

REQUEST FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Diploma in Educational Studies

MOTION

It is recommended by the Academic Programs Committee that Council approve the Diploma in Educational Studies, effective May 2026.

CONTEXT AND BACKGROUND

The College of Education is proposing a Diploma in Educational Studies. This intent of this diploma program option is designed as an “off-ramp” to provide current Bachelor of Education students an opportunity to obtain a USask credential if they will not be completing or are unable to complete the requirements for the 120-credit unit Bachelor of Education degree.

This program will not be marketed nor will recruitment efforts be made to generate interest. It will, however, have a catalogue entry in the University Catalogue. The College anticipates approximately 10 or fewer students each year being moved to this diploma program if they are unsuccessful or unable to complete the field experiences and/or extended practicum. College advising staff will monitor these students and will offer the diploma option to those who are eligible.

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) has recommended that the College of Education does not offer a “Bachelor of Education” that is uncertifiable since this title could lead to confusion among certifying bodies, hence the decision to move forward with a degree-level diploma seemed most appropriate. This diploma program will not lead to a Saskatchewan teacher’s certificate and, therefore, holders of this diploma will be unable to receive certification in other jurisdictions as well.

CONSULTATION

The College of Education submitted a proposal to the Academic Programs Committee (APC) on December 17, 2025. The Academic Programs Committee had the opportunity to review the proposal and asked questions. The committee voted in favour of the new diploma program.

ATTACHMENTS

1. **Diploma in Educational Studies**



**DIPLOMA IN EDUCATIONAL STUDIES
PROPOSAL SUBMISSION
FOR IMPLEMENTATION IN THE
2026-2027 ACADEMIC YEAR**

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EXECUTIVE SUMMARY

To: Academic Programs Committee of Council (academic_programs@usask.ca)
From: College of Education
Date: December 8, 2025
Re: Proposal for Diploma in Educational Studies

The College of Education is recommending approval of the **Diploma in Educational Studies**.

This unique diploma program option is designed as an “off-ramp” to provide current Bachelor of Education students an opportunity to obtain a USask credential if they will not be completing or are unable to complete the requirements for the 120-credit unit Bachelor of Education degree. This program will not be marketed nor will recruitment efforts be made to generate interest. It will, however, have a catalogue entry in the annual University Catalogue. We anticipate approximately 10 or fewer students each year being moved to this diploma program if they are unsuccessful or unable to complete the field experiences and/or extended practicum.

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) has recommended that we do not offer a “Bachelor of Education” that is uncertifiable since this title could lead to confusion among certifying bodies. Therefore, a degree-level diploma seemed most appropriate. This diploma program will not lead to a Saskatchewan teacher’s certificate and, therefore, holders of this diploma will be unable to receive certification in other jurisdictions as well.

The Faculty of Education at the University of Regina will be launching an “off-ramp” in 2026-2027 as well. However, it will be a degree program offered in conjunction with their Faculty of Arts.

At the College of Education Faculty Council meeting on December 5, 2025, faculty members questioned:

- Students from past years pursuing this option. (Education courses expire in 8 years; therefore, if a student’s coursework hasn’t expired, this may be an option for them.)
- Possible support for students who were previously unsuccessful in the field experiences and/or those with a large gap in time before students return to ladder into the B.Ed. program. (Extra support for students in this situation may be required. We will alert the Field Experience Team to this anticipated need.)
- Going forward, it may be necessary to look for patterns or trends to help divert students from the diploma program if they could otherwise be successful in achieving B.Ed. degree.
- The possibility of requiring the Criminal Record Check (with Vulnerable Sector Search) at the time of admission. (Since the CRC is a requirement of school divisions for field placements and not a requirement of the college for coursework, a CRC is not required for admission to the B.Ed. program. It is however a question on the application for admission. Requiring a CRC at the time of applying for admission would be an extra expense to the student. Also, the CRC is valid at a single point in time and outdated.)

MOTION: To approve the 90-credit unit Diploma in Educational Studies for implementation in the 2026-2027 academic year. **[MOVER: Shaun Murphy / SECONDER: Amin Mousavi – Carried.]**

PROPOSAL

Title of new undergraduate program:		
Diploma in Educational Studies		
Degrees		
Diploma		
Fields of study		
Educational Studies		
Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.):		
Intended Length of the Program:	Number of Credit Units:	Academic Unit (unit offering the program):
3 Years	90 credit units	College of Education
Proposed date for intake of students:	Contact person name	
May 2026	Arvelle Van Dyck / Shaun Murphy	
Email arvelle.vandyck@usask.ca / shaun.murphy@usask.ca		

PROPOSAL SUBMISSION

The proposed Diploma in Educational Studies is a unique program designed as an “off-ramp” to provide current Bachelor of Education students an opportunity to obtain a USask credential if they will not be completing the requirements for the 120-credit unit Bachelor of Education degree.

1. Purpose

Each year, a small number of undergraduate students are unable to complete one or more of the field experiences and/or the extended practicum, which are mandatory requirements for the Bachelor of Education degree. There may be various reasons students do not wish to or are unable to complete the field experience components (e.g., they do not have the skills, interest or disposition to teach in a classroom setting; they have medical concerns that limit their ability to be in schools; they hold a criminal record that prevents schools from offering them field placements, etc.). In order for these students to receive a USask credential and seek valuable employment, an alternative program option is required. Recipients of the diploma will not be eligible to obtain teaching certificate in Saskatchewan or elsewhere.

2. Title

Given that holders of the Bachelor of Education degree are eligible to receive a Saskatchewan teacher’s certificate as well as teaching certificates from other jurisdictions, we have been cautioned (especially by the Saskatchewan Professional Teachers Regulatory Board) to title this credential something other than a Bachelor of Education degree and to avoid a title that includes “Education and degree.” Therefore, a “Degree Level Diploma” is being proposed given the following USask definition as outlined on the [Academic and Curricular Nomenclature](#) webpage:

Degree Level Diploma

Under the authority of council and the Academic Programs Committee, these programs are entirely comprised of degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs.

- a) Must meet minimum undergraduate-level admission requirements
- b) Generally, include 100-499 level course numberings

3. Credit Units

The proposed diploma will be comprised of 90 credit units. Since the Bachelor of Education degree is four years (120 credit units), the diploma option must be fewer credit units and, therefore, a three-year option is being proposed instead. Since students typically run into issues during field experiences in the third year or beginning of the fourth year, a 90-credit unit diploma (i.e., 3 full years) is being proposed.

Any incomplete Year 3 field experiences (EDST 3XX.3) may be replaced with Education electives. Students may then graduate with a credential and go on to pursue gainful employment. Furthermore, if students' circumstances change, students may "ladder" from the diploma program into the B.Ed. program to complete the four-year, 120-credit unit degree program in the future. Students wishing to return to complete the B.Ed. program will be required to apply for re-admission to the B.Ed. program route in which they were previously enrolled and will be considered a returning student.

Education Electives (up to 6 credit units) may be substituted for Year 3 Field Experience Requirements:

- EDST 321.3
- EDST 322.3 or EDST 375.3

If any of the Field Experience Requirements have been completed (e.g., EDST 321.3), they may be used to fill the Education Elective requirements.

The Education Electives will be listed as:

- EADM — 100-Level, 200-Level, 300-Level, 400-Level
- ECUR — 100-Level, 200-Level, 300-Level, 400-Level
- EDST - 100-Level, 200-Level, 300-Level, 400-Level
- EFDT — 100-Level, 200-Level, 300-Level, 400-Level
- EMUS — 100-Level, 200-Level, 300-Level, 400-Level
- EPSE — 100-Level, 200-Level, 300-Level, 400-Level
- ETAD — 100-Level, 200-Level, 300-Level, 400-Level
- EDLC 403.3 Peer Mentoring Leading to Teach

The eight-year limit for Education classes will apply to students seeking the Diploma in Educational Studies. Only those students with Education classes within the eight-year limit will be permitted to transfer to the Diploma in Educational Studies. After re-admission, those students whose coursework falls outside of the eight-year limit and who wish to pursue the Diploma in Educational Studies will need to seek approval from the Student Affairs and Academic Standards Committee (SAASC) to retain credit for coursework outside the eight-year limit.

4. Graduation Standards

The graduation standards will be similar to those of the Bachelor of Education degree:

- Cumulative Weighted Average (C.W.A.) [also known as program average] of at least 60%
- External Weighted Average (EX.W.A.) of at least 60%
- Education Weighted Average (ED.W.A.) of at least 60%

No hood will be required at the Convocation ceremony.

If approved for May 2026, the first graduates could be awarded the Diploma in Educational Studies at the 2026 Fall Convocation ceremony.

5. Promotion, Recruitment and Admissions

While this program will be listed in the University Catalogue, it will not be promoted or marketed nor will students be recruited for this program. Instead, those students who have been admitted to a Bachelor of Education program route and are unable to successfully complete the Field Experience component, will be offered the diploma route instead. An Admissions Template is not required for this proposed program.

At the request of the student and in collaboration with the Field Experiences Office, the advising staff in the Undergraduate Programs Office will be permitted to change the student's program from the Bachelor of Education program route to the Diploma in Educational Studies in Banner (SGASTDN > Curricula or SFAREGS > Curricula).

It is possible students may complete one or more Education electives as a visiting student at a different post-secondary institution. The Admissions and Transfer Credit Office may be asked to complete the official transfer credit evaluation, in that case.

Should an inactive student who has Education classes within the eight-year limit qualify and wish to pursue the Diploma in Educational Studies upon implementation, the Admissions office will be asked to allow the student to apply as a non-degree student to then have the program changed to the Diploma in Educational Studies in order to avoid the need for a separate application for admission. A consultation with the Director of Admissions and Transfer Credit was held (*see attachment*) in addition to the Admissions Office being a part of the Consultation with the Registrar process required for program approval.

6. Financial Implications

Students enrolled in the Diploma in Educational Studies will be completing 90 credit units, primarily assessed at Category 2 tuition. Therefore, there is no added expense for the student to complete the diploma compared the B.Ed. degree. In fact, 30 fewer credit units will be required. It will allow students to receive a USask credential when otherwise they are left with partial degree completion and no credential. As a general rule, most Education coursework does not transfer to other USask programs offered by other colleges.

From the college's perspective, there will be 30 credit units less of tuition for a student to move from the degree to the diploma program. However, it will mean a student who otherwise does not receive a College of Education credential will now be eligible to receive a USask diploma. Without the Diploma in Educational Studies, these students may have withdrawn altogether so the college may have lost tuition in these cases anyway.

To complete diploma requirements, diploma students may enroll in classes already offered for students in the B.Ed. program routes. No new classes are required, nor will any new classes be created. There is no need to achieve certain enrolment numbers to sustain the Diploma in Educational Studies since these students enroll in the B.Ed. courses. The variety of modes of instruction to accommodate different learning styles will be the same as it is for the B.Ed. program delivery.

No additional space planning, library or ICT resources are required (*see attached consultation information*).

7. Comparator Program

The University of Regina is launching a Bachelor of Arts in Education in 2026-2027. It is housed in the Faculty of Arts and permission for entry is required from both the Faculty of Arts and the Faculty of Education. The program is intended as an alternative option for students who have completed a significant portion of the Bachelor of Education program but are not suited for the field components.

8. Employability

Graduates of a Diploma in Educational Studies could be employed by organizations/corporations to design learning opportunities/facilitate community understanding of education. There may be opportunities to be employed as a museum educator, an adult educator, an Educational Assistant (where Criminal Record Checks and employment standards allow), etc.

9. Concerns Raised

The following concerns were raised:

- The Diploma in Educational Studies being an “Educational Assistant” program.
While this diploma program is not intended to prepare Educational Assistants (EAs) for the classrooms, some graduates may go on to apply for EA positions and work in schools as EAs. School divisions may hire high school graduates, students who have completed only a year or two of college- or university-level coursework, or holders of other non-Education degrees for EA positions.
- Students choosing this option as the “easy way out.”
While students may choose to complete only three years to receive the Diploma in Educational Studies and not complete all four years for the B.Ed. degree, it means their earning potential will be lower in the future and they will not be certified as a teacher. They will not be paid as a professional educator holding a “Professional A Teaching Certificate.” Also, if they are receiving agency funding as a student, they will miss out on at least one year of student funding.
- Saturating First Nations Communities.
We do not want to saturate First Nations communities (especially those in northern Saskatchewan) that may be particularly vulnerable due to the shortage of qualified teachers in the communities. If graduates of the Diploma in Educational Studies hold criminal records, some schools (that do not require Criminal Record Checks with the Vulnerable Sector Search), may think the University of Saskatchewan, College of Education or individual programs are endorsing these diploma holders as good candidates to be employed in the schools. To help guard against this fear, the College of Education plans to distribute a letter notifying schools of this diploma and how holders of this credential differ from those who hold a Bachelor of Education degree and a Saskatchewan teacher’s certificate (which requires a Criminal Record Check and Vulnerable Sector Search).
- Flagging teacher candidates who are at risk of failing to complete field experiences so they can receive additional support. Current procedures for providing support or remediation for students who are struggling with placements.
If students are struggling with coursework and field experiences, academic advisors have access to information and mechanisms—grades, warnings, faculty actions, meetings with the Field Experiences Team—to see a pattern of behaviour and reach out to the students to offer student supports on campus, etc.

CURRICULUM MAP

The Program Outcomes/Competencies will be similar to those of the Bachelor of Education degree program. Although students may not have fully developed these competencies and skills like a Bachelor of Education degree holder, students in the diploma program have some level of knowledge and demonstration of the Teacher Certificate Competencies and 6 Essential Skills for Teacher Candidates.

Program Outcomes/Competencies

(https://sptrb.ca/SPTRB/SPTRB/Professional_Standards/Standards_of_Professional_Conduct_and_Competence/Competence.aspx)

Based on Teacher Certification Competencies (TCC) as outlined by the Saskatchewan Professional Teachers Regulatory Board (SPTRB):

- 1. Professional Competencies**
- 2. Knowledge Competencies**
- 3. Instructional Competencies**
- 4. Curricular Competencies**

6 Essential Skills for Teacher Candidates

(<https://education.usask.ca/academics/undergraduate-students/new-to-education/essential-skills-for-teacher-candidates.php>)

A candidate for a B.Ed. degree must demonstrate the following skills:

1. Cognitive Skills

A teacher candidate must demonstrate the memory necessary to recall, integrate and synthesize information. In addition, the teacher candidate must display both critical and creative thinking skills, with the latter involving fluency, flexibility, originality and elaboration in terms of developing and adapting student programs.

2. Communication Skills

A teacher candidate must speak and hear (independently or through successful use of augmentative/alternative communication (AAC) and interact with students in order to effectively and efficiently deliver and assess lessons. In addition, clear oral and written communication skills are required related to family engagement as well as working relationships with colleagues.

3. Emotional and Physical Health

A teacher candidate must successfully navigate through the emotional and physical expectations of a school day related to field experiences and demonstrate attendance and participation as required and/or negotiated in College and field settings.

4. Language Skills

A teacher candidate must demonstrate proficiency in the language of instruction (oral and written).

5. Research/Information Processing Skills

A teacher candidate must demonstrate the ability to initiate and complete the collection of data related to students and curricula, effectively demonstrating analysis, considering implications, keeping records,

and displaying information.

6. Social Skills

A teacher candidate must be able to ethically and sensitively build working relationships with all members of a school team. Compassion, integrity, concern for others, interpersonal skills and internal motivation are all personal qualities that successful teachers demonstrate and are attributes expected of students in the College of Education.

USask Student Competencies

(<https://teaching.usask.ca/priorities/usask-student-competencies.php#TheUSaskStudentCompetencies>)

- 1. Engaging in Our Intercultural Society**
- 2. Nurturing Successful Relationships**
- 3. Leveraging Technology**
- 4. Adaptive Design and Problem Solving**
- 5. Communicating Meaningfully**
- 6. Cultivating Well-Being**

Curriculum Map

Program Outcomes/ Competencies	Professional Competencies	Knowledge Competencies	Instructional Competencies	Curricular Competencies	USask Student Competency (ies) Achieved (EIS, NSR, LT, ADPS, CM, CW)*	Prerequisite(s) and/or Corequisite(s)	Primary Method of Instruction (e.g. lecture, clinical, active learning etc.)	New or Existing Course?	Is this Course within your Academic Unit Authority? (Yes/No)
e.g. ABC 100.3 Academic Professionals Description of Outcome/Competency (based on the TCC Competencies, SPTRB)	<ul style="list-style-type: none"> -Demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities -Demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners -Demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners -Demonstrates a commitment to service and the capacity to be reflective lifelong learners and inquirers. 	<ul style="list-style-type: none"> -Demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples; -Demonstrates knowledge of First Nations, Métis and & Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships; -Demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge); -Demonstrates proficiency in the language of instruction; -Demonstrates ability to use technologies readily, strategically and appropriately; -demonstrates ability to strive for/pursue new knowledge. 	<ul style="list-style-type: none"> -Demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes; -Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; -Demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings. 	<ul style="list-style-type: none"> -Demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education; -Demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspectives into all teaching areas; -Demonstrates the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive, and meaningful ways. 					
	Education Learning Communities: EDLC 101.0 – On Campus, EDLC 102.0 – In Our City, EDLC 201.0 – Discovering Saskatchewan, EDLC 202.2 – Global Community	X	X		EIS, NSR, CM, CW	None	In-person or online	Existing	Yes
ECUR 163.3: Mathematical Content Knowledge for Teaching School Mathematics, ECUR 164.3: Is This a Course	X	X		X	ADPS, CM	None	In-person	Existing	Yes

About Science? (Early/Middle Years) or ECUR 165.3: Introduction to Teaching in Secondary Schools (Secondary)									
EFDT 101.3: Introduction to Education	X	X		X	ADPS, CM	None	In-person or online	Existing	Yes
ECUR 265.3: Teaching for Reconciliation in the K to 12 Curricula or EFDT 265.3: Foundations for First Nations, Metis, and Inuit Teaching and Learning	X	X		X	ADPS, CM	None	In-person or online	Existing	Yes
EPSE 202.3: Psychological Foundations of Teaching and Learning	X	X	X		ADPS, CM	None	In-person or online	Existing	Yes
ENG 100-level, 6 credit units		X			CM	None	In-person or online	Existing	No
INDG XXX.3 (INDG 107.3: Introduction to Canadian Indigenous Studies is recommended)		X			CM	None	In-person or online	Existing	No
Teaching Area 1 Courses: 24 c.u. - Secondary or 18 c.u. - Early/Middle Years		X			LT, ADPM, CM	Depends on choice of Teaching Area	In-person and/or online	Existing	No – prerequisites are from the College of Arts and Science
Teaching Area 2 Courses: 15 c.u. - Secondary or 12 c.u. - Early/Middle Years		X			LT, ADPM, CM	Depends on choice of Teaching Area	In-person and/or online	Existing	No – prerequisites are from the College of Arts and Science
External Course Requirements <u>Early/Middle Years only:</u> -MATH/STAT .3 -Science .3 -Social Sciences/Social Studies .3 -Fine Arts .3 -Kinesiology .3 Early/Middle Years (0 – 6 c.u.)		X			LT, ADPM, CM	None	In-person and/or online	Existing	No

or Secondary (9 c.u.): -Electives, depends on choice of Teaching Areas									
Methods Courses Early/Middle Years: -ECUR 307.3: Early Literacy Prekindergarten to Grade 3 or ECUR 309.3: Introduction to Elementary English Language Arts -ECUR 308.3: Reading and Writing Development Prekindergarten to Grade 3 or ECUR 310.3: Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context -ECUR 312.3: Methods in Elementary Mathematics or 314.3: Mathematics in the Early Years -ECUR 322.3: Methods in Elementary Science or 323.3: Science in the Early Years -ECUR 382.3: Methods in Elementary Social Studies or ECUR 383.3: Social studies in the Early Years Secondary: -ECUR 320.3: Literacy Across the Secondary Curriculum -ECUR 325.3: Relational Curriculum Making in the	X	X	X	X	LT, ADPS, CM	Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.	In-person	Existing	Yes – pre/co-requisites from College of Education.

Secondary Context -Teaching Area 1 Methods -Teaching Area 2 Methods										
EFDT 301.3: Educator Identity in Contexts Anti-Oppressive and Ethical Beginnings	X	X				EIS, CM	Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.	In-person	Existing	Yes – pre/co-requisites from College of Education.
EFDT 313.3: Pedagogies of Place Context Based Learning	X	X	X	X		LT, ADPS, CM	Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.	In-person	Existing	Yes – pre/co-requisites from College of Education.
EPSE 348.3: Essentials of Assessing Student Learning		X	X			LT, ADPS, CM	Prerequisite(s) EPSE 202.3. Prerequisite(s) or Corequisite(s): ECUR 307.3 or ECUR 309.3 or ECUR 320.3.	In-person or online	Existing	Yes – pre/co-requisites from College of Education.
EPSE 390.3: Exceptional Learners		X	X			LT, ADPS, CM	Prerequisite(s): EPSE 202. Prerequisite(s) or Corequisite(s): Students	In-person or online	Existing	Yes – pre/co-requisites from College of Education.

6 c.u. Education Electives from: EADM, ECUR, EFDT, EMUS, EPSE, ETAD 100-, 200-, 300- or 400-level or EDLC 403.3	X	X	X	X	LT, ADPS, CM	Depends on course selection.	In-person and/or online	Existing	Yes – pre/co-requisites from College of Education.
<p>Note: The above information is included as an example since students will be transferring from the B.Ed. Secondary program, B.Ed. Early/Middle Years program or another approved B.Ed. program route.</p> <p>https://programs.usask.ca/education/index.php</p>									

***Student Competency Legend**

EIS= Engaging in Our Intercultural Society, NSR= Nurturing Successful Relationships, LT= Leveraging Technology, ADPS= Adaptive Design and Problem Solving, CM= Communicating Meaningfully, CW= Cultivating Well-Being

To: Academic Programs Committee
From: Dean, College of Education
Date: November 26, 2025

I am writing to express my strong support for the creation of the Diploma in Educational Studies. This initiative reflects our shared commitment to providing accessible, flexible, and meaningful educational pathways for students whose circumstances may prevent them from completing a full degree program at this time.

This is not a diploma into which we intend to recruit new students; instead, it will serve as an important off-ramp for students who cannot or choose not to complete the required field experience/practical components of their B.Ed. Without this diploma option, these students are left without a qualification and their credits do not transfer easily into degree routes in other Colleges. By completing 90 credit units, students will earn a credential that validates their efforts and opens doors to professional and personal opportunities. The diploma recognizes the work that they have completed, but does not qualify them for certification as a teacher in Saskatchewan via the Saskatchewan Professional Teachers Regularly Board (SPTRB). We have discussed this diploma with SPTRB and school division partners, who are in favour of the diploma as an off ramp that does not lead to teacher certification. Importantly, this diploma program will allow students to return at a later time to complete their B.Ed. degree, if they choose, applying previously earned credits toward that goal, provided courses remain current.

The proposed diploma aligns closely with our College mission:

“We respond actively and collaboratively to emergent provincial, national and international priorities, including those of the university, school divisions, Indigenous peoples, newcomers, and the Ministry of Education.”

It also reflects other larger University of Saskatchewan core values of:

- *Different ways of knowing, learning, and being*
- *Diversity, equality, and human dignity*

By offering this alternative route, we acknowledge our responsibility to students and affirm their right to pursue education in ways that accommodate life's complexities. This diploma will facilitate students' success when their lives shape other pathways, providing another route to be productive and engaged. It recognizes the work they have already done and ensures that their efforts are not lost.

Furthermore, this program strengthens the commitment to being “an innovative, accessible, and welcoming place for students”, as stated in USask’s mission. It will benefit school divisions, First Nations schools, and communities by creating more flexible options for professional development and educational



advancement. To that end a letter will be sent to the various educational entities to explain the new diploma as a non-certifiable off ramp to support students.

I fully endorse this initiative and believe it represents a thoughtful, student-centered approach to education that honors diversity, equity, and inclusion.

Sincerely,

A handwritten signature in black ink that reads "Julia Paulson".

Dr. Julia Paulson

Dean, College of Education

ADMINISTRATIVE CONSULTATIONS

- a. Provost and SFO Approval Memo
- b. Space Planning Memo
- c. Library Consultation Form
- d. ICT Memo
- e. Admissions Consultation

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council
From: Kyla Shea, Academic Programs and Planning Specialist
Date: October 27, 2025
Re: Diploma in Educational Studies

SUMMARY

The Provost and Strategic Finance Offices have reviewed and endorsed the proposal as proposed. The purpose of the review was twofold:

- 1) to understand the potential impact of the change on the enrolment in the program and college / school and alignment to the college/school strategic enrolment plan.
- 2) To understand the financial implications of the proposed change and the impact on the college / school financial situation.

Date	Reviewed By:	Communicated By:
October 27, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea



UNIVERSITY OF SASKATCHEWAN

To: Academic Programs Committee
From: Planning, Design and Construction
Date: November 24, 2025
Re: Space Planning Consultation – Diploma in Educational Studies

As part of the Academic Programs Administrative Consultations process, Space Planning has met with representatives from the College of Education to discuss the proposal for the Diploma in Educational Studies to understand the impacts on space.

As this program will not accept direct applications and is designed to provide students already enrolled in the Bachelor of Education (B.Ed.) program an opportunity to “off-ramp” with a diploma, without the need for any additional course load, no additional space is required.

Impact on Space:

- No new classrooms or teaching locations are required.
- No new faculty or staff positions are being considered to coordinate the program, so no additional workspace is required.
- Any storage for materials will be insignificant and can be accommodated in the College’s existing spaces.

Space Planning does not foresee any changes to the space needs for the College of Education with the introduction of this program and support its implementation. Should the program change in future and additional space is required, it is expected that it will be accommodated within the College’s current space allocation. If this is not possible, a formal request for additional space is required.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Ottenbreit".

Trisha Ottenbreit
Sr. Space Planner
Planning, Design & Construction

Library requirements for new programs and major revisions

This form is to be completed by the librarian assigned liaison responsibilities for the sponsoring college/department. Contact the appropriate 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 Diploma in Educational Studies	Short form (degree abbreviation) Dip. (Educ. St.)
Sponsoring college/department College of Education	Degree level <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

2. Current library capacity to support the proposed program

(Highlight current key relevant collections, services, and spaces)

Same as for Bachelor of Education students.

3. Required revisions or additions to collections

(Highlight any collection-related requirements such as new subject areas of acquisition that are needed, new electronic resources/databases required, access required to resources held elsewhere. Provide the estimated one-time and/or annual cost for library collections if additional resources are required.)

None required.

4. Required revisions or additions to services

(Highlight any potential service requirements such as new/additional research and/or librarian support, new/additional distance education services, new/additional academic skills supports, training requirements to build expertise among library employees. Provide the estimated one-time and/or annual cost for library services if additional resources are required.)

None required.

5. Required revisions or additions to spaces

(Highlight any potential requirements around library space such as new/additional library technology requirements, new/additional library space requirements. Provide an estimate of one-time and/or ongoing costs for library spaces if additional resources are required.)

None required.

6. Financial implications of the proposed program

(Use information from #3-5 to provide an estimated one-time and/or annual budget required for library collections, services, and/or spaces to support this proposal.)

Not applicable.

Date November 14, 2025	Liaison 	University Librarian and Dean, University Library <i>S. Mahalakshmi</i> <i>For Biwell</i>
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MEMORANDUM

TO: Academic Programs Committee
FROM: Information and Communications Technology (ICT)
DATE: November 18, 2025
RE: ICT Consultation – Diploma in Educational Studies

As part of the Academic Programs Administrative Consultations process, ICT has reviewed the proposal for the new Diploma in Educational Studies being developed by the College of Education.

This diploma is intended to serve as an “off-ramp” for students currently enrolled in the Bachelor of Education (B.Ed.) program. Based on the information provided, students transitioning to the diploma will continue to utilize the same ICT infrastructure, platforms, and services as those in the B.Ed. program.

ICT IMPACT ASSESSMENT:

- No new software, hardware, or infrastructure is required.
- No additional support or staffing needs have been identified.
- Existing systems (e.g., learning management systems, student information systems, and classroom technologies) are sufficient to support the diploma cohort.

CONCLUSION:

ICT foresees no changes or additions to current services as a result of this program. We support the implementation of the Diploma in Educational Studies and confirm that existing ICT resources are adequate to meet its needs.

Sincerely,

R.Lovelace

Rob Lovelace

IT College Coordinator
Information and Communications Technology (ICT)
College of Education
University of Saskatchewan

Admissions Consultation – Diploma in Educational Studies

Contact: Karen Gauthier (karen.gauthier@usask.ca), Director, Admissions and Transfer Credit

Signature: Karen Gauthier

Date: November 14, 2025

The Admission Framework document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Director, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on

<https://programs.usask.ca/programs/admission-requirements.php>

- a. **What are the admissions requirements of this program** – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?

Students must be admitted to one of the Bachelor of Education program routes.

- b. **What are the selection criteria** – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?

At the request of the student and in collaboration with the Field Experiences Team, the advising staff in the Undergraduate Programs Office will be permitted to change the student's program in Banner. We anticipate students in Year 3 of the B.Ed. program will transfer to the Diploma in Educational Studies.

- c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission?

N/A

- d. **What are the admission models** – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?

N/A

- e. **Intake** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?

We anticipate fewer than 10 students will choose to transfer to the Diploma in Educational Studies each year. There is no seat requirement.

- f. **What are the application process and timelines** – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?

No formal application for admission form is required.

Should an inactive student who has Education classes within the eight-year limit qualify and wish to pursue the Diploma in Educational Studies upon implementation, the Admissions Office will be asked to allow the student to apply as a non-degree (degree-none) student to then have the program changed to the Diploma in Educational Studies in order to avoid the need for a separate application for admission. In this case, if the student has already completed the

requirements to graduate with a Diploma in Educational Studies, they will need to apply for re-admission so they may apply to graduate by the March 31 deadline for Spring Convocation and August 31 deadline for Fall Convocation.

g. **Which office will manage the admission process** – TLSE, college, department, or a combination? **For the majority of students, the College of Education will change their program from Bachelor of Education to Diploma in Educational Studies.**

For inactive students, the Admissions Office (TLSE) will be asked to assist with the process for applying for admission.

h. **Marketing and Promotion of New Program** – consideration needs to be given to a communications plan and marketing of the new program.

No marketing or promotion is required for this program. It is considered an “off-ramp” for students who do not wish to complete the B.Ed. program and, as such, will not be advertised apart from the listing in the University Catalogue.

i. **Admissions Appeal** – what will this process be.

For current B.Ed. students requesting to transfer to the Diploma in Educational Studies, the College of Education's Student Affairs and Academic Standards Committee (SAASC) may consider requests.

j. **Transfer Credit** – when will this be assessed and by which office?

It is possible students may complete one or more Education electives as a visiting student at a different post-secondary institution. The Admissions and Transfer Credit Office may be asked to complete the official transfer credit evaluation, in that case.

INTERNAL AND EXTERNAL CONSULTATIONS

The College of Education is a departmentalized college. A notice of motion was given at College of Education Undergraduate Programs Committee (UPC) meeting and the Faculty Council meeting. Each department (i.e., Curriculum Studies, Educational Administration, Educational Foundations, Educational Psychology and Special Education) was asked to provide feedback on the proposed Diploma in Educational Studies.

There is a current B.Ed. student representative who sits on the Undergraduate Programs Committee and Faculty Council and contributed to the discussion.

A Bachelor of Education student who was unsuccessful in their second attempt at the Extended Practicum (EXPR 422.15) in the 2025 Fall Term was made aware of this proposed diploma program. Their response was, "Happy there's [possibly] an alternative option for me. Don't feel a sense of dread."

The attached letters of support have been received:

- Access and Equity Services (Jennifer Amy)
- SUNTEP Saskatoon (Sheila Pocha)
- Saskatchewan Professional Teachers Regulatory Board (Markus Rubrecht)
- Field Experience Facilitator (Dawn Harkness)
- Greater Saskatoon Catholic Schools (Rachele Ng)

College of Education
28 Campus Drive,
Saskatoon, SK
S7N 0X1

To: College of Education Faculty Members,
Re: Diploma of Educational Studies

I am writing in support of the proposed **Diploma in Educational Studies**. This 90-credit qualification is an excellent program option for those students, enrolled in the College of Education, who cannot fulfill the practicum requirements and/or do not wish to complete the B.Ed. Degree.

As an advisor with Access and Equity Services (AES), I have worked closely with students, faculty, and staff members in the College of Education for the past 10 years. I truly understand there is a need for an alternate academic option for students who invest their efforts in the Bachelor of Education program but who are unable to complete the practical requirements of the curriculum. Through their academic accomplishments, these students demonstrate a solid grasp of curricular fundamentals and could continue to participate in roles outside of classroom teaching. The **Diploma of Educational Studies** would allow opportunities for these students to move forward and find success in their chosen area of study as well as meaningful participation in any number of employment sectors.

I fully support the development and application of the **Diploma of Educational Studies** as it will offer students a new pathway towards success while enrolled in the College of Education at the University of Saskatchewan.

Yours sincerely,

Jennifer Amy
Accommodation Advisor,
Access and Equity Services (AES)



Saskatchewan Urban Native
Teacher Education Program
SUNTEP Saskatoon
Room 7, McLean Hall,
106 Wiggins Road,
University of Saskatchewan
Saskatoon, SK S7N 5E6
Phone 306-934-2201
Fax 306-975-1108
sheila.pocha@usask.ca



November 3, 2025

To Whom It May Concern:

Re : Proposed Diploma in Educational Studies

I am writing this letter of support as the college of education proposes a definite need for a Diploma in Educational Studies. This alternative educational path would enable students to have an opportunity to complete a diploma in educational studies when a Bachelor of Education degree may not be feasible within a certain framework of time.

I am in favor of this alternative as it not only offers success of a completion in post-secondary studies, but it also supports those students who may have experienced shortcomings in life that relate to not being able to attend to field experiences with children/youth.

I agree of the program being listed in the University Catalogue, knowing it will not be promoted or marketed, nor will students be recruited for this program. Instead, those students who have been admitted to a Bachelor of Education program route and are unable to successfully complete the Field Experience component, will be offered the diploma route instead.

If you need further information, please call or email my office. I can be reached by telephone at 306-934-2201, and by email at sheila.pocha@usask.ca. Thank you!

Sincerely,

Sheila Pocha
Program Head, SUNTEP Saskatoon
sheila.pocha@usask.ca
[Sheila.pocha@gdins.org](mailto:sheila.pocha@gdins.org)

Direct: (306) 934-2201

The Gabriel Dumont Institute promotes the renewal and development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.



Saskatchewan Professional
Teachers Regulatory Board

November 6, 2025

To Whom It May Concern,

RE: Proposal for Diploma of Educational Studies

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) is aware of the proposal from the College of Education at the University of Saskatchewan to include a Diploma in Educational Studies for the 2026-2027 academic year and beyond.

The SPTRB supports the title of this diploma as there is a clear distinction between a Bachelor of Education degree and a Diploma in Education Studies. To be clear, the Diploma in Educational Studies will not lead to teacher certification in Saskatchewan (nor any other Canadian jurisdiction) as individuals must be certified in the jurisdiction where they completed their teacher education program prior to applying to another jurisdiction.

It is our understanding that this diploma would only be used in circumstances where an individual was unable to or did not wish to complete the field experiences and/or extended practicum.

If you require additional information please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "M. Rubrecht".

Markus Rubrecht
COO/Registrar

November 3, 2026

To Whom It May Concern:

As Lead Facilitator for Field Experiences in the College of Education, it is my pleasure to write a letter of support for the proposed *Diploma in Educational Studies* for approval effective the 2026-2027 academic year and beyond.

I am finding a number of teacher candidates deciding to withdraw from their practicum, particularly the 422 experience. This is the time the teacher candidates are truly experiencing the rigor required to perform full time teaching duties in K to 12 classrooms in Saskatchewan. Often cited, is the complexity of the classroom dynamics and the expectation to meet a vast variety of student needs. It is undeniable that the complexity of the classroom has increased exponentially over the last decade.

As I sat as the STF nominee for the binding arbitration process during the last round of negotiations, I gained even further insight into the significant challenges Saskatchewan teachers are facing today. I listened to several teachers testify from every corner of the province representing a variety of grade levels in both urban and rural schools. I was also privy to a document *In Their Own Words*, which is a 453-page document compiling Saskatchewan teacher testimony of the challenges in dealing with class complexity. To be honest, I cannot think of a course the students could take to prepare them for this challenge prior to their practicum. It is simply a situation they need to experience first-hand over an extended period provided during the experiences of practicum. Each classroom situation is so unique.

In too many instances, a student in the Bachelor of Education program has successfully completed the pre-requisite courses to embark upon the practicum and is either asked to discontinue or chooses to discontinue. As facilitators, we are evaluating their ability to plan lessons and the ability to deliver said lessons according to SPTRB standards. In many cases it is the delivery component which is unsuccessful. The facilitators employed by Field Experiences are primarily retired administrators. They are well versed in the supervisory cycle of first- and second-year teachers, as well as the improvement plan supervisory cycle. They can authentically assess a teacher candidate's suitability as a certified classroom teacher. When students are deemed to be unsuccessful in the final practicum, it is very concerning that their years of successful study in the College of Education leave them without credit to seek alternate employment.

Having an “off ramp” in receiving the diploma provides the student an opportunity of employment utilizing the credits they have received for their years of successful study. There are many opportunities for this diploma to be valued such as working as analysts,

policy and procedure writers, community co-ordinators, leaders in non-profit organizations, the list is endless. It has the potential to entice students into the college who have pre-determined they do not want to teach in a classroom but would benefit from the diploma in fulfilling additional employment requirements.

In closing, I would like to commend the parties responsible for initiating the *Diploma in Educational Studies*. I wholeheartedly support this much needed additional program to the College of Education.

Regards,

Dawn Harkness

2302 Albert Ave.

Saskatoon, SK.

306-230-1842

Tuesday, December 2, 2025

To whom it may concern:

Re: Support for proposed “Degree Level Diploma” in Educational Studies

For nearly 100 years, the Bachelor of Education program at the U of S has been a pathway to teaching in Greater Saskatoon Catholic Schools. Most of our teachers are graduates from the University's College of Education. Society, and thus the needs of our students, has changed much over the last century. Not everyone accepted into the U of S College of Education is suited to the role of teacher. Some teacher candidates do not respond well to feedback, while others decide, in the middle of the program, that classroom teaching is neither their gift or passion.

Each year, GSCS hosts hundreds of U of S teacher candidates in various field placements. Instances where the candidate does not demonstrate the required competencies have emerged. This pattern continues, despite strong supports from collaborating teachers, administrators, college facilitators and other staff. In such cases, where the teacher candidate is either unable or unwilling to change their practice; it would be to their and the educational system's benefit to have an “off ramp” which would allow for credits earned to be applied toward a degree level diploma.

Post-Covid, we have noticed that degrees in education are now applied more broadly than had been the case. Students with Bachelors of Education often go on to work in law, business, immigration, citizenship and youth ministry. A diploma option without an extended practicum is one way of allowing those not ultimately suited to classroom teaching to exit the classroom and find other career paths.

Thank you for your consideration.

Rachele Ng
Supervisor - Human Resources
Greater Saskatoon Catholic Schools
(306) 659-7060

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Undergraduate Degree-Level Diploma in Educational Studies [Dip.(Educ.St.)]

General Description: To provide a degree-level credential for students who have completed 90 credit units of study toward the Bachelor of Education (B.Ed.) degree program. In alignment with USask's *Academic and Curricular Nomenclature Guidelines*, this diploma program is wholly comprised of degree-level courses and is fully transferable into the B.Ed. degree program. Consistent with USask's other undergraduate degree-level diplomas in the College of Agriculture and Bioresources (the Diplomas in Agribusiness, Agronomy, Kanawayihetaytan Askiy Indigenous Lands Governance and, Kanawayihetaytan Askiy Indigenous Resource Management), this diploma requires that students meet the minimum admission standards for entry into the home college (College of Education).

Note: The Registrar has approved the new diploma name and abbreviation for recommendation to APC, per the *Naming of University Assets Policy*. The criteria are as follows: 1) name recognition in the field and 2) uniqueness; the name is not used for any other USask degree programs.

Degree College: College of Education

College Approval: Pending approval of the College of Education Faculty Council in December 2025

Effective Term: May 2026

Course implications

- Courses will not be changed, created, or deleted.

Registration and classes

- Class time slots, terms, and sessions will be similar to the existing schedule.
- Room scheduling needs will be similar to current needs.

Convocation

- No new hood is required.

Financial and Budget

- Standard tuition rates will be assessed.
- Tuition will be assessed on a standard per credit unit basis.
- Program endorsed by the Office of the Provost and the Strategic Finance Office.

Admission and Student Mobility

- Open to both domestic and international students since the program is available to USask students enrolled in Year 3 of a Bachelor of Education program.



CATALOGUE ENTRY

Diploma in Educational Studies (90 credit units)

Students are not required to apply for this diploma program. Undergraduate students enrolled in Year 3 of a Bachelor of Education program route will be given the opportunity to transfer into the Diploma in Educational Studies.

- 84 credit units from the Bachelor of Education program route in which the student was previously enrolled.
- Choose 6 credit units of **Education Electives** (EDST courses may be used or Education Electives):
 - EADM — 100-Level, 200-Level, 300-Level, 400-Level
 - ECUR — 100-Level, 200-Level, 300-Level, 400-Level
 - EDST - 100-Level, 200-Level, 300-Level, 400-Level
 - EFDT — 100-Level, 200-Level, 300-Level, 400-Level
 - EMUS — 100-Level, 200-Level, 300-Level, 400-Level
 - EPSE — 100-Level, 200-Level, 300-Level, 400-Level
 - ETAD — 100-Level, 200-Level, 300-Level, 400-Level
 - EDLC 403.3 Peer Mentoring Leading to Teach