

**UNIVERSITY COUNCIL
Academic Programs Committee
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson
Chair, academic programs committee

DATE OF MEETING: April 16, 2015

SUBJECT: College of Education Direct Admission

DECISION REQUESTED:

It is recommended:

That Council approve the College of Education's proposal for a direct admission option, effective September 1, 2016

PURPOSE:

The College of Education seeks to add a direct admission option in order to stay competitive with other teacher education programs in the province, to guide teacher candidates in developing reflective pedagogy, to ameliorate alumni engagement by strengthening connection to the college, and to align teacher candidates with teaching areas that are currently in demand.

CONTEXT AND BACKGROUND:

Through its Bachelor of Education Program the College of Education at the University of Saskatchewan has a central role in the province's education sector. In 1997-98 a decision was made to downsize the College of Education by deleting the direct-entry program. As a result of the downsizing, most College of Education students could be admitted to the College of Education following completion of 60 credit units of pre-education coursework. Students would then complete 66 credit units of education classes. At this time, the quota from 450 students to 300 students.

The current Sequential program requires that students acquire 60 credit units of pre-education coursework as students in another College (primarily Arts and Science) prior to the 60 credit units of Education courses. At this time, the Indian Teacher Education Program and The Saskatchewan Urban Teacher Education Program (TEP programs) are the only College of Education programs that offer a direct-entry route.

This "Direct-Admission" initiative supports a deep understanding of teacher education as an opportunity to impact prospective teachers' thoughts about practice, and actual teaching practices, through sustained coursework and attention in a developmental journey that is neither linear nor simple. Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in

terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.

At this time, the labour market for teachers in the province is best described as “balanced;” there are pockets where demand is higher (in the North, on reserve, and in certain specialties) including a need for teachers with particular subject area expertise, and the College of Education is working to fill these gaps with high quality teachers who are committed to serving the schools and communities in which they work. Being able to influence pre-service teachers’ choices related to areas of specialization prior to their two professional years in the College would be one way to support current needs related to subject area teaching.

IMPLICATIONS:

Though teacher candidates would be enrolled in the College of Education for the full four years of the program, all their courses in the first two years would be provided by the College of Arts and Science. Having the students in the College of Education will allow more targeted advising to encourage students to select areas of subject expertise where the need for teachers is higher.

An increase in admissions work and advisement work is anticipated. It is expected that an additional advisement position, or position and a half, will be required. The College will explore resources for a first year transition engagement and retention position within the Programs’ Office. The approximate costs of hiring 1.5 FTE entry-level Academic Advisors for the new College of Education Direct Admissions program is \$90,300. Over the initial two-year period, while resources balance between Arts & Science and the College of Education related to advisory needs, the College has contingency funds that may be applied.

Related to Admissions, this change will result in students entering the program in three different ways over the three years following its implementation:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education.

A commitment has been received from the Provost that there will be no adjustment in operating funding for the College of Arts and Science as a result of this change and the College of Education will receive an increase in their operating funding to cover the Advisor position(s).

CONSULTATION:

- Meeting with College of Arts and Science Deans – March 9, 2015
- College of Education Faculty Council – March 16, 2015
- Planning and priorities committee of council – March 18, 2015
- Academic programs committee of council – April 1, 2015

SUMMARY:

A move to direct admission allows students to identify as teacher candidates earlier in their 4 years and the U of S. This provides an opportunity for the College of Education to encourage uptake of the perceived difficult subject areas that are currently underserved in the province and allows the College to stay competitive with the University of Regina, the closest university offering an education program and who are a direct admission program. It will encourage a deeper association with the College of Education, which in turn should improve alumni engagement.

Teacher candidates in their first two years will still take courses taught by the College of Arts and Science, but they will be encouraged to participate in the regular and important professional development programming that is offered by the College of Education on a regular basis. This non-credit programming addresses teacher identity and professionalism, as well as other aspects of the profession. The move to direct entry will also allow students more time to engage and interact with students currently enrolled in the two direct-entry programs offered by the College of Education – ITEP and SUNTEP.

FURTHER ACTIONS REQUIRED:

Pending approval by Council, this proposal will also require confirmation by Senate. The College of Education anticipates the proposal being presented at the April 25, 2015 meeting of Senate.

ATTACHMENTS:

College of Education Direct Entry Proposal



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Direct-Admission College of Education

Degree(s): B.Ed.

Field(s) of Specialization: As currently acceptable.

Level(s) of Concentration: As currently acceptable.

Option(s): Admission Routes:

- Direct (for students new to the College; not currently operating, this is the route described in this proposal for Direct Admission)
- Upper Year Transfer (currently operating, and will continue)
- Post-Degree (for students who attain another degree prior to the 60 credit units in Education; currently operating, and will continue)

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Bev Brenna; 966 7563;
bev.brenna@usask.ca;

Proposed date of implementation: September, 2016

Proposal Document

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

Current Program

Through its Bachelor of Education Program the College of Education at the University of Saskatchewan has a central role in the province's education sector. The College works together with its partners in the school divisions,

the Ministry of Education, the University of Regina, the Saskatchewan Teachers Federation and others to provide the province with the excellent teachers it requires. The College is a leader in the province in advancing educational outcomes for First Nations, Métis, and Inuit (FNMI) students, and has graduated over 2500 teachers of FNMI descent.

The current “Sequential” program requires that students acquire 60 credit units of pre-education coursework as students in another College (primarily Arts and Science) prior to the 60 credit units of Education courses. At this time, the Indian Teacher Education Program and The Saskatchewan Urban Teacher Education Program (TEP programs) are the only College of Education programs that offer a direct-entry route.

Proposed Changes

The change proposed here constitutes an admissions change. That is, we propose creating a Direct-Admission process whereby students can be admitted to the College of Education directly from high school. Rather than being termed a 2+2 year program, students would be admitted to the College of Education at the commencement of their courses. This type of admission aligns with current ITEP and SUNTEP admission frameworks, and changes the current entry requirements associated with the Sequential Program. This change does not alter academic course content or change the current practice whereby students take non-Education courses in their first two years, prior to Education courses in their final two years. Students would still be required to obtain 60 credit units of non-Education courses, followed by 60 credit units of Education courses; however, rather than being admitted to the College of Education only after the completion of the pre-education courses, students would be enrolled in the College of Education for the entire 4 year degree program.

This “Direct-Admission” initiative supports a deep understanding of teacher education as an opportunity to impact prospective teachers’ thoughts about practice, and actual teaching practices, through sustained coursework and attention in a developmental journey that is neither linear nor simple. While available research in this area is contextualized and, as a body of work, incomplete, numerous studies report that short-term interventions have a limited impact on enabling prospective teachers to rethink their assumptions about teaching, learning, and students (Clift & Brady, 2005). Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.

In addition to a goal of developing reflective pedagogy over a significant period of time, this Direct-Admission initiative is designed to address current challenges including:

- Entrance numbers: the College anticipates being unable to meet its quota in the near future and could attract more students through Direct-Admissions rather than conceding students interested in Direct-Admission to the U of R or U of L
- Student quality at admissions: Students have shared that they prefer a Direct-Admission option over the sequential option, thus many local students apply to the U of R (direct-entry) first, and the U of S as a second option
- Public perception: the College is contacted frequently with requests for a Direct-Admission program
- Student engagement/College climate: in a four year program all students would have the opportunity to engage in student leadership groups that support student initiatives within the College and beyond, as well as connect student groups together; students have commented that very little time can be spent in College leadership positions within a two-year sequential program, with related lack of influence over the College due to timelines

At this time, the labour market for teachers in the province is best described as “balanced;” there are pockets where demand is higher (in the North, on reserve, and in certain specialties) including a need for teachers with particular subject area expertise, and the College of Education is working to fill these gaps with high quality teachers who are committed to serving the schools and communities in which they work. Being able to influence pre-service teachers’

choices related to areas of specialization prior to their two professional years in the College would be one way to support current needs related to subject area teaching.

History

Program '98 was developed in 1997-98 in response to President Ivany's action to downsize the College of Education by deleting the direct-entry program. As a result of the downsizing, most College of Education students could be admitted to the College of Education following completion of 60 credit units of pre-education coursework. Students would then complete 66 credit units of education classes. The President's action also reduced the quota from 450 students to 300 students. Minor changes (shifting credit units, development of new courses, and an increase in the extended practicum credit units) also took place. The philosophy and rationale for the program remained constant. Although the impetus for the change was the President's action, the College anticipated saving resources. A second anticipated benefit was being able to more quickly respond to a teacher shortage due to the two-year versus a four-year program.

Rationale

At this time, challenges with admissions quotas as well as considerations of effective program delivery related to Teacher Education have prompted an examination of a Direct-Admission model. The following chart (from Feb, 2015) demonstrates how our enrollment numbers have changed over time.

Program	2008	2009	2010	2011	2012	2013	2014	2015
EDEL	155	151	156	174	204	185	145	128
EDSE	104	113	134	131	155	173	155	123
EDKI	22	32	22	32	25	17	21	13

Target numbers for the programs above are:

EDEL – 120

EDSE – 120

EDKI – 25

Relationship to the College Plan and University Priority Areas

A clear connection between the Direct Admissions proposal and the **College of Education Third Integrated Plan** (IP3) occurs in terms of achieving the enrolment goals as outlined in the College's IP3. Section D of the IP3 identifies performance indicators involving specific student counts for 2015-16 and 2019-20. Within the College plan, discussion also occurs regarding goals to enhance and enrich Undergraduate Programs in the College. This proposal aligns with related outcomes. In addition, the positive response from School Divisions to the Direct Admissions proposal is connected to another indicator from the IP3 related to how community/stakeholders view the impact of our work. A third performance indicator from the IP3 has a connection to the Direct Admissions proposal related to exit survey data from undergraduate students and the anticipated upward trend with respect to aspects of professionalism, satisfaction of achievement goals, and time in program.

Student interest has been confirmed by Education Student Society (ESS) leadership through discussions with students. Further feedback has been provided for inclusion here (see details in Appendix A).

Student and Enrolment Services Division (SESD) conducts an Acceptance Declined Survey, through Academica Group, every two or three years in the fall. The survey is sent to everyone who applied and was accepted to the university in the spring and summer of that year, but then did not register for classes for the fall term. SESD last conducted the survey in October, 2013. Survey invitations were sent to 1,039 students on Oct. 3, 2013 to admitted students who declined the U of S's offer of admission or did not register. A total of 155 people responded and of

those, 101 participants indicated that they were attending another post-secondary institution that term. While this is a small sample and caution is needed with regard to interpretation, the students who were identified that chose the U of R for Education indicated that they would have chosen the U of S if we'd had a Direct-Entry program. This suggests that offering a non-Direct-Admission program in Education is a barrier for some students.

The College of Education also has evidence related to ITEP direct-entry that supports this proposed change. Direct-entry for ITEP allows our students to grow together as a supportive cohort, and gives them a sense of belonging to the ITEP family. In conversations with students the “belonging” and “family” aspect of the 4 year direct-entry Indian Teacher Education Program encourages success and exceeds the student supports available compared to those in the sequential program. If all of our students were aware of their acceptance into the College of Education in their first year, they, like ITEP students, could establish cohort type relationships that enhance their growth as teacher candidates and these cohorts could be designed to expand on current Arts & Science Learning-Community successes. Although the students in our proposed Direct-Admission model would primarily take Arts & Science classes the first 2 years of their B.Ed., student conversations within their Education Cohorts could be centered on teaching pedagogy.

Evident connection to the **University's Third Integrated Plan** appears in the area of focus: Culture and Community: Our Local and Global Sense of Place, as the Direct Admissions intent is to build earlier and stronger connections to teacher candidate cohort support systems. This addresses one of the goals within Culture and Community as it relates to reflective teacher identity as an outcome of enhanced community connections. In addition, another area of focus: Aboriginal Engagement, Relationships, Scholarship, Programs, is supported in terms of alignment between our highly successful Indian Teacher Education Program (ITEP) and Saskatchewan Urban Native Teacher Education Program (SUNTEP), both direct-entry, as the Direct Admissions proposal will offer long-term collaborative opportunities for other students with ITEP and SUNTEP students.

Program alignment between our general program with ITEP and SUNTEP, demonstrating **commitment to Aboriginal content and worldview**, can better occur when all programs are four years in length. A Direct Admission model also has the potential to **advance the profile of the College of Education as a professional College**, placing us on the same playing field as our competitors at the U of R. In addition, demonstrating commitment to Teacher Education over a four-year period is anticipated to increase our credibility in the eyes of the public as this extended time frame can be construed as greater commitment to Teacher Education. Over a four-year period, the College will have more opportunity to enrich student programs through diverse field experiences and practicum volunteer work that broadens definitions of educational contexts, **offering increased capacity for supporting diversity along with stronger support plans for teacher candidates who require accommodations.**

Collaborative research possibilities could be increased across faculties, offering, for example, advanced partnership opportunities with Arts & Science as well as chances to influence teaching pedagogies across disciplinary lines. **Expansion of undergraduate student research activity could more substantively be facilitated within the four-year time frame**, supporting College-wide undergraduate research goals.

The College of Education supports **ongoing program revision** as part of the tenets of Program 2012. The Undergraduate Program Committee (UPC) is tasked with considering ongoing changes to the program, and the motion to forward this proposal to Faculty Council was passed unanimously by UPC on February 24, 2015. The proposal was initially developed by a sub-committee of UPC, comprised by members of each department and unit following a call by UPC to Department and Unit Heads for representation. Similarly, UPC is comprised of members of each department and unit, and members of both committees were responsible for communicating topics related to the proposal to and from their respective units.

Outcomes

Through a “Direct-Admission” program we anticipate **increasing the potential to develop reflective teachers** through bridging experiences into the profession, offered early in the program; by supporting induction into teaching through diverse field experiences offered prior to internship; and with an Education cohort system created to frame coursework in the first and second year as well as the final two years. Involvement through cohort systems and learning communities has been connected to higher levels of student persistence, better engagement in

programming, and improvement of retention rates. Professionalism in terms of teacher identity could be enhanced over four years instead of the current two years. Developing the outcome of reflectivity in teacher candidates aligns with the **University of Saskatchewan Learning Charter** in terms of institutional commitments around building environment and supporting learning, as well as in relation to the student commitment around active learning in an experiential and collaborative manner.

We also suggest that a Direct-Admission model would have the potential to enhance **the development of necessary subject area knowledge**, through encouraging subject area selection, responding to needs of the field, and supporting dialogue with Arts & Science in connected areas as well as offering certificate programs alongside other courses in the four year period. Similarly, we anticipate enhanced **opportunities for developing student engagement**, aligning this general Direct-Admissions group with ITEP and SUNTEP cohorts and offering mentorship through Education-oriented professional learning communities in the first two years as well as a four-year membership in Education Students' Society leadership groups. Increases in engagement could strengthen alumni relationships and donor-potential/scholarships. Another benefit of a Direct-Admissions model relates to **effective positioning of the College of Education in the province**: supporting us in receiving applications from the strongest candidates and increasing our ability to select excellent students from the application pool. In addition to increasing admissions numbers, Direct-Admission can be linked to **increased support for recruitment**, heightening partnership opportunities with school divisions and offering families more certainty in terms of entrance to Education, respecting candidates' choices through a direct career path.

While there are regional differences in opportunities for employment for teachers throughout the province, there is no evidence to suggest that the province has an oversupply of teachers. While other provinces are seeing a decline in demand for teachers, statistics released by Educator Services in the Ministry of Education show that at least 854.6 new FTE teaching positions have been added since 2008.¹ These positions are new and do not account for the retirements of in-service teachers. Labour market descriptions for the province describe the labour market for teachers as "balanced" or "fair." There are some areas of the province—the North, many reserves, and the Francophone school division—where the need for qualified teachers is consistently not being met. Certain specialties too, like Practical and Applied Arts, Special Education, Math Education, and Science Education, are high areas of need within the province, and the College, through its B.Ed and its certificate programs, is moving to fill those gaps to train the teachers the province needs.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry. In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program. When existing courses are listed, please include the course title as well as the course number.

Attached are the course requirements for the Elementary/Middle and Secondary Education programs in the College of Education, along with a summary of the current admission procedure to the college. The College will research and reconfigure our current admission practices so that the first two years of the program begin to develop the students' ability to reflect on the meaning of becoming a teacher, integrate professional and experiential components related to teaching and learning, and align these outcomes with academic program requirements. Faculty will be invited to develop pre-Education coursework that will begin to shape reflective learners, build a professional community, and support the development of individual and collective teacher identity. Current professional development opportunities will be expanded to involve students in their first two years of study. In addition, the College of Education will also be charged with creating an engaged student body over the four year degree period, where for the majority of current Education students only two-year leadership opportunities have been available.

¹ Educator Services, Ministry of Education, Government of Saskatchewan, *Education Sector Staffing Profile (2008-9 to 2012-2013)*. Accessed September 13, 2014. Educator Services, Ministry of Education, Government of Saskatchewan, *Education Sector Staffing Profile (2010-11 – 2014-14)*, <http://www.education.gov.sk.ca/education-sector-staffing-profile-2014-15>. Accessed December 20, 2014.

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc) or whether additional resources from the college or from PCIP will be required. Include any required memos from the Dean or department heads regarding resources, on the online portal.

In terms of the Programs' Office, an increase in admissions work and advisement work is anticipated. It is expected that an additional advisement position, or position and a half, will be required. The College will explore resources for a first year transition engagement and retention position within the Programs' Office. Related to Admissions, this change will result in students entering the program in three different ways over the three years following its implementation:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education.

The approximate costs of hiring 1.5 FTE entry-level Academic Advisors for the new College of Education Direct Admissions program is \$90, 300 (see Appendix A for letter from College of Education Human Resources and Relations Officer). Over the initial two-year period, while resources balance between Arts & Science and the College of Education related to advisory needs, the College has contingency funds that may be applied.

In summary, the implementation of Direct Admission will increase the need for Advisor and Support Services related to the volume of work associated with student support. The Direct Admissions framework may also invite minor expansion of the role of the Field Experience team should practica be scheduled into the first two years of study, or should the Field Experience team be able to assist in supportive cohort offerings during the first two years of study. Considerations related to attrition will be required so that admissions numbers will successfully support the necessary graduation numbers. Potential increase of Field Experience team involvement is not expected to increase the numbers of Field Experience staff positions but would be folded into current roles. This proposed change to Direct Admissions should not increase faculty workload, as the same requirements for Arts & Science credits will remain as are required currently.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program. Include any memos received, or have them attached to the online portal.

Prior to this proposal, consultations have taken place with the College of Arts & Science in order to assess impact, and the proposal is generally supported by Arts & Science with a letter from Dr Peter Stoicheff (See Appendix A) in this regard. The concern from Arts & Science involves the change in dollar allocation from students currently considered as Arts and Science students in the first two years now being Education students. Arts & Science is interested in maintaining without layoffs current advisory staff. This concern will be addressed through a sharing of an agreed upon percentage of dollars in the first year, a percentage in the second, and a percentage in the third, so that Arts & Science can make adjustments without impacting staff positions. A move that increases program applicants can be predicted to subsequently increase quality of candidates selected. This would increase the quality of students in Arts & Science courses as well as in Education courses.

The College of Education will gain on the tuition side, with related opportunities to increase College resources (i.e. staff). In terms of faculty involvement, most faculty won't experience a change unless involved in cohort support or Field Experience initiatives. Workload will not be affected.

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program. (See Appendix A for budget sheet)

College Statement

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

- ☐ Recommendation from the College regarding the program

**** Dean Prytula's letter is attached**

- ☐ Description of the College process used to arrive at that recommendation

College Statement

The College process for approval of the new Direct-Admission model involved the initial work of a sub-committee of the Undergraduate Program Committee (UPC), followed by UPC's discussion and approval of the written proposal. Once approved by UPC the proposal moved on to Faculty Council for final in-College approval:



- ☐ Summary of issues that the College discussed and how they were resolved
- **Potential issues related to faculty workload and scheduling issues caused by moving Arts & Science courses into years other than 1 and 2 were discussed by the Direct-Admission Sub-Committee and resolved in that workload increases, or changes to the courses required in the first two years, are not anticipated as part of this proposal**

Related Documentation

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

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

Letters from partner school divisions and Arts & Science (Appendix A)

- ☐ Memos of consultation
- TBA Ministry of Education

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

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

Required for all submissions:

☐ Consultation with the Registrar form

Required for all new courses:

☐ Course proposal forms

☐ OR Calendar-draft list of new and revised courses

Required if resources needed:

☐ Information Technology Requirements form

☐ Library Requirements form

☐ Physical Resource Requirements form

☐ Budget Consultation form

Appendix A Background Research

Student responses to the Education Student Society (ESS) Leadership Team regarding the potentialities of Direct Admission are included here in terms of a summary from ESS leadership based on a call to all students for feedback. Positives noted include the idea that early acceptance: removes anxiety; offers more time in Education; supports earlier field experience possibilities; allows for greater interaction between students on the same career path; supports people whose first choice is Education; speeds up the admission process and has the potential to increase course relevancy and content-specificity; increases collaborative possibilities within environment in addition to increasing possibility for professional development, conferences and other Education activities that increase relevance and knowledge; and heightens B.Ed. potential in terms of future avenues for practice. Students comparing direct admissions with the current sequential (two year) program indicated that direct admissions “will better prepare teacher candidates...two years is not enough time to become involved in the profession.” Concerns from students related to a difficulty if one rather than multiple entry routes were be provided (a concern easily addressed by the proposal’s clear statement on three routes into the B.Ed.) as well as ideas to improve related processes such as the admissions process (interviews were recommended), methods for receiving feedback, a comment about potential disadvantages of cohort systems, and a concern about over-saturation (a concern addressed by the Ministry of Education where we have been assured that our quota is reasonable for the province).

Student testimonials have increasingly caused the leadership team at the College of Education to consider a direct-admission program in place of our current two-year sequential program. The following is an example from Jayla Irvine, a practicing teacher in Saskatoon (personal communication, 2015):

"Making the decision to choose the U of R over the UofS was not easy. Saskatoon was home, and my husband and family were living/ attending school there. I had to find my own apartment, commute home on weekends, and sacrifice being with those I loved, all for a great program...I strongly feel that if the UofS offered a direct admission program, we would notice a difference in the confidence and skills of our new teachers."

Research and scholarly work regarding **entrance numbers and student quality related to direct-admissions**’ College frameworks is limited. There are available studies that suggest that by offering direct entry, Colleges open wider their gates, attracting more people and thus, in theory, do not lose students to competing universities (Lipley & Nick, 2002), as well as the suggestion that the education people receive in Arts & Science prior to their professional courses in Education may not be relevant to their future in teaching (Helton, 2002). “Changing teacher education models can be a way to help resolve the problem of teacher shortage or to boost the quality of the teachers” (Musset, 2010).

Public perception has been addressed by a few researchers in terms of how a teaching program within one College is seen as more effective and related to a common conception of end goal throughout the courses in a degree program (Ben-Peretz, Kleeman, Richenberg, Shomoni, Rowman & Littlefield, 2013). Colleges other than Education have been supported by similar research related to the benefits of direct entry (Leap, 1999).

Similarly, the little research available on **student engagement and teaching efficacy** identifies that a direct admissions program encourages a more integrated and purposeful learning experience (Musset, 2010). Earlier studies have found that teachers' sense of efficacy is related to perceptions about how well they were prepared (Hall et al., 1992; Raudenbush, Rowen, & Cheong, 1992) and there are studies supporting the necessity of time in program to connect subject matter and pedagogy (Beck & Kosnik, 2013; Ball, 2013) as well as the importance of purposeful learning (Beck & Kosnik, 2013). There is also some evidence that teachers' sense of efficacy increases when they receive learning opportunities that provide them with greater skills (Riggs et al., 1994; Ross, 1992). Tschannen-Moran et al. (1998) note that views of self-efficacy appear to form fairly early in the career and are relatively difficult to change thereafter. Thus, they argue, it is important to develop teachers' knowledge, skills, and sense of their ability to influence teaching outcomes early on. The earlier pre-service teachers are connected to Education as a professional field, the more advantageous (Darling-Hammond, Chung, Frelow, 2002).

The absence of comprehensive studies related to Education program design and direct admissions leads us to believe that the existing research is for now unable to resolve this issue with solid data (Musset, 2010). It is thus up to individual Colleges to identify contextualized rationales for program entry choice, and explore frameworks in the best interest of stated entry goals. A well-known, broadly drawn, edited book *Studying Teacher Education* (Cochran-Smith, Zeichner, 2005) fails to bring to light any conclusive research on the subject of direct admission vs. sequential admission, with multiple variables being cited as a rationale for lack of transferrable findings in this regard. "Certain program attributes represent manifestations of best practice and contribute to program coherence...some programs have strong cohort groups and benchmarks that contribute to student pride and collective sense of accomplishment (p. 718). Further exploration of exemplary teacher education programs identifies the importance of a common, clear vision of good teaching that permeates all course work...creating a coherent set of learning experiences (Darling-Hammond, in press). A framework provided by learning communities could support reflections on teaching effectiveness throughout all four years of a direct-admissions program, supported by evidence-based indicators of cohort potentialities (Hill & Woodward, 2013; Kuh, 2008; Lenning & Ebbers, 1999; Mastropieri, Morrison, Scruggs, Bowdey & Werner, 2008; Mather & Hanley, 1999; Tinto, 1998; Tinto, Goodsell, & Russo, 1993).

In terms of our **U-15 comparator universities**, four of the fifteen do not offer an Education Degree (Dalhousie, McMaster, and the University of Waterloo; University of Toronto is currently phasing out entirely its undergraduate Education program). Of the ten left, aside from the University of Saskatchewan, the following details appear: five of the ten offer a direct admission route. The following do have direct-entry programs of study: University of Alberta; University of Calgary; Université de Montréal; McGill University; and Queens University—currently rolling out a new program that involves the addition of an extra summer term after a four-year program. Of the five remaining U-15 settings that offer B.Ed. programs, the University of British Columbia offers the option of beginning *secondary* teacher-education programming earlier while concurrently enrolled in specific Bachelor degree studies in particular subject areas; stats are currently unavailable for Laval. In terms of our U-15 comparators, the following three do not have direct admission: University of Manitoba; University of Ottawa; Western University.



UNIVERSITY OF
SASKATCHEWAN

College of Education

Dean's Office

28 Campus Drive Saskatoon SK S7N 0X1 Canada
Telephone: (306) 966-7647 Facsimile: (306) 966-7624

MEMORANDUM

TO: Dr. Lisa Kalynchuk

FROM: Michelle Prytula, Dean

DATE: February 17, 2015

I fully support the addition of the Direct Entry admission route for the College of Education Bachelor of Education degree.

In addition to a goal of developing reflective pedagogy over a significant period of time, this Direct-Admission initiative is designed to address current challenges including:

1. Reduced number of applications: the College anticipates being unable to meet its quota in the near future and could attract more students through Direct-Admissions rather than conceding students interested in Direct-Admission to institutions with such admission routes
2. Students have shared that they prefer a Direct-Admission option over the sequential option, thus many local students first apply to the U of R (direct-entry) first, and the U of S as a second option
3. Public perception: the College is contacted frequently with requests for a Direct-Admission program
4. Student engagement/College climate: in a four year program all students would have the opportunity to engage in student leadership groups that support student initiatives within the College and beyond, as well as connect student groups together; students have commented that very little time can be spent in College leadership positions within a two-year sequential program, with related lack of influence over the College due to timelines

As the College examines the direct entry option several outcomes have been identified that would enhance the existing program and its relationship to other education programs within the College, along with that create stronger ties with our graduates and alumni. The College will engage students immediately and begin to address the development of necessary subject area knowledge, develop significant student engagement, deepen on commitment to Aboriginal context and worldview and compete with our competitors for students with a level playing field.

Respectfully,

Dean Michelle Prytula
College of Education

February 23rd, 2015

Michelle Prytula
Dean, College of Education
University of Saskatchewan

Dean Prytula:

Re: Cost to of hiring Academic Advisors for the College of Education Direct Entry Program

The approximate cost of hiring **1.5 FTE** entry level Academic Advisors for the new College of Education Direct Entry Program is **\$90,300**. Please see detailed breakdown below.

Currently the College of Education has three full time Academic Advisors, and two additional employees performing advising as a portion of their job duties. Two of the full-time Advisors work with students in the current Education undergraduate program and the other advises for students in the Indian Teacher Education Program (ITEP). The salaries of these three employees range from approximately \$52,000 to \$66,000. The Advisor being paid \$52,000 is a new employee with approximately one year of experience and the employee being paid \$66,000 has over 10 years of experience. It is university standard for academic advisors to be hired under the Administrative and Supervisory Personnel Association (ASPA), as a Specialist in Phase 1 – a salary range of \$45,770 to \$71,517 per annum.

The cost of hiring one additional Advisor at an ASPA Specialist Phase 1 **entry-level** wage is as follows:

Gross Salary (per annum)	\$52,000.00
CPP, EI, Works Compensation (8.07%)	\$4,196.40
Vacation Pay (4 weeks, 7.69%)	\$3,998.80
Total Cost to College of Ed	\$60,195.20

The cost of meeting the needs of the new Direct Entry Education Program and hiring **1.5 FTE** Academic Advisors would be approximately **\$90,292.80** (\$60,195.20 + \$30,097.60). Hiring the equivalent of a 1.5 FTE Advisor with three to five years of experience would be approximately **\$107,656.80** (\$93,000 plus 15.76% benefits).

Please see the attached example Academic Advisor job profile for your reference.

Regards,

Melanie Nahachewsky
Human Resources and Relations Officer
Dean's Office, College of Education



Jobs



Academic Advisor

Department: College of Education

FTE: 1.0

Status: Term, leave replacement for up to June 30, 2015 with the possibility of extension.

Competition No.: 14281-M

Salary Information: The salary range is \$45,770 to \$71,517 per annum (Specialist/Professional, Phase 1). The starting salary will be commensurate with education and experience.

Primary Purpose: This is an administrative student support position in the College of Education reporting to the Associate Dean of Undergraduate Studies, Research and Partnerships or designate. This position is required to support undergraduate students, primarily in the Indian Teacher Education Program (ITEP) and to support academic and administrative matters in college including those in ITEP.

Nature of Work: The nature of this position is varied and eclectic with a broad range of duties that impact a number of areas and individuals. There are academic advising and administrative duties. The responsibilities of this position are diverse, complex and detail oriented. This position exercises professional judgment in applying academic policies and procedures to ensure student success. This position requires the development and maintenance of professional collaborative relationships with a range of personnel within the College and University as well as groups and agencies external to the University such as First Nations communities. This position works closely with the Programs Office staff in the College of Education, and at times takes direction from the Programs Director. The environment in which this position operates can be a politically sensitive arena; therefore, tact, diplomacy and cultural sensitivity are critical in this position. Working

conditions require flexibility and the ability to meet deadlines with accuracy in a fast-paced environment.

Accountabilities:

- responsible for academic programming support for assigned students in the College of Education and all students enrolled in ITEP in on campus and off campus programs
- ensure registration policies and procedures are adhered to, assist students with registration, ensure all ITEP students are registered
- ensure all policies and procedures are adhered to including those for registration as well as admissions through convocation
- ensure student programs are accurate and that all students meet the requirements of the Bachelor of Education program
- responsible for updating student academic profiles
- establish and maintain relationships with as well as corresponding with First Nations post-secondary counselors and directors
- establish and maintain close working relationships with College of Education staff
- provide information to prospective applicants regarding academic requirements, admissions and registration
- general office duties
- other related duties as assigned

Qualifications

Education: Bachelor of Education Degree and a Saskatchewan Professional Level "A" Certificate, as well as teaching or related experience with First Nations students. Knowledge of First Nations K-12 and Post-Secondary systems, as well as working knowledge of the school systems, schools and school curricula in the province Saskatchewan. Knowledge of academic policies and procedures and degree requirements at the University of Saskatchewan. Knowledge of the College of Education courses, policies and degree requirements.

Experience: At least 1 year experience in post-secondary program advising; demonstrated ability to work with students, faculty and staff on student related issues in a post-secondary setting; a thorough understanding of First Nations protocols; knowledge of First Nations policies and practices in First Nations educational jurisdictions; thorough understanding of the University environment and related policies, procedures and regulations; demonstrated ability to work with a wide variety of people in a complex environment; knowledge and sensitivity to First Nations and off campus communities is required; working knowledge of the University computer systems for students and programs including student and financial systems of the University (SIRIUS, Advisor Services, PAWS, UniFi as well as Microsoft office applications).

Skills: Effective interpersonal skills and demonstrated public relations skills including the ability to handle interactions with tact, discretion, courteously, confidentiality and with cultural sensitivity; ability to adapt to and work in a fast-paced changing environment; ability to establish and maintain positive partnership and working relationships with diverse teams of people inside and outside the College of Education; sound judgment, tact, discretion and professional integrity; attention to detail; effective communication skills, both written and verbal; ability to work effectively with students and faculty; self-motivated and organized with the ability to work independently and confidentially as well as part of a team; ability to set priorities and work within deadlines; time management skills; demonstrated effective organizational skills; proven ability to work on multiple projects with competing demands to meet deadlines; ability to solve problems in a proactive manner and deal with a variety of concrete variables in situations where only limited standardizations exist; attention to detail and demonstrated ability to organize events and projects.

This position is in scope of the Administrative and Supervisory Personnel Association.

Please apply no later than July 1, 2014 at 4:30pm.

Inquiries regarding this position can be directed to Jae-Anne Peace at 306-966-7651.

Be sure to apply online as emailed applications will not be accepted.

Jun 25, 2014 9:00 AM

The University of Saskatchewan is strongly committed to a diverse and inclusive workplace that empowers all employees to reach their full potential. All members of the university community share a responsibility for developing and maintaining an environment in which differences are valued and inclusiveness is practiced. The university welcomes applications from those who will contribute to the diversity of our community. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.





Government
— of —
Saskatchewan

Ministry of Education
2220 College Avenue
Regina, Canada S4P 4V9

March 2, 2015

Dr. Brenda Kalyn, Chairperson
Undergraduate Programs Committee
College of Education, University of Saskatchewan
28 Campus Drive
SASKATOON SK S7N 0X1

Re: Support for proposed changes to the Bachelor of Education program

Please accept this letter as acknowledgement of the support of the Teacher Education, Certification and Classification Board for the changes that the College of Education is proposing for its Bachelor of Education program.

We are pleased that prospective teachers will be able to gain direct-admission to the College of Education and that in doing so they will be afforded four years in which to develop as reflective teaching professionals.

Furthermore, the proposed changes will permit prospective teachers to benefit from programs enriched through diverse field experiences and practicum volunteer work that will broaden their understanding of educational contexts. These benefits will be further bolstered due to the alignment of this program with the Indian Teacher Education Program and the Saskatchewan Urban Native Teacher Education Program.

We thank the College of Education for its commitment to continued improvement of teacher education in Saskatchewan.

Sincerely,

Clint Repski
Chair, Teacher Education, Certification and Classification Board



Saskatoon Public Schools
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7

Tel: (306) 683.8200 Fax: (306) 657.3900

saskatoonpublicschools.ca

Avon Whittles, Director of Education

March 4, 2015

Dr. Brenda Kalyn
Chair of Undergraduate Program Committee
Department of Curriculum Studies
University of Saskatchewan

Dear Dr. Kalyn,

I am writing this letter of support on behalf of Saskatoon Public Schools for the proposed direct admissions program.

I have reviewed the details of the direct admissions model and we as a division, feel there are a number of benefits for teacher education and students. First, with three entrance routes into the College of Education, direct, transfer and post-degree students now have the ability to gain acceptance into the college directly from high school. Second, a four year program offers students a Bachelor of Education degree with increased time in dialogue and learning about the teaching profession. Moreover, research shows pre-service students who spend more time engaged in reflective practice demonstrate more growth in teaching pedagogy which in turn fosters a professional teacher identity during their professional training. Lastly, a four year program will allow students additional time to develop leadership skills through active participation in various aspects of the college including the education student society.

As we continue to find smooth transitions and pathways for students through the K to 12 education system, having the option to enter a professional college after they graduate Grade 12 is a definite benefit. We also depend on our post-secondary institutions through world-class programming to provide us with pre-service candidates that will have an opportunity through their four years to fully explore and interact with the pedagogy of the curriculum and the expectations of teaching and leadership within the education sector. We, at Saskatoon Public Schools, applaud the College of Education for putting forth this proposed initiative. We see benefits not only to our own K to 12 students but also see this as a significant step toward ensuring teacher candidates are fully prepared for the important job of educating our students.

Sincerely,

Mrs. Avon Whittles, Director of Education, Saskatoon Public Schools

tat

March 12, 2015

To: Sandra Calver, University Secretary's Office

Re: Letter of Support for Direct Admission to the College of Education

As a follow-up to my letter of March 9, I recently met with Provost Barber and Dean Prytula to further discuss details of the arrangement. As a result of that meeting, at which the financial aspects of Education's proposal were discussed to my satisfaction, I am pleased to confirm the College of Arts & Science's support of Education's proposal for direct admission. Our two colleges will continue to develop a number of collaborations intended to support and enhance Education students' degree work.

Sincerely,



Peter Stoicheff
Dean and Professor

cc. Dean of Education; Dean's Executive Committee; Director of Programs



MEMORANDUM

TO: Beverley Brenna, acting associate dean, undergraduate studies, research and partnerships

FROM: Lisa Kalynchuk, chair, planning and priorities committee of Council

DATE: March 25, 2015

RE: **Planning and priorities committee response to the Notice of Intent for Direct Admission to the College of Education**

Bev, thank you again for attending the planning and priorities committee meeting March 18, 2015, to present the notice of intent for direct admission to the College of Education Bachelor of Education (B.Ed.) degree program.

The move from non-direct entry after completion of two years of university study to direct-entry admission, with students able to enter the B.Ed. program after graduation from high school was considered by the committee to be a significant change. The committee heard many of the advantages that such a change would provide to students, specifically in terms of additional leadership and professional development opportunities within the college, including the ability to work with students in the Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Indian Teacher Education Program (ITEP) programs, which are presently direct entry. The move to direct-entry admission does not limit upper-year transfer or post-degree student opportunities for entry to the college, and the college is well within its student quota. The potential change has been discussed with the 16 partner school divisions, who are supportive of the move.

The change would imply a significant reallocation of tuition revenue to the College of Education from the College of Arts and Science. However, the provost has provided support in the form of a statement to the Provost's Committee on Integrated Planning (PCIP) that the operating fund envelopes for the two colleges not be adjusted as a result of the change. The only change would be an increase to the College of Education base budget to cover the cost of the additional 1.5 FTE student advisors required from year 1 of the change. As the curriculum changes, TABBS will at that time be able to track and allocate revenue among colleges.

The following observations and suggestions are provided for your consideration as you prepare to develop the full program proposal and plan for a successful transition. The committee observed the college had not yet undertaken consultation with other direct-entry colleges on campus, with respect to the challenges associated with admitting students with potentially no prior university experience, and the expected higher rate of attrition in the first year. Such consultation is strongly encouraged. In addition, direct-entry colleges employ a sophisticated enrolment management system to manage a student body with many more enrolment variables than non-direct entry colleges. Presently, the College of Arts and Science screens students for the College of Education in

terms of entry and also self-selection in the sciences, and whether the College of Education would be better able to persuade students to enter into lesser-sought fields, such as the sciences, is not clear. Additional reflection in the proposal on how the college would encourage students to select specializations not commonly sought, where there is a need for teachers, is also suggested.

Cohort building is a strong benefit of having a direct-entry program. Although the college intends to use university learning communities and group seminars to build cohesiveness amongst its student body, members saw offering a first-year course with multiple sections as an opportunity for the college to more fully integrate its student cohort. Though we recognize that this could present timetabling difficulties, taking this further step and assigning a credit unit weight to such a course would assign an additional importance to having all first-year students together in one college.

Students will continue to be eligible to obtain a second Arts and Science degree, and as this credential means a higher salary on the compensation grid, students will likely pursue the second degree option. Attention was drawn to the fact that the proposal needs to address the differing credit unit requirements between the B.Ed. program and the B.Sc. degree requirements in terms of science courses, with the B.Sc. requiring additional science credit units.

Although the college envisions the change to direct admission as a means to increase its enrolment and to be more competitive with the Faculty of Education at the University of Regina, members emphasized that care must be taken to ensure the college quota is set at a level that will permit graduates to have a reasonable expectation of attaining a teaching position after graduation. Further discussion of career opportunities and evidence of the demand for teachers in the proposal was encouraged.

Overall, the committee was supportive of the change to direct entry for the Bachelor of Education program.

Please do not hesitate to contact me if you have any questions, and please feel free to share this response as you wish.

Regards,



Lisa Kalynchuk

- c Ernie Barber, interim provost and vice-president academic
Michelle Prytula, dean, College of Education
Peter Stoicheff, dean, College of Arts and Science
Patti McDougall, vice-provost, teaching and learning
Roy Dobson, chair, academic programs committee of Council
Russell Isinger, registrar and director of student services

Appendix B

Response to Feedback from the Planning and Priorities Committee of Council

The College of Education very much appreciated the supportive feedback from the Planning and Priorities Committee in relation to our Direct Admission Proposal and under the headings below the College has addressed the committee's points.

We are pleased to note that the committee was supportive of the change to direct admission for the Bachelor of Education program and that the committee identified particular advantages of this change including the benefits of additional student leadership and professional development opportunities within the College as well as greater alignment and communication across all undergraduate programming contexts. Following initial informal discussions with our partner school divisions, from which some written support has been received, we have communicated more formally with directors of each of the 16 school divisions, a step that followed from the recent approval of this proposal by our Faculty Council (see attached memo). Responses from the school divisions has been positive.

1. Process for consultation with other direct-entry Colleges re challenges associated with admitting students who have no prior university experience and expected higher rate of attrition

- The College of Education currently admits students within a direct-entry framework through the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program (SUNTEP); we have high retention and graduation rates in these programs and are able to consider alignment of the new admission route in terms of advising, team building activities, and other retention strategies
- The Academic Deans' Group on campus has included agenda items and circulated documents related to literature reviews and current and proposed first year U of S retention strategies; discussion in this regard have been very informative and provided information that will support the College in further considerations. In particular, a new proposal by the College of Engineering related to transition planning, orientations, social programming, and introductions to support services has been a particularly inspirational model.

2. Plan to demonstrate a sophisticated enrolment management system to manage a student body with more enrolment variables

The College of Education admits 240 students to their sequential Education program, a number divided evenly between the Elementary/Middle years program and the Secondary program. The College plans to continue the route for upper year transfer students.

The breakdown for admission goals will be:

	High School	Upper Year Transfer
EDEL	48	72
EDSE	48	72

The College of Education has experience with the direct admission of high school students through our Practical and Applied Arts Program, as we have supported Home Economics and Industrial Arts students in entering the College directly from grade 12. The direct-entry PAA program, similar to our sequential Elementary/Middle years and Secondary program, has experienced virtually no attrition. We therefore have experience working with direct entry admissions and the challenges that accompany those, although the Direct Admission proposal will operate on a larger scale than our current direct entry routes.

The College plans to use a similar admission process as the College of Kinesiology. Students will apply by February 15 and their applications will be ranked according to their grade point average. Admission spaces will be available for the top 65 high school applicants. Upper year transfer students will be ranked similarly on their transfer average with the College accepting the top 85 applicants. If either pool of applicants is lacking, it will be compensated for by the other pool. A deep pool of students will be wait-listed to ensure the College has adequate numbers for admission. The College will consider admitting those with a 90%+ average in grade 11 in December so applicants know where they stand with the University. The College will continue to have discussions with Arts & Science and the SEM experts in admissions to ensure the numbers above will ensure the College has complete enrolment.

Once the Direct Admission proposal has been approved, we will task our Admissions Committee with determining ongoing practice towards evaluating the various pieces of information that currently support decisions regarding College of Education applicants including the following: GPA, references; online interview.

3. How would we persuade TCs into lesser-sought fields (a benefit of Direct Admission if it gives us more flexibility to do this)...through recruitment with messages directly provided to high schools?

The direct admission route ensures that those admitted out of high school will be working with academic advisors in the College of Education as these students begin their career on campus. In the College we do emphasize that those with aptitude and ability should consider teaching in specializations sought after in the field: currently mathematics and the sciences. Teacher candidates will not be encouraged to choose teaching areas that do not appeal to them, but consideration of a second teaching area in a field that will increase their marketability, along with academic supports, may be beneficial.

The process for admission has been competitive for Arts and Science students in the past who hoped to enter Education. For this reason, students often gravitated towards subject areas they

were most comfortable with and those in which they predicted they would academically excel. Selecting introductory courses where more risk might be involved in terms of predicted final grades, with the confidence provided by acceptance into the College of Education, can be encouraged by the Direct Admission route. Success or failure in one or two courses in a student's first year will not have impact on acceptance, and students may find themselves able to explore a more diverse course selection.

The College will have access to students, and ability to support all first year students at the time of registration and beyond. The College will thus have potential to identify those students that may be struggling and assist them with academic decisions such as university level supports from organizations such as Disability Services, adjusting course selections for the next semester or re-thinking teaching areas. Our recently approved list of College of Education Essential Skills for Teaching and related support opportunities will be helpful in this endeavor (see last item in this document: *Teacher Candidates' Accommodations Planning for Disabilities*).

4. How could the proposal address differing credit units between B.Ed. and B.Sc?

From the Arts & Science Course Catalogue: Second Degree Requirements:

“☐ *Additional credit requirements:* Students pursuing a B.A., B.A.& Sc. or B.Sc. degree in addition to another different degree, must complete at least 30 Arts & Science credit units not used for the other degree. These additional Arts & Science credits are required regardless of the number of Arts & Science courses included in the program leading to the first degree. These courses must be allowable for credit in the College of Arts & Science.”

The 60 credit units of Arts and Science courses within the Bachelor of Education degree can be double counted to complete an additional Arts and Science degree (combined with either 30 or 60 additional distinct credits for a 3 or 4 year degree). This has always been the case and students work closely with both Colleges to ensure this happens.

5. 1st year course with multiple sections should be offered to Education Students

While the College of Education appreciates this suggestion, it does not fit within the parameters of this admissions proposal. In terms of scheduling, our challenge here is that if we offer a first year Education course, then one of the Arts & Science courses has to occur in years 3 or 4, and our highly successful Mon/Thurs coursework schedule prevents an easy mix of courses. Upper year students complete two consecutive days per week (Tues/Wed) in school practica situations to support connections between theory and practice, an experiential learning component that has been lauded by schools as well as our own faculty who are thus able to connect course assignments with classroom settings.

As we continue to explore possibilities, an elective field experience course offered in May/June might extend opportunities to students to explore northern or rural student teaching opportunities, and this would be part of the ongoing planning involved in future iterations of our program. In addition, we intend to structure the Learning Communities model as a time where

non-credit required aspects of teaching, including field experience opportunities, will be facilitated.

6. How might we provide evidence for career opportunities?

Education graduates are employed beyond full-time provincial pre-K-12 classroom teachers, including part-time teachers, substitute teachers, out-of-scope education and administrative staff, First Nation school teachers and administration, First Nation community employees, higher education teachers including ABE on- and off-reserve, affiliate school teachers, substitutes, and administration, and the B.Ed. is also a foundational degree/continuous learning for other careers, providing graduates with a better footing in the job market. Education degrees are also sought by public service personnel in a variety of fields. A job search in August 2014 for unfilled teaching positions (EducationCanada.com) revealed over 750 postings Canada-wide and 51 unfilled positions in Saskatchewan. The same site search this month (March 2015) found 22 unfilled teaching positions in the province, and 197 country-wide.

7. How might we provide evidence for demand for teachers in the province/relationship to college quota?

Over the past five years, Saskatchewan's population has grown by almost 80000 people, marking the greatest recorded growth in the province (Government of Saskatchewan, 2012) with 46% of the population requiring post-secondary education. The unemployment disparity between Aboriginal and Non-Aboriginal (14.7% versus 4.2% respectively) people of the province illustrates targets for education and employment (statistics Canada, 2010). Demands for post-secondary education are on the increase. It is estimated that by 2031, post-secondary education will be required for over 70% of the Canadian labour force (Miner, 2010; Council of Ministers of Education of Canada, 2008), which requires a larger investment in education (Usher, 2008).

Although there is a mismatch between graduating teachers and teacher demand in other provinces, Saskatchewan is currently experiencing demand for teachers in rural and northern areas, with Aboriginal people as the fastest-growing and youngest ethno-culture group living within Canada. A need to respect Treaty obligations of First Nations Teachers for First Nations children requires that not only must the province produce enough teachers for rural Saskatchewan, but that expansion and focus be maintained on Aboriginal teacher education programs to serve our fastest growing population in the north.

External demand for U of S College of Education teachers is continuous, and wide in scope. Demand is on the increase, evidenced by College application rate trends (since 2009). Letters of request/contracts from First Nations Bands are evidence of increasing community-based demand through the nationally-renowned Aboriginal Teacher Education Programs and the Aurora College partnership. Evidenced by a search (August 24th) for teaching jobs (EducationCanada.com) revealed 750 postings Canada-wide and 51 current openings in

Saskatchewan. Education degrees are also sought by public service personnel in a variety of fields.

Although undergraduate and graduate student enrollment numbers are increasing, over the past three years, the FTE number of faculty and staff members working within the College have remained relatively stagnant. Alumni numbers have been steadily increasing (approximately 525 per year), to a total of 33447 alumni, currently the second largest alumni group at the U of S.



MEMORANDUM

TO: Directors, Saskatchewan School Divisions
FROM: Bev Brenna, Acting Associate Dean, Undergraduate Programs, Partnerships and Research
DATE: March 25, 2015
RE: Information Regarding College of Education Direct Admissions Proposal

At this time, the College of Education is exploring a framework for Direct Admissions that would support a direct entry route from grade 12 into what would then entail a four-year B.Ed. program. While Arts & Science courses would still be required in the first two years of this program, the College team believes that there would be many benefits for students in identifying with the profession as teacher candidates for four years vs current opportunities for teacher candidates in the 2 year sequential route. Three entrance routes would thus be the result:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education).

Potential positives of this change to Direct-Admissions would be as follows:

- **increased potential to develop reflective teachers:** Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.
- increased potential for entrance numbers (including higher numbers of applications and the opportunity to select for quality thus **increased quality of admissions**)
- **increased positive student engagement** and College climate, with alignment of regular program, ITEP, and SUNTEP, as well as increased leadership opportunities for students who are currently only in the college for 2 years (with one term away for internship)
- **increased support for recruitment**

Our students' responses to this initiative have been very positive and included the following: the idea that early acceptance removes anxiety; offers more time in Education; supports earlier field experience possibilities; allows for greater interaction between students on the same career path; supports people whose first choice is Education; speeds up the admission process and has the potential to increase course relevancy and content-specificity; increases collaborative possibilities within environment in addition to increasing possibility for professional development, conferences and other Education activities that increase relevance and knowledge; and heightens B.Ed. potential in terms of future avenues for practice. Students indicated that direct admissions "will better prepare teacher candidates...two years is not enough time to become involved in the profession."

We are developing a proposal to open this Direct Admissions route in the fall of 2016, with related opportunities for recruitment, alongside upper-year transfer and post-degree routes which would still be in operation.

While there are university-level stages of approval yet to be involved, the College is interested in hearing feedback from its partner School Divisions in this regard. If you wish to communicate a response related to the provision of a Direct Admissions route into the College, please do not hesitate to send it my way.

Many thanks for your ongoing support for the College and for our teacher candidates.

Bev Brenna

bev.brenna@usask.ca; 306 966 7563



Teacher Candidates' Accommodation Planning for Disabilities:

Field Experience Policies and Practices

Approved March 20, 2015

Teacher Candidates' Accommodation Planning for Disabilities

Teacher Education programs are responsible to society for providing courses of study that support Teacher Candidates (including student teachers and interns) in developing the professional, knowledge, instructional, and curricular competencies necessary for provincial teacher certification as well as to support best practices for teaching and learning in a changing world.

The College of Education welcomes diversity, as well as teamwork towards appropriate supports, in order that Teacher Candidates will demonstrate the necessary **Teaching Competencies** identified by Saskatchewan's Teacher Education, Classification and Certification Board (Appendix A). Competency standards for teachers are described further in the document *Teacher Professionalism: A Public Trust* (www.stf.sk.ca).

The College of Education has identified **Essential Skills** that are necessary in order for teacher candidates to demonstrate teaching-related competencies. Essential skills are professional abilities that exemplify necessary demonstrated behaviours related to particular competency standards. These skills include: cognitive, communication, emotional and physical health, language, research/information processing and social skills.

Teacher Candidates with Disabilities are encouraged to demonstrate:

- advocacy towards reasonable accommodation supporting academic standards and requirements;
- personal responsibility in needs' identification and timely communication about support requests;
- foundations of equity that underpins inclusive education in schools while at the same time upholds teacher competencies as required outcomes.

A request for accommodation for disability begins with communication from the student to Disability Student Services (DSS) and is subject to the applicable policies, regulations and procedures of both the University of Saskatchewan and the Faculty of Education. Students are strongly encouraged to seek out and review:

- University of Saskatchewan policy for accommodation at <http://policies.usask.ca/policies/student-affairs-and-activities/students-with-disabilities.php>
- Disability Services for Students' policy (www.students.usask.ca/disability/dss)
- Appendix B of this document (Accommodation Plan for Field Experiences) that outlines a framework for supports during College of Education practica experiences.

Teacher Candidates with Disabilities: Field Experience Policies and Practices

An Accommodation Planning Committee will be formed at the Teacher Candidate's request to develop an Accommodation Plan for field experiences (student teaching and/or internship). Membership of the committee will typically include: the Teacher Candidate, the Field Experience Coordinator, and a representative from DSS.

Requests including on-site accommodation associated with physical environment, devices/adaptive technology, time extensions, or other approved adaptations related to program completion are considered on a case-by-case basis according to the applicable policies, regulations, and procedures. Accommodation is intended to support teacher candidates' responsibilities in developing and demonstrating the related teacher competencies required of all students for convocation and certification in the profession (see attached College of Education Accountability Statement and Ministry of Education Certification Competencies for further information).

College of Education: Essential Skills for Teacher Candidates

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

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 practica 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.

Admission Information:

Regular Admission – High School (less than 18 Credit units of transferable postsecondary);

(Direct entry admission requirements would be the same as it currently is for ITEP & SUNTEP)

- Pre-requisite high school requirements: Biology 30* *or* Chemistry 30* *or* Physics 30* *or* Geology 30*; History 30 *or* Social Studies 30 *or* Native Studies 30; 30-level language* (other than English) *or* Fine Art*; 30-level English; Mathematics (Foundations of Mathematics 30* *or* Pre-Calculus 30*)
- Minimum average of 70% on 5 subject high school average (standard practice at the U of S)
- Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
- Proficiency in English.

*One deficiency among indicated subjects is permitted but must be cleared prior to entering second year of study.

Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):

- Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Education.
- Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
- Proficiency in English.

Note: Once the Direct Admission proposal has been fully approved, we will task our Admissions Committee with determining ongoing practice towards evaluating the various pieces of information that currently support decisions regarding College of Education applicants including the following: GPA, references, & online interview.

Retention Strategies:

The College of Education currently has an 8 year rule for completion of the Bachelor of Education Degree. Teacher candidates can choose to leave the program at any time and as long as they are a student in good standing when they leave they are welcome back to the College to complete their BED within the 8 year time frame.

Teacher candidates can be “*Required to Discontinue*” from the program but are welcome back after a 1 year hiatus from the all-academic programs. If a teacher candidate has a second RTD they will be removed from the College of Education on a permanent basis.

201207 – No sequential elementary (EDEL) or secondary (EDSE) program RTD’s

201307 – No sequential EDEL or EDSE program RTD's
201407 – No sequential EDEL or EDSE program RTD's

Teacher candidates can choose to withdraw from the courses EDEL & EDSE sequential program
(term and month – number of teacher candidates from the EDEL & EDSE programs):

201209 – 2
201309 – 2

201309 – 1
201401 – 1

201409 - 2
201501 – 1

Note: above are welcome back to complete their BED within the 8 year window.

Number of Degrees:

Teacher candidates that graduate with 2+ degrees (Bachelor of Education + ?):

2014 Spring:
EDEL= 20 with 2 degrees - 95 total graduates
EDSE = 26 with 2 degrees - 116 total graduates