Number of students enrolled and graduated over the last five years.

This information is not available through Degree Works or Crystal Reports. Students who are continuing in the program as of May 2021 will have the option to receive either the Minor or the Certificate.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

No impact on current students. The courses will all continue to be offered, and students can complete this program within a 10 year period from the time they started.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Courses will continue to be offered.

3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

N/A

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Certificate proposed to replace Minor.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7 Describe any impact on research projects.

No impact. Catholic Studies will continue to be an area of study.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact. One additional course will be added for the Certificate, which will be accommodated within the current department budget.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Replacing the Minor with a Certificate will increase the profile of the program, and provide a greater number of students to choose to earn a credential in this area of study.

Other

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing this area of study. This could raise awareness of this option at the University of Saskatchewan.

3.13 Please provide any statements or opinions received about this termination.

N/A

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

N/A

Notice of Intent: Catholic Studies Certificate Program

The purpose of this proposal is to convert the existing Minor Program in Catholic Studies to a Certificate Program. The minor in Catholic Studies, created in 2009, provides an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity in the ancient world to the presence of Catholicism as the largest Christian community in the world today. Catholic Studies is intended to provide students with an interdisciplinary understanding of Catholicism and its history, artistic and literary culture, philosophical and theological thought, and role in contemporary society. The minor has a requirement of eighteen credit units, which is to be met through the program's foundational course CTST 200.3 Introduction to Catholic Studies and an additional fifteen credit units taken from the courses offered within three designated areas - Area 1: Catholicism and History; Area 2: Catholic Thought and Culture; and Area 3: Catholicism and the Modern World. To meet these additional fifteen credit units, students are to take a minimum of three credit units from each of Areas 1, 2, and 3, such that courses are chosen from at least two different subject codes and at least three credit units are taken at the 300-level or higher.

The Catholic Studies Advisory Committee undertook a review of the state of the minor program as it reached its tenth year of recognition as a university program offering. The committee determined that it needed to be revised considerably and, in particular, that it could benefit by being made a more cohesive and unified program through the creation of a capstone course and by consolidating the courses that would count toward credit in it. Moreover, the committee recognized a need to encourage more student interest in the program and to reach out to prospective students outside the university community, as, for example, teachers in the Greater Saskatoon Catholic Schools, whose leaders expressed interest to the committee in the possibility of their teachers receiving additional accredited training.

The proposal to convert the Catholic Studies Minor to a Certificate Program is therefore intended both to improve the program that is offered and to stimulate the interest both of university students and other members of the Saskatoon community by making available to them something that the current minor does not – namely, a tangible academic credit.

A more direct response to the questions we have been asked to address is as follows.

1. As indicated, the motivation for pursuing this program at this time is essentially twofold. Upon review of the program, the program's Advisory Committee determined a number of ways in which the program might be improved and that these program revisions could be undertaken by way of converting the minor program to a certificate program so as to foster greater interest in it.
2. There is presently considerable demand for the program, as evidenced by the fact that the foundational course CTST 200.3 Introduction to Catholic Studies is offered twice annually, both person-to-person and on-line, and achieves a total enrolment of between thirty to forty students. The projected student enrolment initially could thus be as high as thirty to forty students, and, over time, with the added incentive of earning a certificate, could be even higher. There is also evidence that Catholic Studies programs are flourishing in a variety of academic institutions in

Canada and the United States and it is possible that something similar could be achieved at the University of Saskatchewan.

3. The proposed Certificate Program in Catholic Studies is interdisciplinary by design, allowing students the opportunity of meeting its requirements by means of courses in Drama, English, History, Interdisciplinary Studies, Philosophy, Psychology, Religious Studies, and Sociology. Accordingly, it is very much in tune with and would make an important contribution to University Plan 2025's commitment to embracing interdisciplinary studies, "the hallmark of the University of Saskatchewan." As interdisciplinary studies also has an important place in the current Strategic Plan of St. Thomas More College, the proposed Certificate Program would thus engage and address important goals of both the University and STM. Accordingly, the benefits of establishing this program "at this time" are that the University would be (i) equipping itself with a program offered at other elite universities, (ii) promoting interdisciplinary studies among students and faculty, and (iii) enhancing the student learning experience.

4. As noted, Catholic Studies programs are available at other institutions in Canada and the United States, and the program that we are proposing would undoubtedly share certain features with such programs. But there is no similar program offered here at the University of Saskatchewan, and the proposed program, insofar as it merely relies on the course offerings of other departments, would not have any deleterious effect on these departments or their programs, or require any program's deletion (other than the minor that would be replaced). Providing students with more learning options by drawing on the course offerings of other departments could only have a positive effect on the enrollments in these departments.

5. The resources available to the program, in terms of faculty, are the resources that are presently in place at the university. Standard tuition would apply. It is expected that the advisory committee established to oversee the program will need to be retained.

6. The risks associated with initiating the proposed Certificate Program in Catholic Studies are few and perhaps non-existent. This is due to the fact that the program would require no new resources as it would make use of existing faculty, courses, library materials, and pool of students. Nor is there any possibility for this program to result in a decrease in enrollment for any of the contributing disciplines. There are risks associated with not initiating this program in terms of a potential loss in enrolment, however, as prospective Catholic Studies students – both within and outside the university – might not choose to pursue a course of studies for which they do not receive tangible academic credit.

7. The anticipated start date of this program is September 2021, subject to the program proposal successfully working its way through the program approval process.

Respectfully submitted on behalf of the Catholic Studies Advisory Committee,

John Liptay, Ph.D.

LETTERS OF SUPPORT FROM DEPARTMENT HEADS OF CORRESPONDING UNITS

Department of History:

From: Horwitz, Simonne <simonne.horwitz@usask.ca>
Sent: Thursday, May 7, 2020 11:48 AM
To: Handy, Jim <jim.handy@usask.ca>
Cc: John Liptay <jliptay@stmcollege.ca>
Subject: RE: A Proposal for a Catholic Studies Certificate Program

Hello John,

Thank-you for sending this to us and we hope you too are doing well. The Department of History is happy to support this initiative and have our courses as part of this as long as we are not obligated to teach all of these classes every year.

If you would like to discuss anything further please let me know.

All the best,
Simonne

Simonne Horwitz (D.Phil, Oxford)
Associate Professor and Undergraduate Director
Department of History
University of Saskatchewan
9 Campus Drive, Saskatoon, SK, S7N 5A5
Tel: 306-966-1658
Email: Simonne.horwitz@usask.ca

Department of Psychology:

From: Gordon Sarty <gordon.sarty@usask.ca>
Sent: Wednesday, May 6, 2020 9:58 PM
To: John Liptay <jliptay@stmcollege.ca>
Cc: Morrison, Todd <todd.morrison@usask.ca>; Teresa Doucette <teresa.doucette@usask.ca>
Subject: Re: A Proposal for a Catholic Studies Certificate Program

Hello John,

The only Psychology course you list is Psy 261 which is currently taught by Martin Rempel, an STM sessional. STM should plan to continue to offer this course moving forward. Other than that, I don't see any other impact on the Psychology department here so I have no reason to not support your program. Good luck!

Gordon

Department of English:

From: Roy, Wendy <wendy.roy@usask.ca>
Sent: Tuesday, May 19, 2020 2:15 PM
To: John Liptay <jliptay@stmcollege.ca>
Subject: Re: A Proposal for a Catholic Studies Certificate Program

Dear John,

The Department of English has no problems with converting the minor in Catholic Studies into this certificate, and is happy to have English classes included. However, we would appreciate it if you would include an even more suitable class, ENG 293.3 Medieval Devotional Literature.

One concern about the proposed certificate is the number of courses included as electives. I have developed certificates in the past, and this seems like an excessively large choice for students, with some courses requiring a lot of prerequisites. It is of course your choice, though, to include the courses you think are suitable.

All best,
Wendy

Professor Wendy Roy, PhD
Head, Department of English
University of Saskatchewan
Saskatoon, SK S7N 5A5 Canada
Phone: 306-966-2132

Department of Philosophy:

From: O'Hagan, Emer <emer.ohagan@usask.ca>
Sent: Wednesday, May 20, 2020 1:37 PM
To: Laura Mitchell <lmitchell@stmcollege.ca>
Subject: Re: A Proposal for a Catholic Studies Certificate Program

Hello Laura,

The Philosophy Department (A&S) has no reservations about the conversion of this program into a certificate. I have conferred with our Undergraduate Chair on this matter (Sarah

Hoffman), and we have both already been in touch with Dr. Jenkins and Dr. Liptay to explicitly state this.

Good luck with your labours!

Regards,

Emer

Department of Sociology:

From: Brooks, Carolyn <carolyn.brooks@usask.ca>

Sent: Monday, May 25, 2020 11:28 AM

To: John Liptay <jliptay@stmcollege.ca>

Cc: Sarah Knudson <sknudson@stmcollege.ca>; Laura Mitchell <lmitchell@stmcollege.ca>

Subject: Re: A Proposal for a Catholic Studies Certificate Program

Hi John,

I'm so sorry about my delay in responding. I have now had a chance to have a conversation with Sarah Knudson (STM Head in SOC) about the proposal. STM offers the 400 level SOC of Religion seminar as well as SOC 360 so I wanted to find out what they were thinking regarding these courses before I responded. STM does have a 300 level SOC of Religion course planned for this coming year but there are no plans at this point to be offering the 400 level course. I wonder if you want to consider the 300 level course? The SOC 360 will be offered and should not be a problem. Thank you so much for including Sociology in your minor and now your certificate program.

The plan to change the minor to a certificate program is excellent and we fully support this. Please let me know if you need any additional information. I have cc'd Sarah on this email in case you have other questions regarding the Sociology of Religion course offered at the 300 level. Please feel free to let us know if there is anything else that you need.

Thanks so much and all my best with the new program.

Carolyn

Department of Drama:

See letter below.



UNIVERSITY OF SASKATCHEWAN

College of
Arts and Science

DEPARTMENT OF DRAMA
ARTSANDSCIENCE.USASK.CA

183 John Mitchell Building, 118 Science Place
Saskatoon SK S7N 5E2 Canada
Telephone: 306-966-2323
Fax: 306-966-8193
Email: drama.department@usask.ca
Web: artsandscience.usask.ca/drama

May 19, 2020

Dear Dr. Liptay,

I am writing to support the College's application to convert the current Catholic Studies Minor into a Catholic Studies Certificate. I congratulate the Catholic Studies Advisory committee of St. Thomas More College for taking this timely initiative, and I am pleased to see the vision, hard work, and interdisciplinary spirit behind the original Minor moving it forward to the next logical step. I agree with the committee that the interdisciplinary nature of the certificate is consistent with the commitment of University Plan 2025 to embrace interdisciplinary studies as "the hallmark of the University of Saskatchewan." I also agree that the certificate will further the interdisciplinary initiatives of both St. Thomas More College and the partnering Arts and Science departments in Drama, English, History, Interdisciplinary Studies, Philosophy, Psychology, Religious Studies, and Sociology.

The Department of Drama would also like to support the continued inclusion of Dram 303.3 (Advanced Studies in Theatre History I 600 BCE to 1850 CE) as a suitable addition to the Catholic Thought and Culture section. The course, which deals with the history of women in the theatre from Antiquity until 1850, does not focus exclusively on Catholic thought, but a substantial portion of the course looks at Catholic women religious from the Middle Ages and early Renaissance who wrote dramatic or paradramatic work. In addition to examining their work, the course explores the reasons they were among the first playwrights to emerge in the western European tradition, and how they paved the way for the more secular women writers who followed.

In closing, I would like to reiterate that the Department of Drama strongly supports both the decision to convert the Catholic Studies Minor into a Catholic Studies Certificate, and our continued participation in the new certificate. Please let me know if you need any further help or information.

Best wishes,

Moira Day
Professor and Head
Department of Drama
University of Saskatchewan
Saskatoon, SK, S7N 5E2

306 966 5193
moira.day@usask.ca



New Course Proposal & Creation Form

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **Dean's Office**
- 1.3 Term from which the course is effective: **May 2021**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **CTST 300**
- 2.2 Academic credit units: **3 credit units**
- 2.3 Course Long Title (maximum 100 characters): **Critical Perspectives on Catholic Studies**
Course Short Title (maximum 30 characters): **Critical Catholic Studies**
- 2.4 Total Hours: Lecture **36-39** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture **3** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 **T1 or T2** T1 and T2
- 2.7 Prerequisite: **CTST 200.3**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This class will offer a grounding in both the foundational primary documents and the current scholarly conversations in the academic field of Catholic studies. The course seeks to understand Catholicism as a global phenomenon within a context of cultural and religious pluralism and is organized around four key themes: (1) theorizing Catholic studies and the Catholic intellectual tradition; (2) a social scientific approach to Catholic studies, for example anthropological, sociological, or political; (3) a humanities approach to Catholic studies, for example literary, historical, or philosophical; and (4) current issues and developments in Catholic discourse. This critical interdisciplinary approach will invite students to integrate the learning they have done in their various paths through the certificate coursework.

Note: This is the capstone course for the Certificate in Catholic Studies, and students are encouraged to take it as the final course in the program.

- 2.9 Do you allow this course to be repeated for credit? **No**

3. **Please list rationale for introducing this course:**

STM is proposing to change the Minor in Catholic Studies into a certificate program, and CTST 300.3 will be the capstone course for the certificate.

4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

See program proposal.

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? **Required for the proposed Certificate in Catholic Studies.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

8.1 Expected enrollment: **20 students**

8.2 From which colleges? **15 from Arts & Science; 5 from other colleges.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**

Include a bibliography for the course.

See syllabus.

11. **Resources**

11.1 Proposed instructor: **Cynthia Wallace, Susanna Barnes, John Liptay, Chris Hrynkow**

11.2 How does the department plan to handle the additional teaching or administrative workload?
Teaching and other course expenses will be accommodated within the (STM) departmental budget.

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](#)) **Yes, TC01**

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 additional fees required

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
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **N/A**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

Prerequisite(s): CTST 200.3

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

Note: This is the capstone course for the Certificate in Catholic Studies, and students are encouraged to take it as the final course in the program.

4. List Equivalent Course(s) here: **N/A**

5. List Mutually-Exclusive Course(s) here: **N/A**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: **N/A**

CTST 300.3

Critical Perspectives on Catholic Studies

St. Thomas More College

Time, Location: TBD

Faculty information:

Office Hours:

Land Acknowledgment

As a community committed to decolonization, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another, hoping that our work in the classroom can translate the symbolic gesture of land acknowledgment into concrete acts of justice.

Course Description

As the capstone course for the Certificate in Catholic Studies, this class will offer a grounding in both the foundational primary documents and the current scholarly conversations in the academic field of Catholic studies. The course seeks to understand Catholicism as a global phenomenon within a context of cultural and religious pluralism and is organized around four key themes: (1) theorizing Catholic studies and the Catholic intellectual tradition; (2) a social scientific approach to Catholic studies, for example anthropological, sociological, or political; (3) a humanities approach to Catholic studies, for example literary, historical, or philosophical; and (4) current issues and developments in Catholic discourse. This critical interdisciplinary approach will invite students to integrate the learning they have done in their various paths through the certificate coursework.

Prerequisites: CTST 200.3

Course Objectives

By the end of the term, students should be able to:

1. Narrate a history of the Catholic intellectual tradition as well as an overview of the current state of Catholic studies as a scholarly discipline;
2. Apply both social scientific and humanities lenses to historical and contemporary manifestations of global Catholicism;
3. Put the content of this course—both foundational documents and critical scholarship—into conversation with earlier courses in the certificate as well as the students' home discipline, profession, or other motivation for taking the course;
4. Confidently perform library research on the course's key themes; and
5. Articulate research findings in thoughtful academic prose.

Evaluation

Reading commentaries (5 x 5%)	25%
Seminar presentation (with handout and notes)	20%
Participation	10%
Paper proposal and annotated bibliography	5%
Research essay	40%

Required Texts

In addition to several readings available on Blackboard or through the university library website, the following texts are available for purchase at the campus bookstore. You should bring the relevant texts to each class meeting.

Christopher Beha, *What Happened to Sophie Wilder*

Ana Castillo, *The Guardians*

Mary Karr, *Sinners Welcome: Poems*

Bev Sellars. *They Called Me Number One*

Carl N. Still and Gertrude Rompré, *Turning to the World*

Requirements and Guidelines

Attendance and Participation

Because this class relies heavily on discussion, you should come to each class, and you should come prepared. Do the reading (perhaps more than once), annotate your text, take notes, and keep a list of questions. In class discussion, please feel free to raise challenging thoughts and questions—our conversations will be more interesting if we do not always agree with each other! But do try really to listen to others and express your own ideas with respect, in a spirit of open inquiry and collegiality.

Late Work

Except for documented serious illness or family emergency, daily assignments and exams cannot be made up. Major papers will lose five percentage points for each day late. Please talk to me ahead of time if you foresee a difficulty completing a major assignment on time.

Office Hours and Email

Make use of office hours! If the available times don't fit your schedule, do set up an appointment for another time, as I'm very happy to meet. I'm also generally reachable by email but will tend to reply during normal working hours. Before emailing with a question, though, please pursue these other avenues first:

- check the syllabus and Blackboard;
- if appropriate, ask a classmate (especially if you've missed class);
- if it's not urgent, ask in class or office hours.

If an email is the most fitting mode of communication, however, don't hesitate to write!

Writing

Please write in Standard English and follow MLA, APA, or Chicago style, using Times New Roman 12 point, with one-inch margins. You should type and print all writing assignments I ask you to complete outside class unless otherwise specified in the syllabus. You may use Canadian, American, or British spelling, but be consistent. Keep in mind that writing is a process that takes plenty of time and work: plan accordingly, leaving room for revision and proofreading. I recommend visiting office hours and visiting the writing center to discuss your papers as they develop.

Assignments

Reading Commentaries (Five x 5% = 25%)

Students will write brief commentaries on five assigned readings of their choosing. These commentaries should be two to three typed and double-spaced pages long, and they should not summarize the reading but rather offer a careful and thoughtful response to the readings that names key points of resonance with other readings in the course, other readings outside the course, and current events. The commentaries should also name any particular questions the readings raise. The commentaries are due on Blackboard at least 48 hours before the class is due to meet, in order to allow your professor time to review these responses in preparation for the seminar.

Due: five dates of your choice on Blackboard, 48 hours before the class meeting

Seminar Presentation (20%)

In the first week of class, students will sign up for a presentation on one of the assigned readings. The presentation will be a fifteen-minute mini-lecture on some element of the assigned reading; it should draw on at least one additional secondary source to help illuminate the assigned reading. Given the variety of readings in the course (social science journal articles, papal encyclicals, poetry, novels), these presentations will be quite varied. Here are some possible entry points:

- A question the text raises for you that requires further research and may illuminate the reading for your peers;
- A well-researched counterargument to the position taken in the text;
- An application of the text to a current event or situation;

- Another approach to the text's topic from a different disciplinary perspective;
- A close reading of some literary element.

In order to accommodate a variety of disciplines and personalities, students may choose to write the presentation as a conference paper (which would be around six or seven pages long) or speak from notes; you may choose to use slides or not. However the presentation takes shape, each should include a handout with key points, a bibliography of at least three secondary sources, and a list of three high-quality questions to facilitate our classroom discussion of the assigned text. Please develop your presentation in conversation with your professor.

Due: varies; sign up in first week of class

Presentation Rubric

Content: __/50

Presentation focuses illuminating and engaging with assigned text; tethers its claims to primary evidence from the text; shows strong logic and critical thinking, as well as sensitivity to counterarguments; draws on and properly acknowledges at least one secondary source; is well organized and easy to follow

Presentation: __/20

Confident presence, eye contact, volume, pace, interaction with audience; appropriate length (neither more nor less than 15 minutes)

Handout: __/10

Handout

Bibliography: __/10

Minimum of three secondary sources; sources are relevant; proper citation style

Discussion questions: __/10

Three questions for discussion are focused on assigned text;

Total: __/100

Participation (10%)

Because the class is so discussion-oriented, participation is a significant component of assessment. I will give you the opportunity to provide a self-assessment at the end of the term and take it into account when determining your grade.

Participation Rubric

80-100%: Contributed frequently and appropriately; demonstrated critical understanding of assigned reading; applied relevant material from readings and lectures to the issue; built on the comments of others; made integrative statements. Never used cell phone in class.

70-79%: Contributed regularly; demonstrated understanding of main points of reading; occasionally employed relevant materials from readings and lectures to the issue; offered observations but did not integrate or build on others' contributions. Never used cell phone in class.

60-69%: Contributed a few times; demonstrated having read assigned material; employed some theory in understanding issues; made statements unconnected to main subject or repeated comments already offered. Never used cell phone in class.

50-59 %: Was present but contributed minimally to discussion; little demonstration of having read or carefully read assignment; offered comments which did not advance discussion of the issues.

Under 50%: No participation in discussion

Paper Proposal and Annotated Bibliography (5%)

In preparation for your term paper, you will submit a research paper proposal naming your primary research question, tentative thesis ideas, reasons for interest, and research plan. This proposal should be 300 to 500 words long. You will also include a bibliography with 100-word summaries of at least five scholarly sources on your topic.

Due: eighth week of class.

Research Essay (40%)

The term paper will be a ten- to twelve-page academic essay on a topic of your choice within the field of Catholic studies, ideally one that integrates this content with your home discipline or personal or professional aspirations. The paper should have a clear central thesis and support its assertions with secondary research to say something genuinely new within the scholarly discourse. A more detailed assignment handout will be provided by the term's sixth week.

Due: last day of class.

College Policies

Grading

Grades are assigned in accordance with the University of Saskatchewan's grading standards for undergraduate courses, which are available at <http://students.usask.ca/academics/grading/grading-system.php#GradingSystem>.

Plagiarism

St. Thomas More College follows the rules regarding Academic Dishonesty as delineated in the University of Saskatchewan Calendar. Of these, plagiarism is a particularly serious offence that involves presenting another person's writing, ideas or creative work as your own. When quoting, paraphrasing, describing, presenting, summarizing or translating the work of others, you must acknowledge the source of the information you use, which includes ensuring that the reader can differentiate between your words and the words of others. Sources may come in print, electronic, digital, visual or oral form, and may be provided by a published author, fellow student, artist, or Internet site. Purchasing papers is not permitted. It is your responsibility to understand what constitutes plagiarism; when in doubt, consult your professor.

For information on academic and non-academic misconduct, please visit <https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>

and <https://secretariat.usask.ca/student-conduct-appeals/non-academic-misconduct.php>, respectively.

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

Access and Equity Services

If you are a student who is registered with Access and Equity Services, you may apply for unique services or arrangements to complete the requirements for this course. Normally, these services will be provided through the AES office. If you have not yet registered with that office, please do so as quickly as possible. For more information, see <https://students.usask.ca/health/centres/access-equity-services.php>.

Copyright

St. Thomas More College respects the rights of copyright holders, their legitimate assertions of their rights, and any rules that they articulate for the use of their material. Faculty and students have the responsibility to respect the rights of copyright owners, to make themselves aware of federal legislation, and to take the steps necessary to ensure that their use of all copyright

materials is compliant. Please familiarize yourselves with copyright law. You can find relevant information here: <https://library.usask.ca/copyright/>.

Recording of the Course

Recording of the course will only be allowed in certain circumstances. Please see the instructor for information on how to receive approval.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://library.usask.ca/studentlearning/>.

Teaching, Learning and Student Experience

The Teaching, Learning and Student Experience Unit (TLSE) focuses on providing developmental and support services and programs to students and the university community. For more information, see <https://students.usask.ca/>.

The **Aboriginal Students' Centre (ASC)** is dedicated to supporting the academic and personal success of Métis, First Nations and Inuit students. The centre offers personal, social, cultural and academic support through programs, services and events held throughout the academic year. Please see the ASC website <https://students.usask.ca/aboriginal/asc.php>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: <http://artsandscience.usask.ca/undergraduate/advising/>

St. Thomas More Supports

STM Student Services are here to help you with any questions you might have about St. Thomas More College - whether about admission, career planning, academic advising, course offerings, scholarship and bursary opportunities or extracurricular activities at STM.

The STM Student Services team has the goal to help each of our students to come to the full measure of their humanity, to discover their vocation, and to be successful at university.

Richard Medernach
Manager of Student Experience and
Enrolment
rmedernach@stmcollege.ca
(306) 966-8946

Dean Schmidt
Student Academic Services Specialist
dschmidt@stmcollege.ca
(306) 966-2616

STM Campus Ministry

STM Campus Ministry endeavour to foster healthy faith growth, facilitating programs and events that encourage dialogue and reflection between faith and reason. STM ministers offer confidential listening, as well as spiritual and personal guidance to students of all backgrounds.

The Campus Ministry team currently consists of Michael MacLean (mmaclean@stmcollege.ca), Fr. André Lalach (alalach@stmcollege.ca), and Celeste Woloschuk (cwoloschuk@stmcollege.ca) working in collaboration with Basilian Father Ron Griffin (rgriffin@stmcollege.ca). Gertrude Rompré (grompre@stmcollege.ca) is the Director of Mission and Ministry for the College.

Schedule of Assignments

Week One	Theorizing Catholic studies <i>Given the diverse paths through the minor, we will spend time in this class meeting mapping out which classes students have taken and which strengths and gaps exist in our individual learning and classroom community. We will also discuss what is meant by the phrase "Catholic Intellectual Tradition."</i>
Week Two	<i>How does Catholic higher education synthesize faith and reason?</i> Reading: <i>Ex Corde Ecclesiae</i> by Pope John Paul II (Blackboard link)
Week Three	<i>What are some trends in current Catholic studies scholarship?</i> Reading: Selections from <i>Turning to the World</i> , edited by Carl N. Still and Gertrude Rompré
Week Four	Anthropological Perspectives on Global Catholicism <i>An anthropology of Catholicism is concerned with understanding contemporary Catholicism as a lived experience, a transnational population, an institution, a set of practices and a cross-cultural phenomenon.</i> <i>On Mediation</i> Readings: Turner, Victor. "Iconophily and iconoclasm in Marian pilgrimage." Turner, V.; Turner, E. <i>Image and pilgrimage in Christian culture: anthropological perspectives</i> . Oxford: Basil Blackwell (1978): 140-171.

Norget, Kristen. "The Virgin of Guadalupe and Spectacles of Catholic Evangelism in Mexico." In *The Anthropology of Catholicism: A Reader*, 184. Oakland, California: University of California Press, 2017.

Week Five

Catholic piety and the question of belief

Readings: "A Catholic Body?: Miracles, Secularity, and the Porous Self in Malta." In *The Anthropology of Catholicism: A Reader*, 211. Oakland, California: University of California Press, 2017.

Mayblin, Maya. "The lapsed and the laity: discipline and lenience in the study of religion." *Journal of the Royal Anthropological Institute* 23, no. 3 (2017): 503-522.

Week Six

Global articulations of Catholicism

Readings: Hatsumi, Kaori. "Beyond Methodological Agnosticism: Ritual, Healing, and Sri Lanka's Civil War." *Australian Journal of Anthropology* 28, no. 2 (2017): 195-209.

Silva, Kelly. "Christianity and kultura: Visions and pastoral projects¹." *The Promise of Prosperity* (2018): 223.

Week Seven

A contemporary Catholic literary imagination

Reading: *Sinners Welcome: Poems* by Mary Karr

These poems explore the heights and the depths of life and faith for an adult convert to Roman Catholicism. How is Karr's approach distinctively contemporary?

Week Eight

Reading: *What Happened to Sophie Wilder* by Christopher Beha

This novel addresses the sometimes bewildering appeal of faith among young people in the twenty-first century. How does it handle the mystery?

Writing: Hard copy of research paper proposal and annotated bibliography due in class

Week Nine

Reading: *The Guardians* by Ana Castillo

This novel showcases injustices gripping lives at the U.S.-Mexican border, offering both a critique and a celebration of the Church's role. What does the book suggest about how we should understand the global Catholic Church?

Week Ten

Current issues and developments in Catholic discourse

The scandal of sexual abuse

Reading: Orsi, Robert A. "What Is Catholic about the Clergy Sex Abuse Crisis?" *The Anthropology of Catholicism: A Reader* (2017): 282.

Week Eleven *The shame of residential schools*

Reading: *They Called Me Number One* by Bev Sellars

Week Twelve *The ecological crisis*

Reading: *Laudato Si'* by Pope Francis (Blackboard link)

Week Thirteen **Term paper presentations and synthesis conversation**

Come prepared with a five-minute overview of your research questions and conclusions. We will use these presentations to jumpstart our final discussion of the learning we have done together this term.

Writing: Hard copy of research essay due in class

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

☒

No

☐

Yes

☐

No

☒

2

What is the name of the new degree, diploma, or certificate?
Certificate in Catholic Studies [CCS - Cert in Catholic Studies] - suggested Banner code and description

3

What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]
Cert.

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?
Degree level

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

☒

No

☐

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:
CCS - In Cert in Catholic Studies - suggested Banner code and description

8

Which College is responsible for the awarding of this degree, diploma, or certificate?
Arts and Science [AR]

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.
No - CTST Catholic Studies exists in Banner

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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes ☐ No ☒

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes☐ No☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐

☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐

☐

☐

☐

☐

☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes☐ No☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

☐

No

☒

Yes

☐

No

☒

Yes

☐

No

☒

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 - as per current set-up

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up for certificate 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.)?

No

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2021

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

10 students - projected student enrollment per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 2021]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?

Yes ☒ No ☐

If yes, what is the name of the program?

Catholic Studies Minor

Currently available on the following programs:

BA3Y
BA4Y
BAHON
BAHOND
BASC4Y
BASHON
BFAHON
BSC3Y
BSC4Y
BSCHON
BSCHOND

2 What is the effective date of this termination?

202105 [May 2021]

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☒

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☒ No ☐

If yes, will they be able to complete the program?

A search in Degree Works for active students returns 3

5 If not, what alternate arrangements are being made for these students?

Students will have the option to either complete the Catholic Studies minor or to receive the Certificate in Catholic Studies

6 When do you expect the last student to complete this program?

Students have 10 years to complete

7 Is there mobility associated with this program termination?

Yes ☐ No ☒

If yes, please select one of the following mobility activity types.

Dual Degree Program
Joint Degree Program
Internship Abroad Program
Term Abroad Program
Taught Abroad Course
Student Exchange Program

Effective Term:

Title:

Page 12 of 15

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?

Yes

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☒ No ☐

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

Yes

8 If YES, what should they be assessed? (This is especially important for program based.)

Standard undergraduate tuition

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

Effective Term:

Title:

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NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger): Approved (by email) - October 6, 2020

College Representative(s): Gordon DesBrisay (by email) - October 7, 2020

IPA Representative(s): Lucy Vuong (by email) - October 6, 2020

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Degree-level certificate in Urban Design

COUNCIL ACTION: For Information Only

SUMMARY:

At its October 21, 2020 meeting, the academic programs committee approved the following motions:

That the Academic Programs Committee approve the degree-level certificate in Urban Design in the College of Arts and Science, effective May 2021

The College of Arts and Science proposed a new degree-level certificate in Urban Design, an interdisciplinary program co-developed by the Department of Art and Art History and the Department of Geography and Planning.

This certificate program will consist of a minimum 18 credit units and will provide students with an expanded perception of the relationship between design-thinking, visual arts, the built environment, and the social and spatial conditions that drive the production of urban space.

All courses used for the certificate program are part of existing programming within the two sponsoring departments, with sufficient room for enrolment expansion.

The program will be open to any students enrolled at the University of Saskatchewan, and can also be completed as a stand alone program.

The committee was excited about this program that will provide further opportunities for students interested in design and planning and were impressed at the integration of planning and visual arts in this program. The committee also appreciated the hands-on, experiential nature of the program.

This certificate program conforms to the Arts and Science certificate template and, therefore, can be approved by APC.

ATTACHMENTS:

- **Proposal for Academic or Curricular Change – degree-level Certificate in Urban Design**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Urban Design

Field(s) of Specialization: Urban Design

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Ryan Walker
Professor, Department of Geography and Planning
ryan.walker@usask.ca
306-966-5664

Jon Bath
Associate Professor, Department of Art and Art History
jon.bath@usask.ca
306-966-4213

Alec Aitken
Professor and Head, Department of Geography and Planning
alec.aitken@usask.ca
306-966-5672

Proposed date of implementation: May 2021

Proposal Document

Discussions have occurred between faculty in the Department of Geography and Planning and Department of Art and Art History for a few years regarding the potential to co-create an urban design credential. This working relationship took early form in an elective stream in the Regional and Urban Planning major, called Design. It also took form in the co-creation and delivery of the INTS 111.3 Design and Society course. At the fourth year level through the PLAN 446.3 Advanced Urban Design Studio we have cultivated a recurring engagement in multiple years with the Gordon Snelgrove Gallery, most recently with the USask Art Galleries Curator of Public Dialogue + Participation, where participatory public urban design engagements are programmed into the gallery. The Urban Design Certificate is a progression in this collaboration and partnership between the Department of Art and Art History and Department of Geography and Planning.

This partnership reflects the rising importance in the Visual Arts of the consideration of the social conditions that drive the production of space, and the contributions of art, artists, and curators to the built environment. It equally reflects the strong currency of design literacy and applied design in the field of urban planning and placemaking. Urban design skills are also valued highly by architects, by some areas of civil engineering where the built environment is the focus, by landscape architects, city administrators and politicians, and the public at large. Urban design is a field of practice, and theory, that is concerned with public space design and programming that engages citizens, property owners, and civic officials. It is interdisciplinary by nature, and given the cast of faculty within the Departments of Art and Art History and Geography and Planning, the College of Arts and Science is ideally positioned to offer this credential. It will be valuable for majors in the Departments of Geography and Planning and Art and Art History, where the nexus between design and urbanism feature prominently in many students' academic and career aspirations. One example, among several, is students who wish to pursue subsequent graduate studies in architecture. Another is students who pursue careers working with civic cultural organizations, such as in public galleries or coordinating public art. The Certificate will be valuable for students across the College and University who wish to undertake a credential that supplements their major program of study, where urban design skills will be valuable. A wide range of students take INTS 111.3 (Design and Society), and frequently ask for further classes to continue to apply and refine the concepts learned there. Once implemented, it is foreseeable that this would become a valuable stand-alone micro-credential for registered professional planners, for example, looking to upskill through continuous professional learning opportunities.

There are no certificate programs or minors offered at the University of Saskatchewan or University of Regina that address urban design generally or specifically. Similarly, Saskatchewan Polytechnic offers no similar credential.

Budget:

All courses are regularly offered as part of existing programming in the Departments of Geography and Planning and Art and Art History so no new teaching, administrative, classroom, library, IT, or infrastructure resources are required. The foundation and capstone courses have sufficient room for enrollment expansion, as do the senior level PLAN/GEOG and some of the ART/H courses, such that new enrollments attributable to the Certificate could enhance the revenue generated from already allocated teaching resources. The foundation (INTS 111.3)

and capstone (PLAN 446.3) courses are offered at least once per year and have been for several years, as are many of the other courses at each interval in the certificate requirements noted above.

Because the Urban Design Certificate is a shared program and credential between the Department of Geography and Planning and the Department of Art and Art History, questions were posed to the College's Director of Programs and Chief Operating Officer on April 15, 2020 to seek clarity on some operational details that will be important for achieving a fair and beneficial partnership. Based on the answers provided to us, we can indicate here that for the internal purposes of the Banner system, where one unit must be attributed to a program, it would be the Department of Geography and Planning listed. For all other matters the Certificate would be a 50/50 partnership in credential promotion and tracking, and with financial accounting owing to 3 cue tracking to instructor/unit as per College and University practice. The spirit and practice of full partnership is central to this interdisciplinary certificate.

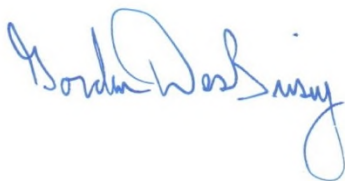
College Statement

From Gordon DesBrisay, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Urban Design.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This interdisciplinary program builds on what was a popular "stream" in the Regional and Urban Planning program, and makes it available to all students. Students will benefit from the collaboration between Geography and Planning, and Art and Art History, gaining complementary skills and insights which will be especially valuable for students who wish to pursue work in related areas.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 9, 2020, as did the College Faculty Council on October 14, 2020.



Program Description

Degree Level Certificate in Urban Design

The Certificate in Urban Design provides students with an expanded perception of the relationships between design-thinking, visual arts, the built environment, and the social and spatial conditions that drive the production of urban space. Over half of the courses are taught in a studio format, which supports applied experiential, conceptual, and skills-based training through making. The subject matter of courses, or assignments, deal with urbanism, public art, place-making, and related topics. The capstone course, and others, focuses on community-engaged collaborative design.

Registration in the Certificate in Urban Design is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan. It may also be completed as a stand-alone program.

If you are interested in more information about this certificate, please contact geography.planning@usask.ca or art.arthistory@usask.ca.

Major Average

The major average in the Certificate in Urban Design includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Urban Design, 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 (18-21 credit units)

- INTS 111.3 Design and Society
- PLAN 446.3 Advanced Urban Design Studio

Choose one course from the following:

- ART 141.3 Sculpture I Foundation
- ART 161.3 Foundation in Photography I
- ART 230.3 Video Art and Sound I
- ART 231.3 Animation and Digital Space I
- ART 235.3 Digital Imagery
- ART 236.3 Digital and Integrated Practice II A

Choose one course from the following:

- ARTH 329.3 Imagining the City
- ART 216.6 Photography II
- ART 330.3 Video Art and Sound II
- ART 331.3 Animation and Digital Space II
- ART 338.3 Digital and Integrated Practice III A

- ART 339.3 Digital and Integrated Practice III B
- ART 350.3 Hands-on Practice of Historical Media: Photography

Choose two courses from the following:

- GEOG 240.3 Sustainable Cities and Regions
- PLAN 341.3 Urban Planning
- PLAN 346.3 Introduction to Urban Design

Notice of Intent

Urban Design Certificate

College of Arts & Science

June 10, 2020

The faculty of the Departments of Geography and Planning (GEPL) and Art and Art History (AAH) approved the *Urban Design Certificate* on March 13 and May 29, 2020, respectively, intent on submitting it to the August 2020 College Challenge. Ryan Walker (ryan.walker@usask.ca) and Jon Bath (jon.bath@usask.ca) serve as the primary contacts in each unit regarding this notice of intent (NOI) and the subsequent submission to the College Challenge. The following responds to the questions posed in the College's NOI template for consideration by the Vice Dean Academic.

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

Discussions have occurred between faculty in GEPL and AAH for a few years regarding the potential to co-create an urban design credential. This working relationship took early form in an elective stream in the Regional and Urban Planning major, called Design. It also took form in the co-creation and delivery of the INTS 111.3 Design and Society course. At the fourth year level through the PLAN 446.3 Advanced Urban Design Studio we have cultivated a recurring engagement in multiple years with the Gordon Snelgrove Gallery, most recently with the USask Art Galleries Curator of Public Dialogue + Participation, where participatory public urban design engagements are programmed into the gallery. The Urban Design Certificate is a progression in this collaboration and partnership between AAH and GEPL.

This partnership reflects the rising importance in the Visual Arts of the consideration of the social conditions that drive the production of space, and the contributions of art, artists, and curators to the built environment. It equally reflects the strong currency of design literacy and applied design in the field of urban planning and placemaking. Urban design skills are also valued highly by architects, by some areas of civil engineering where built environment is the focus, by landscape architects, city administrators and politicians, and the public at large. Urban design is a field of practice, and theory, that is concerned with public space design and programming that engages citizens, property owners, and civic officials. It is interdisciplinary by nature, and given the cast of faculty within AAH and GEPL, the College of Arts and Science is ideally positioned to offer this credential. It will be valuable for majors in GEPL and AAH, where the nexus between design and urbanism feature prominently in many students' academic and career aspirations. One example, among several, is students who wish to pursue subsequent graduate studies in architecture. Another is students who pursue careers working with civic cultural organizations, such as in public galleries or coordinating public art. The Certificate will be valuable for students across the College and University who wish to undertake a credential that supplements their major program of study, where urban design skills will be valuable. A wide range of students take INTS 111.3, and frequently ask for further classes to continue to apply and refine the concepts learned there. Once implemented, it is foreseeable that this would become a valuable micro-credential for

registered professional planners, for example, looking to upskill through continuous professional learning opportunities.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

The Regional and Urban Planning (RUP) program recently discontinued its elective streams, which had been part of the overall degree requirement for a variety of reasons, one of which was to encourage students to pursue certificates or minors should they wish to achieve the added proficiency in a secondary concentration. The ‘Design’ elective stream in the RUP program was well-subscribed, about 10 students per year. The proposed Urban Design Certificate will allow those students to continue to have a focused design education. Based on past enrollments in the RUP Design stream and INTS 111 we predict 10-15 students per year will enroll in the certificate at the outset, simply through standard academic advising as the means for promotion. With more deliberate and targeted promotion of the credential across campus and in the community, it is anticipated that demand could rise. As faculty work through the process of offering some courses online during the COVID-19 pandemic, offering a combination of in-person and remote course delivery in the future, beyond the pandemic, may induce greater demand for the Certificate by practicing professionals in planning, cultural, and arts organizations.

3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the *University Plan 2025*, and the university's *Vision, Mission and Values*? If the program was not envisioned during the college/school strategic planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?

The Urban Design Certificate speaks to ‘creativity’, ‘embracing interdisciplinarity’, ‘invigorating the impact of collaboration and partnership in everything we do’, and ‘inspiring by achieving meaningful change with and for our communities’ (University Plan 2025). From the College Plan, it coincides notably with ‘encouraging and supporting faculty to offer courses and programs that cross traditional departmental and disciplinary lines’, ‘expanding and enhancing experiential learning opportunities’, and ‘building the College profile and reputation’ (Think Big – Be Bold: Arts and Science 2025).

Over half of the courses in the Urban Design Certificate are taught in a studio format, which supports applied experiential, conceptual, and skills-based training through making. The GEPL and AAH courses comprising the certificate program all deal with urbanism, public art, and related topics through their subject matter or assignments. The capstone course, and some of the other courses, focus on community-engaged collaborative design work tackling priority areas in Saskatchewan communities. The Certificate gives life to the mission of the University of Saskatchewan, advancing “the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community.” It also speaks to the institutional principles of ‘collaboration,’ ‘commitment to

community', 'innovation, curiosity, and creativity' (Mission, vision and values of the University of Saskatchewan).

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

The Urban Design Certificate's focus specifically on design and urbanism differentiates it from the Minor in Studio Art, which focuses on studio art practice. And GEPL offers no such minor or certificate for students outside their programs to learn about planning and design. There are no certificate programs or minors offered at the University of Saskatchewan or University of Regina that address urban design generally or specifically. Similarly, Saskatchewan Polytechnic offers no similar credential. The Certificate does complement existing majors in the College of Arts and Science, however, such as but not limited to Regional and Urban Planning, Studio Art, Art History. It may also be perceived by some students in other colleges as complementary to their major areas of study. AgBio, for example, often has students interested in landscape design; some Civil Engineering students take a broader interest in urbanism. The Urban Design Certificate would have no adverse impact on enrolments in other programs. It could have a modest positive impact on enrolment in the majors noted above, however, if prospective students choosing whether to study at USask can see the value of bundling one of the major programs of study with the certificate program. It will be up to AAH, GEPL, and the College of Arts and Science to market those links in due course, if it appears advantageous to do so.

No programs will be deleted as a result of offering the new Certificate.

5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program.

All courses are regularly offered as part of existing programming in GEPL and AAH so no new teaching, administrative, classroom, library, IT, or infrastructure resources are required. The foundation and capstone courses have sufficient room for enrolment expansion, as do the senior level PLAN/GEOG and some of the ART/H courses, such that new enrolments attributable to the Certificate could enhance the revenue generated from already allocated teaching resources. The foundation (INTS 111) and capstone (PLAN 446) courses are offered at least once per year and have been for several years. Tuition will be assessed consistent with Arts and Science course tuition.

6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

One conceivable risk that had to be considered was if the foundation and capstone courses were not to be offered on an annual basis as a result of resource constraints. While those resource constraints do not currently exist, it is prudent to plan ahead for a time when they might. In the case of the foundation course, INTS 111, there are at least two faculty members in AAH qualified and able to lead delivery of the course. Because the course is also co-taught with faculty from other units, such as GEPL, it further diminishes risk of the course not being offered due to resource constraints.

The PLAN 446 course has been taught every year over at least the past 15 years. It can either be taught by a Professional Associate in the RUP Program (by virtue of its professional accreditation the RUP Program formally involves three Professional Associates in the delivery of its courses each year, paid as sessional instructors), or by a faculty member if delivery by a Professional Associate were interrupted due to unforeseen circumstances. During discussions among faculty over the past two months, there was agreement that AAH faculty would enjoy visiting and engaging with students in one of the 300-level PLAN courses as guests, and be similarly engaged in the PLAN 446 capstone course. One GEPL faculty member already contributes to some of the teaching in the INTS 111 foundation course. There is some very promising mutual support already existing, and projected to increase in non-formal interest-driven ways, between faculty in GEPL and AAH relating to the delivery of the Urban Design Certificate. In other words, the Certificate provides opportunities to build collegiality among faculty in our units, in addition to the basics surrounding delivery of the program.

7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

The proposed date of implementation is May 2021. This should provide sufficient time for the institutional approvals and changes in the appropriate information systems.

Because the Urban Design Certificate is a shared program and credential between GEPL and AAH, questions were posed to the College's Director of Programs and Chief Operating Officer to seek clarity on some operational details that will be important for achieving a fair and beneficial partnership. Excerpts from the questions and answers are below, reproduced for the purposes of this NOI so that the Vice Dean Academic can be aware of our intent for inter-departmental operational partnership.

Email exchange between Walker and Dahl on April 15, 2020:

Walker: "Would a joint certificate program...be able to be listed in two units, so that the TABBS and AIM benefits accrue to both units? Or does one unit need to be the 'owner' of it? The capstone course is in GEPL, but it's ...a 50-50 split of courses in each Dept... the spirit of it is to be a joint certificate shared by the two units."

Dahl replied explaining that “in the system (Banner) only one home can be assigned to a program, so one department or the other will have to be selected. But, at the university level, all “credit” flows to the home college, and then colleges divide things based on their own circumstances. So, I would think that credit for graduates could be divided between the two departments, for the purposes of budgets, but you will need to ask Barb Gillis about that to be sure.”

Email exchange between Walker and Gillis on April 15, 2020:

Walker: “Alexis and I had an exchange below and a piece of Alexis’ response would benefit from your perspective... The goal here is to be as collaborative between two units in the College as possible, within the limits placed on us by systems like Banner. Do you have any perspective on the financial piece below identified by Alexis?”

Gillis replied explaining that “since this certificate program ...is completely within Arts & Science, TABBS will treat all activity as A&S activity – TABBS stops at the College level so there is no issue there. Internally, the college had been using AIM to inform changes to departmental resource allocation but this has changed for 2020-21. There will be sort of a reset whereby departments request the resources they need on a line item basis... That isn’t to say that the level of departmental activity doesn’t matter – we are constantly using this data for one purpose or another – however, the primary instructional activity metric is teaching (3 cue) activity which is tracked to the home of the instructor so with what you have proposed we are OK on this front. Credentials also matter and in this case we would want to flag this “count” to be shared 50/50 between the 2 depts. for any internal reporting – we want to eliminate any barriers to collaboration. There is an inherent risk though when this can’t be captured at the source.”

For the internal purposes of Banner (see Dahl reply), it would be the Department of Geography and Planning listed. For all other matters (see Gillis reply) the Certificate would be a 50/50 partnership, though with financial accounting owing to 3 cue tracking to instructor/unit as noted by Gillis. The spirit and practice of full partnership is central to this interdisciplinary certificate.

Urban Design – Consultation

From: Nelson, Brent <brent.nelson@usask.ca>
Sent: Friday, May 29, 2020 1:54 PM
To: Aitken, Alec <alec.aitken@usask.ca>
Cc: Bath, Jon <jon.bath@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>
Subject: certificate in Urban Design

Hi Alec,

I am pleased to report that today the department of Art and Art History approved the proposed certificate in Urban Design, with enthusiasm. Thanks for your patience. This is a very promising joint initiative.

Best,

Brent

Brent Nelson, Phd

Acting Head, Department of Art and Art History
Professor, Department of English
9 Campus Dr. S7N 5A5
Ph: 306-966-1820

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

☒

No

☐

Yes

☐

No

☒

2

What is the name of the new degree, diploma, or certificate?
Certificate in Urban Design [CUD - Certificate in Urban Design] - suggested Banner code and description

3

What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]
Cert.

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?
Degree level

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

☒

No

☐

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:
CUD - In Cert in Urban Design - suggested Banner code and description

8

Which College is responsible for the awarding of this degree, diploma, or certificate?
Arts and Science [AR]

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.
Yes - Urban Design [URDS - Urban Design] - suggested Banner code and 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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes ☐ No ☒

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

Term Abroad Program

☐
☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

☐

No

☒

Yes

☐

No

☒

Yes

☐

No

☒

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 - as per current set-up

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2

- If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up for certificate 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.)?

No

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

As early as Fall Convocation 2021

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

10 to 15 students - projected student enrollment per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 2021]

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

If yes, will they be able to complete the program?

5

If not, what alternate arrangements are being made for these students?

6

When do you expect the last student to complete this program?

7

Is there mobility associated with this program termination?

Yes☐ No☐

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<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?

Yes

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes☐ No☐

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

Yes

8 If YES, what should they be assessed? (This is especially important for program based.)

Standard undergraduate tuition

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes☐ No☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

Effective Term:

Title:

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NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger): Approved (by email) - October 6, 2020

College Representative(s): Gordon DesBrisay (by email) - October 7, 2020

IPA Representative(s): Lucy Vuong (by email) - October 6, 2020

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Degree-level certificate in Water Science

COUNCIL ACTION: For Information Only

SUMMARY:

At its November 4, 2020 meeting, the academic programs committee approved the following motions:

That the Academic Programs Committee approve the degree-level certificate in Water Science in the College of Arts and Science, effective May 2021

That the Academic Programs Committee approve the termination of the minor in Water Science, effective May 2021.

The College of Arts and Science proposed to convert the existing minor in Water Science to a stand-alone undergraduate degree-level certificate. The college is working to develop this into a program that will address the changing hydrologic cycle in the face of climate change. The minor has always been a popular option for students within the college, so by recreating this program as a certificate, the College of Arts and Science is hoping to attract students from across campus, as well as pre- and post-degree students.

This 27-credit unit program will provide student theoretical and practical training in hydrologic science with an emphasis placed on a quantitative understanding and analysis of the hydrologic cycle.

In reviewing the proposal, the academic programs committee appreciated the focus on hydrologic science and how this program will work with Indigenous communities to address issues related to climate change.

This certificate program conforms to the Arts and Science certificate template and, therefore, can be approved by APC.

ATTACHMENTS:

- **Proposal for Academic or Curricular Change – degree-level Certificate in Water Science**
- **Program Termination Form – minor in Water Science**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Water Science

Field(s) of Specialization: Water Science

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Krys Chutko

Assistant Professor, Department of Geography and Planning

krys.chutko@usask.ca

306-966-4907

Alec Aitken

Professor and Head, Department of Geography and Planning

alec.aitken@usask.ca

306-966-5672

Proposed date of implementation: May 2021

Proposal Document

Note that this program revision will replace the Minor in Water Science with a Certificate in Water Science.

At the local, national, and international scales, there is a rapidly growing need for researchers and practitioners in water science. As a result of ongoing climate change, the hydrologic cycle is changing. This results in the increased occurrence of drought and flooding, increased risk to fresh water supplies, and an overall impact on the water resources that support human populations around the globe. The need for researchers and practitioners familiar with the role of water across these scales and the ability to measure, monitor, and forecast water availability and movement is critical to sustaining this essential resource through these changes. The University of Saskatchewan is ranked #1 in Canada in Water Resources Research and this certificate will continue building on this expertise, complementing the current BSc in Hydrology. This certificate will allow students within and beyond the College of Arts and Science to focus their education on water science concurrent with their major subject, and for practitioners outside the University to focus their training on water science. Water security is identified as a Signature Area of Research for the University, and this certificate aims to support this field starting at the undergraduate level. Hydrology is a core teaching and research area for many faculty members in the Department of Geography and Planning and will provide the highest quality teaching and training for these students.

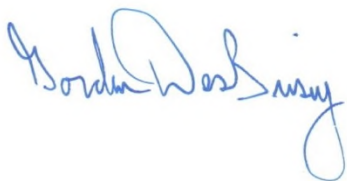
College Statement

From Gordon DesBrisay, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the replacement of the Minor in Water Science with a Degree-Level Certificate in this same area of study.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. The Minor in Water Science has always been a popular program, and, in the face of climate change, is now more relevant than ever. Recreating the program as a certificate will open it to students in all colleges, as well as to those students who are pre or post degree.

The Academic Programs Committee (BSc) approved the proposal on September 10, 2020, as did the College Faculty Council on October 14, 2020.



Program Description

Degree Level Certificate in Water Science

The Certificate in Water Science provides students with theoretical and practical training in hydrologic science. Emphasis is placed on a quantitative understanding and analysis of the hydrologic cycle, including the presence and movement of water in and between the primary storage pools: atmospheric moisture, surface runoff, soil moisture, groundwater, and surface storage in ponds, lakes, rivers, and oceans. The certificate provides students with an advanced knowledge of hydrologic processes as well as field instrumentation, data collection, and analysis for hydrologic study.

Major Average

The major average in the Certificate in Water Science includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Water Science, 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 (27 credit units)

3 credit units from the following:

- MATH 110.3 Calculus I
- MATH 123.3 Calculus for Engineers
- MATH 125.3 Mathematics for the Life Sciences
- MATH 176.3 Advanced Calculus

3 credit units from the following:

- EVSC 210.3 Environmental Physics
- PHYS 115.3 Physics and the Universe

21 credit units from the following:

- GEOG 120.3 Introduction to Global Environmental Systems
- GEOG 225.3 Hydrology of Canada
- GEOG 290.3 Field Methods and Laboratory Analysis
- GEOG 325.3 Principles of Fluvial Systems
- GEOG 328.3 Groundwater Hydrology
- GEOG 390.3 Methods in Hydrometeorology
- GEOG 427.3 Advanced Hydrology

Note: Students may receive credit for either the Minor in Water Science or the Certificate in Water Science, not both.



UNIVERSITY OF
SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted: Water Science - Minor

Effective date of termination: May 2021

1. List reasons for termination and describe the background leading to this decision.

The Minor in Water Science will be replaced by the proposed Degree Level Certificate in Water Science. This change will offer students outside of the College of Arts & Science, students who do not wish to complete a degree, and students who have already completed a degree the opportunity to take the classes and receive the certificate.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No courses are taught uniquely for this program.

2.2 Other resources (staff, technology, physical resources, etc.) used for this program.

Conversion from the Minor to the Certificate may increase the number of individual graduates at Convocation. Other than this, the resources used by this program is unchanged.

2.3 Courses to be deleted, if any.

No courses will be deleted.

2.4 Number of students presently enrolled.

22 students are currently, officially, enrolled in the minor (information taken from Degree Works). As many students do not take steps to declare a Minor until they apply to graduate, this is not necessarily an accurate reflection of the number of students working to receive this qualification.

2.5 Number of students enrolled and graduated over the last five years.

This information is not available through Degree Works or Crystal Reports. Students who are continuing in the program as of May 2021 will have the option to receive either the Minor or the Certificate.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

No impact on current students. The courses will all continue to be offered, and students can complete this program within a 10 year period from the time they started.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Courses will continue to be offered.

3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

N/A

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Certificate proposed to replace Minor.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7 Describe any impact on research projects.

No impact. Water Science will continue to be an area of study.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Replacing the Minor with a Certificate will increase the profile of the program, and provide a greater number of students to choose to earn a credential in this area of study.

Other

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing this area of study. This could raise awareness of this option at the University of Saskatchewan.

3.13 Please provide any statements or opinions received about this termination.

N/A

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

N/A

Notice of Intent – Certificate in Water Science

1. Overview of the program

The proposed program is a change from the Minor in Water Science to a Certificate in Water Science. The Certificate will offer a focused examination of Earth's hydrologic cycle, paying particular attention to the storage and movement of atmospheric, surface, and subsurface water supplies, as well as their measurement and analysis. The Certificate will complement the current B.Sc in Hydrology program offered by the Department of Geography and Planning, and draws on the teaching and research expertise of the Centre for Hydrology, Global Water Futures, and the Global Institute for Water Security, all based at the University.

The program will consist of 27 credit units, 21 of which will be required GEOG courses and 6 of which will be selected from a list of relevant introductory MATH, PHYS, and/or EVSC courses. With the exception of the introductory courses, the Certificate offers the same courses as the Minor.

2. University and/or societal need

As a result of global climate change, Earth's hydrologic cycle is changing. This has been observed over many decades as shifts in dominant weather patterns, changes to the magnitude and frequency of drought and flood events, glacier and ice sheet melt, and an increasing risk to global fresh water supplies. All of these impacts are anticipated to continue into the future and, in many cases, are expected to amplify. These impacts are observed on all spatial scales, from local to global. The risk to current and future human populations is great. Therefore, there is a great need for educators, researchers, and practitioners of water science to understand, measure, and forecast the changes and the risk of the growing water insecurity. This program will continue to provide this training at the undergraduate level.

3. Student demand for the program

The Minor in Water Science has been a popular option for students for several years. In the 2019-20 year, 29 active students were registered in the program, 18 of which are in non-Geography and Planning major programs. The purpose of changing the Minor to a Certificate is to make the program available to students outside the College, in particular for Engineering students, and for practitioners outside the University, while also maintaining the availability of the program to students within the College.

4. Assessment of perceived need within the National Context

Canada has long been recognized as a country rich in water resources. However, these resources are under threat from the impacts of global climate change. To assess, understand, and anticipate current and future availability of these water resources, a well-educated cohort of water scientists is required. The proposed program intends to contribute to this need. The University of Saskatchewan is a national leader in water science research through the Centre for Hydrology, Global Water Futures, Global Institute for Water Security, and its relationship to the National Hydrology Research Centre of

Environment and Climate Change Canada. This certificate program aims to support and continue this reputation for excellence.

5. Relationship to University, college and divisional integrated plans

The Certificate in Water Science is intended to play a supporting role in the University's national and international reputation as a leader in water resources research. Water security is identified as a Signature Area of Research for the University, and this program will support this starting at the undergraduate level. The University's mission to foster excellence in teaching, discovering, preserving, and applying knowledge is supported by this program. The program is intended to help generate a cohort of highly qualified undergraduate students that may continue their studies at the graduate level in the Department of Geography and Planning or elsewhere at the University. The goals of the Certificate in Water Science align well with the University Plan 2025.

6. Relationship to other programs offered by the College of Arts and Science

This program is intended to complement and will not compete with the BSc in Hydrology offered by the Department of Geography and Planning. The Minor in Water Science, which the Certificate will be replacing, has been a popular addition to students' majors, particularly those in the BSc in Geology and BSc in Environment Biology programs. It is anticipated that this relationship will continue after changing the program to a certificate. Program requirements include mathematics and physics course options, thus emphasizing multi-disciplinary training for students.

7. Relationship to programs offered elsewhere

Program requirements include the option of 3 credit units of soil science, offered by the College of Agriculture and Bioresources. The change to a certificate program is intended to attract students from outside the College of Arts and Science, in particular from the College of Engineering where a strong background in water resources engineering exists. This program may also be used as a stepping-stone in the process for Professional Geoscientist certification by the Association of Professional Engineers and Geoscientists of Saskatchewan (note that the program does not offer all courses necessary for certification).

8. Is there justification to proceed regardless of any perceived duplication?

Since this certificate program is replacing a minor program, there is no duplication.

9. Resources for the program

This certificate program consists entirely of courses already offered on an annual basis as part of the B.Sc in Hydrology program or as introductory courses in other programs. Therefore, no new courses or teaching assignments are required. Any increase in enrollment in these courses are anticipated to be

taken up with minimal impact or cost. An exception may be the program's field courses, particularly GEOG 290. An increase in enrollment in this course would require a larger laboratory space than the current one (KIRK 46). Suitable space likely already exists on campus, it would just need to be made available. Financial resources for new laboratory equipment and the maintenance of existing equipment will come from Geography and Planning's annual budget allocation and from the annual Arts and Science Capital Equipment Grant. Financial support for field travel is provided by the Experiential Learning Fund through the Gwenna Moss Centre for Teaching and Learning. Field vehicle support is provided by the Global Institute for Water Security. A sessional instructor for the capstone GEOG 427 course is currently supported by a CRC Tier 1 position in the Department of Geography and Planning.

10. Risks

The risks associated with changing the Minor in Water Science to a certificate program are minimal. All associated courses are offered regularly as required courses in other programs. Any increases in enrollments are anticipated to be absorbed by the relevant courses. Increased enrollment in the two field courses poses the only known risk, as enrollment in these courses is capped due primarily to space limitations: GEOG 290 by limited laboratory space; and GEOG 390 by a field site use agreement with Duck's Unlimited Canada. These limitations are not exclusive to this certificate program and therefore will be addressed when relevant by the Department of Geography and Planning.

11. Anticipated start date

The program is proposed to begin in May 2021. All of the courses in the program are currently taught on an annual basis. The only constraint is the process to propose and approve the program.

Re: Certificate in Water Science

Duffy, Christopher <duffy@math.usask.ca>

Fri 2020-05-15 11:07 AM

To: Sowa, Artur <sowa@math.usask.ca>

Cc: Chutko, Krystopher <krys.chutko@usask.ca>

Hi Artur and Krys —

Yes, I think we are happy to support this initiative. As you mentioned, this is unlikely to impact our enrolment in a major way, as I expect such interested students would already be registered in a first-year calculus course.

Cheers,

Chris

Christopher Duffy
Assistant Professor
Department of Mathematics and Statistics
University of Saskatchewan
christopher.duffy@usask.ca

On May 15, 2020, at 9:33 AM, Sowa, Artur <sowa@math.usask.ca> wrote:

Dear Krys,

Thank you for consulting with me directly ahead of the Course Challenge. The proposal of certificate in Water Science strikes me as an interesting initiative, and I am glad the foundational math courses you have listed are an important part of it. Of course we need to analyse the potential impact on our resources.

I have CC'ed Dr. Chris Duffy, an incoming co-chair of our Undergraduate Committee, as he may provide further advice. If we see no red flags, we will be happy to provide a letter of support.

All the best,
Artur

Artur Sowa, Ph.D.
Professor & Department Head
Department of Mathematics and Statistics
University of Saskatchewan

—
106 Wiggins Road, Saskatoon, SK S7N 5E6, CANADA
Home page: <https://math.usask.ca/~sowa/>

From: Chutko, Krystopher
Sent: May 11, 2020 11:52 AM
To: Sowa, Artur <sowa@math.usask.ca>
Subject: Certificate in Water Science

Good morning Dr. Sowa. I would like to bring to your attention some programming changes I am working on in the Department of Geography and Planning. For several years we have offered a Minor in Water Science, particularly to students in GEOG and GEOL programs but a few others have joined as well. The certificate requirements are listed below. I am sharing this with you because there are a number of first-year MATH courses included as they are prerequisites to the capstone GEOG 427 course. The greatest impact of this certificate on your courses will be related to enrollment, although I suspect it will be minor as GEOG and GEOL students, as well as other natural sciences students interested in the certificate are already taking the courses. We hope to attract new students from outside the College and University, so a small increase in enrollment may occur. The 3 cu required of 12 cu listed should keep students spread out as well.

As part of my submission to the Course Challenge I have identified the Department of Mathematics and Statistics as being potentially impacted by this certificate. Do you see any issues with the inclusion of the MATH courses? If yes, please let me know and I will make the appropriate changes. If not, would you be able to provide me with a written statement of support that I can share with the College? I intend to submit this to the College before early August, so I would appreciate any feedback before then.

Thank you,

Krys

Certificate Requirements (27 credit units)

3 credit units from the following:

- MATH 110.3 Calculus I
- MATH 123.3 Calculus for Engineers
- MATH 125.3 Mathematics for the Life Sciences
- MATH 176.3 Advanced Calculus

3 credit units from the following:

- EVSC 210.3 Environmental Physics
- PHYS 115.3 Physics and the Universe

21 credit units from the following:

- GEOG 120.3 Introduction to Global Environmental Systems
- GEOG 225.3 Hydrology of Canada[\[CK1\]](#)
- GEOG 290.3 Field Methods and Laboratory Analysis[\[CK2\]](#)
- GEOG 325.3 Principles of Fluvial Systems
- GEOG 328.3 Groundwater Hydrology
- GEOG 390.3 Methods in Hydrometeorology
- GEOG 427.3 Advanced Hydrology

Note: Students registered in the Minor in Water Science cannot complete the Certificate in Water Science.

Dr. Krystopher Chutko

Department of Geography and Planning
University of Saskatchewan

[\[CK2\]](#)

Re: Fw: Certificate in Water Science

Tanaka, Kaori <kat221@mail.usask.ca>

Tue 2020-06-30 12:34 AM

To: Chutko, Krystopher <krys.chutko@usask.ca>; Koustov, Alexandre <sasha.koustov@usask.ca>

Dear Krys,

I am terribly sorry I haven't managed to get back to you till now.

We fully support the inclusion of PHYS 115 in the list of electives for the Certificate in Water Science.

Thank you so much! All the best, cheers, Kaori

From: Chutko, Krystopher <krys.chutko@usask.ca>

Sent: Monday, May 11, 2020 12:05 PM

To: Koustov, Alexandre <sasha.koustov@usask.ca>

Subject: Certificate in Water Science

Hello Dr. Koustov. I would like to bring to your attention a programming change I am working on in the Department of Geography and Planning. For several years we have offered a Minor in Water Science, particularly to students in GEOG and GEOL programs but a few others have joined as well. The certificate requirements are listed below. I am sharing this with you because PHYS 115 is included as it is a prerequisite to the capstone GEOG 427 course. The greatest impact of this certificate on your course will be related to enrollment, although I suspect it will be minor as GEOG and GEOL students, as well as other natural sciences students interested in the certificate may already take the course. We hope to attract new students from outside the College and University, so a small increase in enrollment may occur.

As part of my submission to the Course Challenge I have identified the Department of Physics and Engineering Physics as being potentially impacted by this certificate. Do you see any issues with the inclusion of PHYS 115? If yes, please let me know and I will make the appropriate changes. If not, would you be able to provide me with a written statement of support that I can share with the College? I intend to submit this to the College before early August, so I would appreciate any feedback before then.

Thank you,

Krys

Certificate Requirements (27 credit units)

3 credit units from the following:

- MATH 110.3 Calculus I
- MATH 123.3 Calculus for Engineers
- MATH 125.3 Mathematics for the Life Sciences
- MATH 176.3 Advanced Calculus

3 credit units from the following:

- EVSC 210.3 Environmental Physics

- PHYS 115.3 Physics and the Universe

21 credit units from the following:

- GEOG 120.3 Introduction to Global Environmental Systems
- GEOG 225.3 Hydrology of Canada
- GEOG 290.3 Field Methods and Laboratory Analysis
- GEOG 325.3 Principles of Fluvial Systems
- GEOG 328.3 Groundwater Hydrology
- GEOG 390.3 Methods in Hydrometeorology
- GEOG 427.3 Advanced Hydrology

Note: Students registered in the Minor in Water Science cannot complete the Certificate in Water Science.

Dr. Krystopher Chutko

Department of Geography and Planning
University of Saskatchewan

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Kaori Tanaka, Professor
Chair, Undergraduate Affairs Committee (UAC)
Department of Physics & Engineering Physics
University of Saskatchewan
116 Science Place, Saskatoon
SK S7N 5E2 Canada
Tel: 306-966-6406
Fax: 306-966-6400
Email: kaori.tanaka@usask.ca

"The purpose of computing is insight, not numbers" - R. W. Hamming

Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes ☐ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☐

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

Certificate in Water Science [CWS - Certificate in Water Science] - suggested Banner code and description

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.

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?

Degree level

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 ☒ No ☐

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:

CWS - In Cert in Water Science - suggested Banner code and description

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

Arts and Science [AR]

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.

No - WRSC Water Science exists in Banner

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?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes ☐ No ☒

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Yes ☐ No ☒

Is an existing college, school, center, or department being renamed?

Yes ☐ No ☒

Is an existing college, school, center, or department being deleted?

Yes ☐ No ☐

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed 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 - as per current set-up

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.
Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up for certificate 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?

Section 10: Convocation Information (only for new degrees)

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☒

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?

Yes ☒ No ☐

If yes, what is the name of the program?

Water Science Minor

Currently available on the following programs:

BA3Y
BA4Y
BAHON
BAHOND
BASC4Y
BASHON
BFAHON
BSC3Y
BSC4Y
BSCHON
BSCHOND

2 What is the effective date of this termination?

202105 [May 2021]

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☒

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☒ No ☐

If yes, will they be able to complete the program?

A search in Degree Works for active students returns 22

5 If not, what alternate arrangements are being made for these students?

Students will have the option to either complete the Water Science minor or to receive the Certificate in Water Science

6 When do you expect the last student to complete this program?

Students have 10 years to complete

7 Is there mobility associated with this program termination?

Yes ☐ No ☒

If yes, please select one of the following mobility activity types.

Dual Degree Program
Joint Degree Program
Internship Abroad Program
Term Abroad Program
Taught Abroad Course
Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes

☐

No

☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<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?

Yes

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☒ No ☐

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

Yes

8 If YES, what should they be assessed? (This is especially important for program based.)

Standard undergraduate tuition

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, will pay the international tuition differential

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Terry Wotherspoon, chair, Governance Committee

DATE OF MEETING: November 19, 2020

SUBJECT: College of Education Faculty Council Membership

REQUEST FOR DECISION:

It is recommended that Council approve the membership of the College of Education's Faculty Council effective immediately, as part Part III section V.1. (A&B) of the Council Bylaws.

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their Faculty Council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws.

DISCUSSION SUMMARY:

On September 8, 2020, Dr. Amin Mousavi, chair of the Governance Committee in the College of Education, and Dr. David Burgess, associate dean in the College of Education attended a meeting of the Governance Committee of University Council. They presented the newly approved Faculty Council Bylaws to the committee and provided an overview and rationale for the proposed revisions to the college's Faculty Council membership. At its meeting on June 12, 2020, the College of Education Faculty Council passed a motion to adopt the new Bylaws, including the new membership. On October 6, the Governance Committee of Council voted in favour of recommending to Council that the proposed changes to the Faculty Council membership in the College of Education be adopted. On October 15, 2020, a notice of motion was duly presented to University Council to change the membership on the College of Education's Faculty Council.

The entirety of the Constitution and Bylaws are provided only for context, not for approval. Only the Faculty Council membership will be presented for approval.

ATTACHMENT(S):

1. College of Education Faculty Council proposed membership changes
2. College of Education Faculty Council Bylaws

Current membership list	Corrected membership list (red : corrected; green : added)
<p>The membership of the Faculty Council of the College of Education currently described in Part Three, Section V. 1. B. of the University Council's Bylaws and Regulations. At the time of the last revision of these bylaws, the membership consisted of:</p> <ul style="list-style-type: none"> (a) The President of the University* (b) The Provost and Vice-president Academic (c) Vice-president Research* (d) The Vice-president Finance and Resources* (e) The Vice-president University Advancement* (f) The Vice-provost Teaching and Learning* (g) The Associate Vice-president Student and Enrolment Services* (h) The Associate Vice-president Information and Communications Technology* (i) The Associate Vice-president University Relations* (j) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school (k) The Dean of Graduate Studies and Research (l) The Dean, University Library or designate* (m) The University Secretary * (n) The Registrar* (o) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity; (p) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity* 	<p>The membership of the Faculty Council of the College of Education currently described in Part Three, Section V. 1. B. of the University Council's Bylaws and Regulations. At the time of the last revision of these bylaws, the membership consisted of:</p> <ul style="list-style-type: none"> (a) The President of the University* (b) The Provost and Vice-president Academic (c) Vice-president Research* (d) The Vice-president Finance and Resources* (e) The Vice-President, University Relations* (f) The Vice-Provost, Teaching, Learning, and Student Experience* (g) The Vice-Provost, Indigenous Engagement (h) Chief Information Officer and Associate Vice-President Information and Communications Technology* (i) The Dean of the college, or the executive director of the school, when the school is not encompassed within a college (j) The Dean of the College of Graduate and Postdoctoral Studies or designate (k) The Dean of the University Library or designate* (l) The University Secretary or designate* (m) The University Registrar or designate* (n) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity; (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

(q) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education.

(r) Dean of Arts and Sciences (or nominee) and the Vice Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee) *

(s) The President or delegate of each student association in the College of Education (Education Students Society, ITEP Student Society (or named designate); SUNTEP Student Society (or named designate) and GSA (Graduate Student Association)

(t) Director (or designates) of the Indian Teacher Education Program (ITEP), one Program Head (or designate) of the *Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon*; one Program Head (or designate) of the *Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert*; Chair of Education (or designates) of the Aurora College and one representative of contracting Colleges not listed above.

u) All those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers deemed as faculty members of the College of Education.

* Denotes non-voting membership

(p) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education.

(q) Dean of Arts and Sciences (or nominee) and the Vice Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education **Head** Librarian (or nominee) *

(r) The President or delegate of each student association in the College of Education (Education Students Society, ITEP Student Society (or named designate); SUNTEP Student Society (or named designate) and GSA (Graduate Student Association)

(s) Director (or designates) of the Indian Teacher Education Program (ITEP), one Program Head (or designate) of the *Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon*; one Program Head (or designate) of the *Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert*; Chair of Education (or designates) of the Aurora College and one representative of contracting Colleges not listed above.

t) All those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers deemed as faculty members of the College of Education.

* Denotes non-voting membership



College of Education Faculty Council Bylaws

Adopted June 12, 2020

College of Education Faculty Council Bylaws

Preamble

These bylaws describe and set forth procedures relating to the governance of the Faculty Council of the College of Education and are subject to the bylaws, policies and regulations of the University Council, which establishes the Faculty Council under *The University of Saskatchewan Act, 1995*, S.S. 1995, c. U-6.1. To the extent that any previous resolution of the Faculty Council or its predecessors or any committee of that Council is inconsistent with this bylaw, this bylaw has precedence.

Part One: Faculty Council Terms of Reference

1. Membership of Faculty Council

The membership of the Faculty Council of the College of Education currently described in Part Three, Section V. 1. B. of the University Council's Bylaws and Regulations. At the time of the last revision of these bylaws, the membership consisted of:

- (a) The President of the University*
- (b) The Provost and Vice-president Academic
- (c) Vice-president Research*
- (d) The Vice-president Finance and Resources*
- (e) The Vice-president University Advancement*
- (f) The Vice-provost Teaching and Learning*
- (g) The Associate Vice-president Student and Enrolment Services*
- (h) The Associate Vice-president Information and Communications Technology*
- (i) The Associate Vice-president University Relations*
- (j) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school
- (k) The Dean of Graduate Studies and Research
- (l) The Dean, University Library or designate*
- (m) The University Secretary *
- (n) The Registrar*
- (o) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity;
- (p) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*
- (q) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education.

(r) Dean of Arts and Sciences (or nominee) and the Vice Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee) *

(s) The President or delegate of each student association in the College of Education (Education Students Society, ITEP Student Society (or named designate); SUNTEP Student Society (or named designate) and GSA (Graduate Student Association)

(t) Director (or designates) of the Indian Teacher Education Program (ITEP), one Program Head (or designate) of the *Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon*; one Program Head (or designate) of the *Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert*; Chair of Education (or designates) of the Aurora College and one representative of contracting Colleges not listed above.

u) All those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers deemed as faculty members of the College of Education.

* Denotes non-voting membership

2. Roles and Responsibilities of the Faculty Council

The Faculty Council of the College of Education, subject to the provisions of the Act, the Bylaws of the University Council and the general control of the University Council, shall have charge of matters of scholarship and discipline.

Among the duties delegated by the University Council to the Faculty Councils are the following:

- i. To make recommendations to the University Council concerning the requirements for admission to programs offered by the college or school;
- ii. To establish and report to the University Council on the number of students who may be admitted to a college or program of study and to report to the University Council on the number of students admitted each year;
- iii. To make recommendations to the University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- iv. To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- v. Subject to the University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school;
- vi. To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the Faculty Council, and to hear appeals of such decisions;
- vii. To approve candidates for degrees, diplomas and certificates;
- viii. To approve candidates for scholarships, prizes, and other awards and honours;

- ix. To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under the University Council's regulations governing academic misconduct; and
- x. To consider appeals from students in accordance with the University Council's regulations governing student appeals in academic matters.

3. Faculty Council Regulations

A. Constitutional Powers and Duties

The Faculty Council of the College of Education is established under the authority of the University of Saskatchewan Council, whose powers and duties are in turn established by the *University of Saskatchewan Act 1995*. Under *Part Three* of the University Council's *Bylaws*, the Faculty Council of each college or school, subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council, shall have charge of matters of scholarship and discipline. The duties delegated by University Council to the Faculty Councils are laid out in *Part Three, Section V, Subsection 2* of the University Council *Bylaws*.

B. Duties, Terms of Office and Election of Officers College of Education Faculty Council

1. The officers of the Faculty Council shall be the Chair, the Vice-Chair, and the Executive Support.
2. The Chair shall be elected by voting members of the Faculty Council. The term of office for the Chair shall be two years, renewable for one term of two additional years.
3. Processes for the election of Chair and Vice-Chair of the Education Faculty Council follow.

C. Election of the Chair and Vice Chair of Faculty Council

- (a) Twenty days prior to the conclusion of the term of the current Chair of the Faculty Council, the Nominations Committee shall inform all members of the Faculty Council that nominations for the position of Chair are being requested and shall provide a nomination form for this purpose. The criteria for nominees are as follows:
 - i. tenured faculty member in the College of Education;
 - ii. knowledgeable of Faculty Council policies and procedures.
- (b) A Faculty Council member shall be nominated for the position of Chair when the nomination form referred to in (a) containing the consent of the nominee is endorsed by two members of the Faculty Council and returned to the Nominations Committee on or before the date specified by the Nominations Committee. The nomination form will contain a brief description of the nominee, indicating the nominee's qualifications and experience relevant to the criteria.
- (c) Five days prior to the date of the election, the Nominations Committee shall provide to all voting members of the Faculty Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (b). Information accompanying the ballot shall indicate that the ballot is to be returned to the Nominations Committee on or before the date specified.
- (d) The results of the balloting shall be reported by the Chair of the Nominations Committee to the next meeting of the Faculty Council. The Chair of the Nominations

Committee shall rule on any election irregularities. The Chair's decision on matters of election irregularities shall be final; the Chair of the Nominations Committee shall make a report of such election irregularities and decisions pertaining thereto to the Faculty Council at its next meeting.

(e) In the event that two or more nominees with the most votes receive the same number of votes (i.e., a tie), the Chair of the Nominations Committee shall select the incoming Chair by lot.

(f) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations shall be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee shall nominate a member of Faculty Council who fits the criteria (a member of Faculty Council who is a tenured member, and knowledgeable of policies and procedures) to serve as Chair for a one-year term, and a call for nominations for Chair will go out the following year.

(g) Subject to 2 above, the Chair of the Faculty Council may be removed by a vote of 2/3 of the voting members of the Faculty Council. A Chair of Faculty Council shall be eligible for re-election to this position in the third year following the completion of his or her term for an additional two year term.

(h) The Nominations Committee shall choose the first runner-up among those nominated for Chair to serve as Vice-Chair for a period of two years. When the nomination process yields only one nomination, that nominee shall be acclaimed Chair for a period of two years. Furthermore, and under such circumstances where the position of Vice-Chair is vacant, the Chair of Faculty Policy and Planning Committee, or another standing committee of Faculty Council (but not including the Governance Committee) will be named by the Nominations Committee as Vice-Chair until such time as that member no longer sits as Chair of the Faculty Policy and Planning Committee, or the next election for Chair of Faculty Council takes place, whichever is shorter.

D. Duties of the Chair

The Chair shall be responsible for the following:

1. To preside at all meetings of the Faculty Council, to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws;
2. To prepare a draft agenda, with the support of the Executive Support assigned to Faculty Council, for each meeting of the Faculty Council and to present it for approval at the meeting;
3. In accordance with the University Council's Bylaws, to transmit to the University Council for consideration and review all matters which belong to the care of the University Council or which from their nature concern more than one college or school;
4. To ensure the maintenance of an ongoing archive of the official proceedings and all approved agendas and minutes of Faculty Council meetings, including a catalogue of all motions made by Faculty Council; and (e) As the spokesperson for Faculty Council, to explain the decisions, activities, and procedures of Faculty Council;
5. The Chair may seek the guidance and assistance of the Governance Committee with respect to matters of procedure;

6. The Vice-Chair shall be selected in accordance with procedures outlines in items 2 and 3 above;
7. In the Chair's disability or absence, the Vice-Chair shall have all the powers and perform all the duties of the Chair. The Vice-Chair will preside at meetings in place of the Chair if the Chair declares a conflict of interest in any matter;
8. The Executive Support acts as the delegate of the University Secretary under University Council's Bylaws Part Three, Section V.1.E. Under the general direction of the Chair, the Executive Support shall be responsible for the following:
 - a. To assist the Chair in the preparation of agenda and minutes;
 - b. To arrange for the distribution of notice of meetings, agendas, and minutes to all members of the Faculty Council;
 - c. To keep records of attendance at all meeting; and
 - d. To keep records and maintain an ongoing catalogue of all motions, resolutions, and other decisions taken at meetings and, further, to destroy audio recordings made after official minutes have been approved by Faculty Council.

E. Procedures and Voting

1. Meetings shall be presided over by the Chair or, in the absence or disability of the Chair, the Vice Chair, or, in the absence or disability of both, by any other member of the Faculty Council as agreed to by the majority of members at the meeting.
2. The agenda will be approved at the beginning of each meeting. Notice of any substantive motions to be voted upon by the Faculty Council will be included in advance in the agenda material. A 'substantive motion' refers to any motion dealing with a substantive matter which requires consideration by members of the Faculty Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this definition will be determined by the Chair. This requirement may be suspended upon vote of 2/3 of the members present and voting at a meeting.
3. Notwithstanding Section E(4) and F(2), the convocation lists of degrees, certificates, honours and distinctions and the recommendations of convocation awards need not be included in advance in the agenda material but may be circulated at the meeting at which these items are considered.
4. Except as provided elsewhere in these bylaws, all questions legitimately before Faculty Council shall be decided by a majority of votes of the members present. The Chair shall not vote on a motion before Faculty Council except when there is an equal number of voting members supporting and opposing the motion.
5. Voting will normally be by show of hands. A procedural motion to require a written vote must be seconded and approved by majority.
6. In matters requiring an urgent decision, and at the call of the Chair, a motion may be put to the members electronically. Electronic approval of a two-thirds majority of the voting members of Faculty Council to any motion will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened, and will be recorded in the minutes of the next regular meeting.

7. Any member may have his or her vote or absenteeism from vote recorded for the minutes on request. The number voting for or against a motion shall be entered on the minutes at the call of any one member.
8. For procedures not covered in these bylaws, Faculty Council adopts the rules of order contained in *Procedures for Meetings and Organizations, Third Edition* by Kerr and King, 1996.

F. Standing and Ad Hoc Committees

1. Faculty Council may establish standing and *ad hoc* committees to facilitate its work and, subject to the approval of University Council and without jeopardizing Council's authority, may delegate decisions to its standing committees.
2. Unless a motion of Faculty Council passed in accordance with a delegation by the University Council specifically provides otherwise, all recommendations of committees will be brought to Faculty Council for consideration.
3. All standing committees and *ad hoc* committees will meet and report to Faculty Council at least once each academic year. Responsibility for calling committee meetings rests with the Chair of the committee.
4. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Faculty Council.
5. There is no requirement that committees be composed entirely of Faculty Council members.
6. All standing and *ad hoc* committees will have written terms of reference outlining their composition and accountabilities. Each committee should regularly review its own terms of reference, and may recommend changes to Faculty Council as required. The membership and terms of reference of standing committees of the Faculty Council as well as other committees of the College of Education are specified in Part Two of these bylaws.
7. The term of office for the Chair and members of standing committees is as outlined in the respective terms of reference.
8. Term of office for chairs and members of standing committees will begin July 1 unless otherwise determined by the Chair of Faculty Council. The term of student members will normally begin on September 1.
9. A vacancy will be declared in the case of a committee member who will be absent from the campus or otherwise unavailable to attend meetings for a period of six consecutive months or more.
10. In the case of a vacancy on a committee between meetings of the Faculty Council, the Faculty Council delegates authority to fill the vacancy to the Chair of Faculty Council in accordance with the membership requirements of the committee, for the balance of the academic year.
11. The Chair of Faculty Council is an *ex officio* non-voting member of all standing committees.

12. An *ex officio* member of a committee may designate an individual to serve in her or his place with the same powers as the designator. Such designations shall last for a 12-month period of time and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in his or her place. To initiate the designation, the *ex officio* member will inform the Chair of the Faculty Council and the Chair of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may attend meetings of the Faculty Council with a voice but no vote.
13. Committees may appoint a vice chair. In the absence of the chair, and where a vice chair has been appointed, the vice chair will preside. In the absence of both the chair and vice chair, the committee may appoint a member to chair the meeting.
14. The quorum for all standing committees is as outlined in the terms of reference for that committee.
15. Matters decided by the committee shall be decided by a majority vote of those present and eligible to vote. The committee chair shall have the deciding vote in the case of a tie.
16. Committees shall ensure that minutes are taken at meetings; these minutes shall be made available through the internal, secure college website to all members of the Faculty Council.
17. The Dean may seek the advice or assistance of a committee of Faculty Council with respect to particular items of business. The advice and assistance shall not contradict or conflict with policies of the Faculty Council, and the committee shall report to Faculty Council on the general nature of the advice given.

G. Records

1. Council bylaws require that “each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the Faculty Council. A copy of the proceedings shall, upon request, be furnished by its Secretary to the Chair of the University Council and/or to the President of the University.”
2. Wherever practical, draft minutes, including a record of all motions and resolutions, from all regular and special meetings shall be circulated to all members with the agenda material for the next meeting, and will be presented for adoption at that meeting.
3. Subject to section 4, the record of all general and special meetings shall, once adopted, be signed by the presiding Chair and the Recording Secretary of the meeting and kept in the College Dean’s Office where it shall be available for inspection by any member of the Faculty Council.
4. Records of motions from closed sessions may be deemed confidential by the Chair and the related portion of the minutes may remain confidential at the discretion of the Chair. In such cases the non-confidential portion of the minutes will reflect the fact that a confidential section has been removed. Both the non-confidential and the confidential portion of the minutes are considered to constitute the official record of the meeting and will be preserved for the official archive.

H. Independence and Conflict of Interest

1. Members of the Faculty Council and its committees will have as their principal concern the welfare of the college and of the university. They will exercise independent judgment and may not act as agents of any person or organization. [taken from Council Bylaws, Part Two, Section V.1].
2. There are no restrictions on the right of a member of Faculty Council to participate in debate and to vote on any matter that comes before the Faculty Council. However, if a member of Faculty Council has a conflict of interest in any matter under consideration, the member shall disclose his or her interest when speaking on the matter in Faculty Council proceedings, and the disclosure will be recorded in the minutes.
3. A member of a committee of the Faculty Council will disclose and identify a conflict of interest (including a perceived conflict of interest), and will abstain from voting in committee proceedings on matters on which he or she has a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter. The minutes will reflect the disclosure and any abstention or withdrawal.
4. The Chair or a member of a committee is entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee, and to ask such a member to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.

Part Two: Standing Committee Terms of Reference

A. Governance Committee

Roles and Responsibilities

- i. The role of the Governance Committee is to review the bylaws and policies of Faculty Council and recommend revisions to the Bylaws, including but not limited to the following:
 - a) Appointment and election of members;
 - b) Duties, terms of office, and election of officers;
 - c) Meetings;
 - d) Procedures and voting;
 - e) Standing Committees and other committees of Faculty Council;
 - f) Records;
 - g) Independence and conflict of interest;
 - h) Amendments.
- ii. Review the membership, powers, and duties of committees of Faculty Council and recommend revisions to the membership, powers and duties of committees;
- iii. Recommend to Faculty Council regulations and procedures for council and council committees; and
- iv. Provide advice to the Chair of Faculty Council on the role of the chair.

Composition

- i. One faculty representative from each of the department[s] (Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education of the College of Education appointed by the department [in consultation with members of the department] for a three-year term) (voting);
- ii. The Chair or Vice Chair of Faculty Council (Ex-officio; non-voting);
- iii. One Director or designate from ITEP [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s))] (voting);
- iv. One Program Head or designate from the SUNTEPs (Saskatoon or Prince Albert) [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s))] (voting); and
- v. Dean of the College or designate (Ex –officio; voting).

Procedures

- i. The Chair shall be elected from Faculty by the committee on an annual basis.
- ii. Quorum shall be 5 voting members, of which 4 must be composed of those outlined under Composition points i, iii and iv.
- iii. The committee shall meet as required.

B. Faculty Policy and Planning Committee

Roles and Responsibilities

The role of the Faculty Policy and Planning Committee is to:

- i. Receive, consider, and then recommend proposals to the College of Education Faculty Council for enhancing academic policy and planning, including mission statements, goals, and strategic objectives, where appropriate;
- ii. Recommend policy, program, and structural development to the College of Education Faculty Council for addressing academic needs, challenges, demands, and opportunities;
- iii. Recommend to the College of Education Faculty Council the establishment of ad hoc committees that will research and report on policy development, and program or structural development; and
- iv. Recommend to the College of Education Faculty Council the establishment of ad hoc committees that will provide support for professional learning in key strategic initiatives including, but not limited to:
 - Academic freedom and responsibilities of faculty;
 - Experimentation in new areas of development in instruction;
 - Indigenization and reconciliation.

Composition

- i. One faculty representative from each of the department[s] of (Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology [and Special Education]) of the College of Education (appointed by the department [in consultation with members of the department] for a three-year term) (voting);
- ii. The chair or vice chair of Faculty Council (Ex-officio; non-voting);
- iii. One Director or designate from ITEP [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s))] (voting);
- iv. One Program head or designate from the SUNTEPs (Saskatoon or Prince Albert) [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s))] (voting);
- v. One representative from each of the Student Groups (Education Students' Society, SUNTEP Students' Society, ITEP Students' Society, Education Graduate Students' Society) [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (r))] (voting); and
- vi. Dean of the College or designate (Ex –officio; voting).

Procedures

- i. The Chair shall be elected from faculty, by the Committee, on an annual basis.
- ii. Quorum shall be 5 voting members, of which 4 must be composed of those outlined under Composition points i, iii and iv.

C. Undergraduate Program Committee

Preamble

The Undergraduate Program Committee employs representative democracy processes to bring recommendations to Faculty Council regarding all aspects of undergraduate programs in the College of Education. The purpose of this committee is to consult, develop, and make recommendations regarding the design of undergraduate programs and to monitor all aspects of implementation.

Roles and Responsibilities

The role of the Undergraduate Program Committee is to:

- i. Ensure that learning outcomes of all courses and practica contribute to the achievement of said goals.
- ii. Initiate periodic evaluations of the teacher education program ensuring that information is gathered from teacher candidates, staff and faculty and through collaborative consultations with appropriate internal and external bodies including: Colleges of the University of Saskatchewan, ITEP, SUNTEP, the Faculty of Education, University of Regina, First Nations University of Canada, the Ministry of Education, the Saskatchewan Professional Teachers Regulatory Board, the Saskatchewan Teachers' Federation, and other educational partners.
- iii. Initiate and review proposals for undergraduate program changes and, in collaborative transparent consultation with appropriate internal and external bodies, make recommendations to Faculty Council of the College of Education for open discussion and decision-making.
- iv. Review proposals for new and revised courses and, in collaborative transparent consultation with appropriate internal and external bodies, make recommendations to Faculty Council of the College of Education for open discussion and decision-making.
 - New and revised course proposals shall be submitted by appropriate department.
 - A Special Topics course can be taught a maximum of two times. For further offerings, a new course proposal must be approved by the department and then submitted to the Undergraduate Programs Committee for approval.
- v. In consultation with appropriate internal and external bodies, develop and review college policies and regulations concerning the undergraduate teacher education program including admission standards, degree requirements, and Student Teaching and Extended Practicum policies and requirements and make recommendations to Faculty Council of the College of Education for open discussion and decision-making.

Composition

The Undergraduate Programs Committee is composed of the following members:

- i. The Associate Dean, Undergraduate Programs, Research, & Partnerships;
- ii. One member from the Undergraduate Program Office;
- iii. One faculty representative from each of the four Departments of the College of Education appointed by the Department Head in consultation with the department members for a three year term;

- iv. Three (3) teacher candidates (one designated by the Education Students' Society, one designated by the ITEP Student Council, and one designated by the SUNTEP Student Representative Council);
- v. The Program Head or Directors of ITEP, SUNTEP-Saskatoon, SUNTEP-Prince Albert or her/his designate [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s)); and
- vi. A representative from the STF.

Procedures

- i. Members of the committee shall elect the chairperson. A designate shall be appointed by the chairperson to act in this capacity in the event of her/his absence from a meeting. Each member of the committee shall have a vote.
- ii. There will be one vote provided to the collective of students representing ESS, ITEP and SUNTEP student societies. Each of the remaining members of the committee shall have one vote.
- iii. Quorum shall be 50% plus 1. Although all students will be invited to attend meetings, only one student will be counted for the purpose of quorum.
- iv. Members of any UPC standing or ad hoc committees can be drawn from appropriate external and internal bodies at the discretion of the Undergraduate Program Committee.

D. Student Affairs and Academic Standards Committee

Preamble

The Student Affairs and Academic Standards Committee is responsible for matters involving the welfare of teacher candidates, especially the monitoring of standards of academic achievement and professionalism and ensuring the just and fair treatment of teacher candidates in the College of Education.

Roles and Responsibilities

The role of the Student Affairs and Academic Standards Committee is to:

- i. Consider and rule upon requests not handled by the Associate Dean Undergraduate Programs, Research and Partnerships and initiated by a teacher candidate, the Associate Dean Undergraduate Studies, Research and Partnerships, a faculty member, a Program Head or Director of a TEP program, or a program counsellor for a modification of a teacher candidates program that will impact certification;
- ii. Review the standing of all teacher candidates at the end of the academic year in accordance with approved promotion and convocation standards;
- iii. Consider applications for Deferred Examinations not dealt with by the Associate Dean Undergraduate Programs, Research and Partnerships, as provided for by section 3.e and for Supplemental Examinations as provided by section 3.f of the "University Council and College Regulations on Examinations and Student, Grievances, Appeals and Discipline Regulations;"
- iv. Consider applications for Special Deferred and Special Supplemental Examinations not handled by the Associate Dean Undergraduate Programs, Research and Partnerships for which a date has been agreed to by the instructor;

- v. Consider a request by a teacher candidate for an award of a pass (P) standing for a course in lieu of writing a deferred examination, providing the teacher candidate has obtained a grade of at least 70% in term work in the course in question and provided that the instructor of the course recommends Aegrotat standing;
- vi. Consider a request by a teacher candidate for an award of a Faculty Pass if he or she is in the final year of the B.Ed. program and has failed in only one course with a grade greater than 30% and has a C.W.A. (cumulative weighted average) of at least 70%;
- vii. Consider requests by teacher candidates for exemption from all or part of Field Experience or the Extended Practicum;
- viii. Determine the eligibility of teacher candidates who have either a W, WF, or F assigned for the Extended Practicum after the second attempt who are requesting permission to repeat the Extended Practicum. The Committee will specify the conditions associated with the request to attempt a third Field Experience or Extended Practicum experience. Students who receive a W, WF, or F after a third attempt at a Field Experience or Extended Practicum experience will be ineligible to complete the Bachelor of Education program.
- ix. Act as the College Committee on Academic Dishonesty to deal with allegations of academic dishonesty and other academic offenses as outlined in the University Council and College Regulations on examinations, student grievances, appeals and discipline. The committee is used only when all other paths to resolution have been exhausted (i.e. informal resolution, resolution with instructor, department, etc.).
- x. Require or advise a teacher candidate to discontinue his or her studies in the College of Education for unprofessional conduct or for reasons other than academic performance;
- xi. Consider requests from Faculty for exemptions from final examinations;
- xii. Consider requests for Retroactive Withdrawals from coursework;
- xiii. Consider requests for extensions of program;
- xiv. Consider requests for course retentions past the 8 year expiry period;
- xv. Refer appeals of previous decisions with the presentation of new documentation, evidence or information to the Dean or the Dean's designate;
- xvi. Invite or require teacher candidates or other persons to appear before the committee when needed;
- xvii. Strike an Awards subcommittee responsible for
- xviii. Reviewing the terms of reference of bursaries, scholarships and awards to ensure that they are consistent with the aims of the College of Education and current economic and social conditions;
 - a. Approving the disbursement of College administered undergraduate bursaries, scholarships and awards.
 - b. Submitting an annual report to SAASC acknowledging award recipients.

Composition

- i. Associate Dean, Undergraduate Studies, Research, and Partnerships (ex-officio- voting);

- ii. One faculty representative from each of the four Departments of the College of Education appointed by the Department Head in consultation with the department members for a three year term;
- iii. Three (3) teacher candidates (one designated by the Education Students' Society, one designated by the ITEP Student Council, and one designated by the SUNTEP Student Representative Council); and
- iv. The Program Head or Director of ITEP, SUNTEP-Saskatoon, SUNTEP-Prince Albert and or her/his designate [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s))].

Procedures

- i. Members of the committee shall elect the chairperson. A designate shall be appointed by the chairperson to act in this capacity in the event of her/his absence from a meeting.
- ii. There will be one vote provided to the collective of students representing ESS, ITEP and SUNTEP student societies. Each of the remaining members of the committee shall have a vote.
- iii. Quorum shall be 5 voting members.

E. Nominations Committee

Roles and Responsibilities

The role of the Nominations Committee is to:

- i. Nominate candidates for election as Chair and Vice-Chair of Faculty when the Chair or Vice-Chair vacates or at the end of their terms;
- ii. Appoint persons to standing committees, sub-committees, and ad hoc committees as required in the case of a vacancy or an unfilled position. Such action shall be reported at the next meeting of Faculty Council; and
- iii. Nominate candidates for election as members of any other committee or body that requires representation from the Faculty Council.

Composition

- i. One faculty representative from each of the department[s] (Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology [and Special Education]) of the College of Education (appointed by the department [in consultation with members of the department] for a three-year term) (voting);
- ii. The chair or vice chair of Faculty Council (Ex-officio; non-voting);
- iii. One Director or designate from ITEP [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s)) (voting); and
- iv. One Program Head or designate from the SUNTEPs (Saskatoon or Prince Albert) [as outlined in the University Council Bylaws (Part III. Sec V. 1B [Faculty Council of the College of Education] (s)) (voting).

Procedures

- i. The Chair shall be elected by the Committee.

- ii. Quorum shall be three voting members of the Committee.
- iii. The Committee shall meet as required.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Terry Wotherspoon, chair, Governance Committee of Council

DATE OF MEETING: November 19, 2020

SUBJECT: Planning and Priorities Committee Terms of Reference

DECISION REQUESTED:

It is recommended that Council approve the addition of the standing subcommittee on centres to the Planning and Priorities Committee (PPC) of Council's terms of reference as part two, section V of the Council bylaws, effective immediately.

PURPOSE:

In conjunction with updates to the University of Saskatchewan's Centres Policy which were approved by Council on October 15, 2020, it is recommended that PPC's terms of reference be amended to reflect the existence of the PPC Standing Subcommittee on Centres.

DISCUSSION SUMMARY:

This PPC subcommittee on centres has been operational since at least 2004, when the Centres Policy was originally approved. However, PPC's terms of reference do not reflect its existence or mandate under the authority of Council or the policy itself.

This proposal was considered by PPC on September 23, 2020 and presented to the governance committee on October 6, 2020. It was duly presented as a notice of motion to Council on October 15, 2020.

FURTHER ACTION REQUIRED:

University Council's bylaws will be updated to reflect the revision to PPC's terms of reference.

ATTACHMENT:

1. Proposed amendment to PPC's terms of reference

ATTACHMENT 1

PROPOSED REVISIONS TO THE PLANNING AND PRIORITIES COMMITTEE TERMS OF REFERENCE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One dean appointed by Council

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

One sessional lecturer

Ex Officio Members

Provost & Vice-President, Academic or designate

Vice-President, Finance & Resources or designate

Vice-President, Research or designate

Vice-Provost, Indigenous Engagement

President (non-voting member)

Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

Associate Provost, Institutional Planning and Assessment

Director of Resource Allocation and Planning

Director of Assessment and Analytics

Chief Information Officer and Associate Vice-president Information and
Communications Technology

Executive Director, International – Office of the Vice President Research

Vice-Provost, Indigenous Engagement

Administrative Support

Office of the University Secretary

The Planning and Priorities Committee is responsible for:

- 1) Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
- 2) Evaluating college and unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.
- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the academic programs committee.
- 7) Recommending to Council on the establishment, disestablishment, or review of any institute or centre at the University in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.

- 8) Balancing academic and fiscal concerns in forming its recommendations.
- 9) Providing advice to the President on budgetary implications of government funding requests and reporting to Council.
- 10) Considering the main elements of the comprehensive budget and financial reports and reporting to Council.
- 11) Advising the academic programs committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
- 12) Integrating and recommending to Council on matters referred to it from other Council committees.
- 13) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The planning and priorities committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.
- 13) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 14) Proactively supporting equity, diversity, and inclusion in all processes and matters coming before the committee.

Centres Subcommittee [Proposed addition to the PPC Terms of Reference]

The mandate of the Planning and Priorities Committee (PPC) Standing Subcommittee on Centres is:

- To facilitate the creation of new centres
- To monitor adherence to the Centres Policy
- To develop and review the Centres Policy and Guidelines
- To oversee the establishment and disestablishment of centres
- To maintain a list of active centres
- To report on and bring recommendations on these issues to PPC

Membership on this Subcommittee will be drawn from the Academic Programs, Planning and Priorities, and Research, Scholarly and Artistic Works Committees of Council, the offices of the provost, vice-president finance, and vice-president research, centre directors, and will be supported by the University Secretary's Office.

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Darrell Mousseau, chair, Planning and Priorities Committee of Council

DATE OF MEETING: November 19, 2020

SUBJECT: Department of Psychology Name Change

DECISION REQUESTED: It is recommended that Council approve the name change of the Department of Psychology to the Department of Psychology and Health Studies.

PURPOSE: To acknowledge that faculty who teach the core HLST courses for the Health Studies BASc program have tenure in the current Department of Psychology. It was intended that the department name would change when the program was launched in 2005. So this ties up that administrative loose end. The name change also gives the students of the program a better identity as being associated with the Department of Psychology did not reflect their program of study.

DISCUSSION SUMMARY: Dr. Gordon Sarty, the Head of the Department of Psychology, made a brief verbal presentation that summarized the purpose described above. Dr. Sarty then left the meeting and PPC voted to recommend that the request for the name change of the Department of Psychology to the Department of Psychology and Health Studies move forward to Council as a request for decision

FURTHER ACTION REQUIRED: Motion to approve the name change by University Council.

ATTACHMENTS:

- Letter confirming College of Arts and Science Council support
- Request for Change of Name
- Consultation with the Registrar Form
- PPC Memo of June 18, 2020
- Department of Psychology – Proposed name change - Statements of Support (2)



UNIVERSITY OF SASKATCHEWAN
**College of
Arts and Science**
ARTSANDSCIENCE.USASK.CA

Re: Support of Department of Psychology's Name Change:

May 6th, 2020

Dear Dean Peta Bonham-Smith:

On March 20th, 2020, the College of Arts and Science's Faculty Council voted in favour of the Department of Psychology changing its name to the Department of Psychology and Health Studies. In order for the Department to move the name change forward, we require your signature to indicate that you officially support the name change. Once your signature is received, we are then able to send the appropriate paperwork to the Office of the University Secretary. Due to COVID-19, the Office of the University Secretary, specifically the Associate Secretary, Academic Governance, will circulate the paperwork to various units on campus as part of the mandatory consultation process. The results of the consultation process will then be summarized and all final paperwork will be sent to the Planning and Priorities Committee for their review.

We are hoping to have this letter with your signature along with the Name Change form paperwork sent in the coming days to the Associate Secretary, and appreciate your ongoing support with this development in our Department.

We hope you are doing very well, Peta, and we thank you for your ongoing leadership.

Sincerely,

Dr. Melanie Morrison
Associate Head, Department of Psychology
melanie.morrison@usask.ca
306.270.9907

As Dean of the College of Arts and Science, I am in support of the "Department of Psychology" changing its name to the "Department of Psychology and Health Studies".

Signature of Dean Peta Bonham-Smith,

Date:

6 May 2020



UNIVERSITY OF
SASKATCHEWAN

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by:

Melanie Morrison

Date

May 11, 2020

College

Arts and Science

College approval date

Faculty Council on March 20, 2020; Letter of Support from Dean Bonham-Smith on May 6th, 2020

Proposed effective date of the change

Fall 2021

1. Proposed change of name

From:

To:

College

Department

Department of Psychology

Department of Psychology and Health Studies

Program name

Degree name

Name of Field of Specialization (major, minor, concentration, etc)

Course label (alphabetic)

Building

Street

Other

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

The undergraduate program, Health Studies, has been operating within the Department of Psychology since 2016. Several Health Studies courses are successfully taught on an annual basis (1st, 2nd, 3rd, and 4th year Honours), and undergraduate coordination and committee work regarding the Health Studies program has taken place within the Department of Psychology and in collaboration with disciplines across the University. There is shared recognition that many faculty in the Department of Psychology also conduct health-related research, thus, integrating Health Studies into the name of the Department of Psychology was viewed as mutually beneficial by faculty in both the Department of Psychology and the Health Studies Program. It also provides a home for the Health Studies Program and the faculty whose primary role is to instruct within the Program.

The Department of Psychology would like to formalize the relationship it has with the Health Studies Program. Based on conversation and positive departmental vote in the Department of Psychology on March 12th, 2020, formalizing this relationship was viewed as a step toward facilitating collaboration amongst members of the Department of Psychology and Health Studies, and lends itself to the sharing of teaching and lab-based resources. Becoming the Department of Psychology and Health Studies further ensures that our programming is well-integrated, non-duplicative, and resourced-informed.

A motion was put forward to the Arts and Science Faculty Council for approval on March 20th, 2020. Approval of the motion was obtained. Providing additional support to the Department of Psychology's request to become the "Department of Psychology and Health Studies", please find attached a letter of support for the name change signed by Dean Peta Bonham-Smith.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

Impact on Students: There would be no impact on undergraduates students within the Department of Psychology or Health Studies Program, as the change is largely a matter of name and not programmatic or curricular in nature.

Impact on Faculty: The impact on faculty is viewed as a positive one. The potential for collaboration and sharing of resources will be enhanced.

Impact on Staff: There is no expected impact on staff.

Impact on Alumni: There is no expected effect on Alumni.

Effect on other programs, departments, colleges, and centres: There is no expected effect on any other program, department, college, or centre at the University of Saskatchewan.

Impact on university-wide systems (e.g., PAWS): The impact here would be minimal. We anticipate having to update Departmental names in all channels and platforms.

Impact on resources (e.g., library, physical facilities): We do not anticipate any impact whatsoever.

External impact: The expansion of the Department of Psychology's name will simply mean that Health becomes, appropriately, front and centre.



Attachments

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

Some door signs will need to be changed to include Health Studies, and with Health Studies, the Department of Psychology. As well, the Arts and Science Information Technology Centre (ITC) would be asked to assist with any necessary updates to any websites bearing the old departmental name.

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

Given the circumstances surrounding COVID-19, it was recommended by the Office of the University Secretary (OUS) that the consultation process be streamlined and be completed electronically. To this end, an email containing the Name Change Form (with pages 1 and 2 completed, as per the recommendation of the OUS) and letter of support from the College of Arts and Science's Dean Peta Bonham-Smith was distributed to: the University Registrar's Office (Jason Doell), Institutional Planning and Assessment (Jennifer Beck; Troy Harkot), Chief Strategy Officer and Senior Client Liaison (Janelle Hutchinson), and Chief Enterprise Architect (Chris Gaschler). It was indicated that the usual name change process would be enacted, and that all relevant parties were to be consulted. Upon completion of the consultation process via the University Registrar's Office, the attached spreadsheet was provided.



Attachments

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

Name and phone number of person completing this form:

My mobile is: 306.270.9907

Melanie A. Morrison

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

☐

No

☒

Yes

☐

No

☒
- 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

☐

No

☐
- 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

☐

No

☒

Yes

☐

No

☒

2

If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3

What is the name of this new/revised program?

4

What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5

What College/Department is the academic authority for this program?

6

Is this a replacement for a current program?

Yes

☐

No

☐

7

If YES, will students in the current program complete that program or be grandfathered?

8

If this is a new graduate program, is it thesis-based, course-based, or project-based?

9

If this is a new non-degree or undergraduate level program, what is the expected completion time?

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)

Yes

☐

No

☒

2 Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Program
Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes

☐

No

☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input 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?

Department of Psychology and Health Studies [PSYH - suggested new Banner code]

3 If you have renamed an existing college, school, center, or department, what is the current name?

Department of Psychology [PSY - current Banner code]

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

202105 [May 2021]

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

Yes - all majors at both the undergraduate and graduate level that are attached to the Psychology department will be moved to the Psychology and Health Studies department

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

Yes - all Corrections [CORR] and Health Studies [HLST] and Psychology [PSY] courses will be moved to the new department

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

No

Psychology and Health Studies

The following program/major combinations currently have the Department of Psychology attached to the major.

Undergraduate Level

- BA3Y - PSY
- BA4Y - PSY
- BAHON - PSY
- BAHOND - PSY
- BASC4Y - HLST
- BASHON - HLST
- BSC4Y - PSY
- BSCHON - PSY
- BSCHOND - PSY
- UTRANSITION - PSY

Graduate Level

- JNTSTUDNT-GP - PSY
- MA-T-GP - PSY
- PGD-GP - PSY
- PGDSPC-GP - CORR
- PHD-DIRECT-GP - PSY
- PHD-GP - PSY
- PHD-TRANS-GP - PSY
- VRS-GP - CORR
- VRS-GP - PSY
- VRS-UG-GP - CORR
- VRS-UG-GP - PSY

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?

- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up

- 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 weight 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 - as per current set-up

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

- 2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) -not applicable

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

If YES, what and by what date?

Yes ☐ No ☒

Section 12: Registration Information - as per current set-up

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - as per current set-up

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☒ No ☐

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

If yes, will they be able to complete the program?

5

If not, what alternate arrangements are being made for these students?

6

When do you expect the last student to complete this program?

7

Is there mobility associated with this program termination?

Yes☐ No☐

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="text"/>
Standard Graduate per credit	<input type="text"/>
Standard Graduate per term	<input type="text"/>
Non standard per credit*	<input type="text"/>
Non standard per term*	<input type="text"/>
Other *	<input type="text"/>
Program Based*	<input type="text"/>

* 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? Yes ☐ No ☐
If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code? Yes ☐ No ☐
If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College / Department Representative(s):

IPA Representative(s):



MEMORANDUM

TO: Peta Bonham-Smith, Dean, College of Arts & Science
Melanie Morrison, Associate Department Head, Psychology

FROM: Darrell Mousseau, Chair, Planning and Priorities Committee (PPC) of Council

DATE: June 18, 2020

RE: **Proposed Name Change of the Department of Psychology to the Department of Psychology and Health Studies**

On behalf of the planning and priorities committee of Council, I would like to begin by thanking Dr. Morrison for attending the PPC meeting of June 10, 2020 to discuss the proposed name change of the Department of Psychology to the Department of Psychology and Health Studies. The documentation was completed as indicated in the name change forms, however the committee felt that there are broader implications to consider for this requested name change.

Several members of the committee agreed that it might be appropriate to support the Health Studies program by giving it a home in a department, particularly as resources are assigned according to departments, not to programs *per se*.

However, it was also felt that it is necessary to differentiate between the program and the Department. One of the concerns of the committee was the possibility that students might be confused about the fact that a Health Studies B.A. & Sc., which currently is described as an integrative program that examines various aspects of health and wellness, including mental health, across individual, societal, cultural, and the environmental perspectives, would now be offered through the Department of Psychology. If the term Health Studies is associated with Psychology, students may think that the Health Studies program relates only to mental health and wellness.

Although Dr. Morrison did mention consultation had taken place with the Registrar's Office, Institutional Planning and Assessment, and the Chief Strategist's Office, it was not clear to the members of PPC how much, or how widely, if at all, consultation had occurred with other departments or academic units within the College of Arts & Science (C. A&S) itself as well as those units across campus with investment in 'health'. For example, although one is clearly a bachelor's degree (*e.g.* in Health **Studies**; C. A&S) and the other is a graduate program (*e.g.* in

Health *Sciences*; CoM), might there be any potential for confusion or unintended competition between the two programs, or is there the potential for unexplored synergy between the two programs?

PPC would encourage you to consider these potential issues and to consult with other departments cross-listing courses in the B.A.Sc. and the M.Sc. and Ph.D. programs (and potentially other 'health' programs offered across our campus). Please provide letters of support to accompany the name change from.

Thank you for your work on this proposal. We encourage you to consider this feedback in the next iteration of the request, which should be resubmitted to PPC.

Please do not hesitate to contact me if you have any questions.

Kind regards,

Darrell Mousseau
Chair, Planning and Priorities Committee
University of Saskatchewan
tel: (306) 966-8824

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- c. Anthony Vannelli, Provost and Vice-President Academic
Melissa Just, Interim Provost and Vice-President Academic
Russel Isinger, University Registrar
Chelsea Willness, University Secretary and Chief Governance Officer

Department of Psychology – Proposed name change - Statements of Support (2)

Subject:FW: Support for proposed departmental Name Change

From: DesBrisay, Gordon <gordon.desbrisay@usask.ca>

Sent: Thursday, October 15, 2020 2:36 PM

To: Mousseau, Darrell <darrell.mousseau@usask.ca>

Cc: Krebs, Peter <peter.krebs@usask.ca>; Sarty, Gordon <gordon.sarty@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>

Subject: Support for proposed departmental Name Change

October 15, 2020

Dear Darrell,

I write on behalf of the College of Arts and Science to reiterate our support for the Department of Psychology in its proposal to change its name to the Department of Psychology and Health Studies. As you know, our Faculty Council has approved this change, and Dean Peta Bonham-Smith earlier signaled her support.

Psychology is proposing to change nothing but the name of the department, and they wish to do so in order to better align the name with the realities of the established research and teaching interests of the department.

“Health Studies” is the title of an already-existing and thriving interdisciplinary undergraduate program managed by the Psychology department in partnership with various other units. Last year, in the course of the approval process for the revised BMSC programs (Arts and Science programs taught mainly by departments and colleagues based in the College of Medicine), it was established that Health Studies and the BMSC programs exist in a happy state of complementarity, not competition.

I do not believe that the proposed change would have any impact, let alone an adverse impact, on any other unit on campus. I hope that you and your colleagues on the committee can see your way to supporting this proposal.

Best wishes,

Gordon DesBrisay, Ph.D.

Associate Professor and Vice-Dean, Academic

College of Arts & Science

University of Saskatchewan

Saskatoon SK

Phone: (306) 966-4315

<https://artsandscience.usask.ca/>

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Roesler, Bill wrote on 2020-10-08 8:49 AM:

Hi Gord,

Our dept voted yesterday in favor of the proposed name change of your dept . The vote was 26 in favor with two abstentions. No concerns were raised and we agreed with your rationale. It was noted that during the proposed BMSC degree program discussions, that we had very productive conversations with Health Studies as well as became better informed as a department about the Health Studies program. Not sure exactly what you would like from me. Let me know.

Bill

Bill Roesler

Professor and Head,
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Saskatoon, SK S7N 5E5 Canada
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I live and work on Treaty 6 Territory and Homeland of the Métis