## UNIVERSITY COUNCIL

# ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION 

## PRESENTED BY:

DATE OF MEETING:
SUBJECT:

## DECISION REQUESTED:

It is recommended:
That Council approve the Cross-departmental Ph.D. Education, effective May 2016.

## PURPOSE:

The College of Education is proposing a cross-departmental Ph.D. program that will provide the departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education with a regularized doctoral program. Currently only Educational Administration has a Ph.D. program, while the remaining three departments in the College of Education rely upon Special Case Ph.D. programming, which limits each department to a maximum of four Special Case students at any one time.

## CONTEXT AND BACKGROUND:

The College of Education has been contemplating a cross-departmental Ph.D. program for several years, though the proposal has picked up momentum in the last two years. The proposed Ph.D. program responds to the university's commitment to creating interdisciplinary and cross-college academic programming. Numerous University of Saskatchewan planning documents produced over the past five years have contributed to the motivation and conceptual development for this program, including (but not limited to): the Strategic Directions Update 2010; Renewing the Dream 2010; the University of Saskatchewan 3rd Integrated Plan: Promise and Potential; and the President's Address to General Academic Assembly 2014. The Cross-departmental Ph.D. program in the College of Education addresses the directives in the planning documents of both the college and of the institution that aim to establish the University of Saskatchewan as a major participant in graduate education.

In addition to the directives arising from University-level strategic planning, graduate programs in the College of Education have undergone two sets of external reviews, including a Graduate Program Review (GPR, 2011-2012) and TransformUs (2013-2014). Both of these reviews recommended increasing interdisciplinary connections between departments (Department of Curriculum Studies Review, 2012) by moving from the
current Special Case PhD offerings to the establishment of a college-wide PhD program (Department of Educational Foundations, 2012). In alignment with the University direction and the external reviews, the College of Education's 3rd Integrated Plan included increasing synergy and collaboration across the College and expanding our doctoral programming.

Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 38 faculty, of whom the vast majority have achieved tenure. Consequently, the College of Education has a cadre of enthusiastic, highly motivated, research-active faculty in a position to support a cross-departmental PhD program.

The cross-departmental PhD in the College of Education will offer educational, research, scholarly, and professional practice opportunities for highly qualified students who will create new knowledge and move the field of Education forward. The proposed crossdepartmental PhD is a research degree, and graduates from this program will be in a position to obtain academic positions at other institutions and to conduct education research for government, school divisions, First Nations, and other research organizations.

## IMPLICATIONS:

There is no perceived duplication with other doctoral programs in the College of Education or on campus. Although there is the possibility that there will be some competition for students with the existing Ph.D. in Educational Administration, the focus of the Ph.D. in Educational Administration is quite specific: to provide a problem- and inquiry-driven environment through enriched research-based and theoretical understandings of educational issues in the administration and leadership of organizations, communities, and government. The College of Education does not anticipate a significant impact on the department of Educational Administration with this proposal.

With the exception of the existing Special Case Ph.D. programs currently operating in each of the Departments, no programs will be deleted with the addition of the crossdepartmental Ph.D. program. However, it is expected that many students with interests in Education would no longer look toward the existing Inter-Disciplinary PhD program and that faculty involvement would likewise decrease.

Students enrolled in the program will be supported in the same manner as those enrolled in a Special Case Ph.D program or in the Ph.D. in Educational Administration - office space will be provided in shared space and IT and administrative support will be provided by existing staff. There is no request for additional resources to support students in the new program.

The proposal for the cross-departmental Ph.D. in Education makes no request for additional resources or support as the College anticipates greater efficiencies with the regularized Ph.D. program. These administrative efficiencies will allow the College to absorb the additional costs associated with the new program. The process for seeking approval for a Special Case Ph.D. program is quite time-consuming, and the College already has the administrative structure to support more graduate students.

## CONSULTATION:

- Academic Programs Committee of Council (October 14, 2015)
- Executive Committee of CGSR (September 24, 2015)
- Graduate Programs Committee of the CGSR (June 9 and September 14, 2015)
- College of Education Faculty Council (May 8, 2015)
- Planning and Priorities Committee of Council (December 2014)


## SUMMARY:

Currently, only one of four departments in the College of Education offers and advertises a Ph.D. program. The other three departments have been successful with Special-Case Ph.D. programs and have continuously sustained the maximum special-case enrolment quotas for many years. In order to support the research and discovery mission of both the College of Education and the University of Saskatchewan, and in response to the institutional goals for inter-disciplinary and cross-departmental programming, the College of Education proposes this cross-departmental Ph.D. program. The new program would utilize existing courses and resources in the college and would help relieve the administrative burden of applying for and supporting multiple Special Case Ph.D. programs.

## ATTACHMENTS:

1. Cross-departmental Ph.D. in College of Education program proposal

# WNIVERSITY OF SASKATCHEWAN <br> College of Graduate Studies and Research MEMORANDUM 

To: Amanda Storey, Committee Coordinator<br>Academic Programs Committee of University Council<br>From: Adam Baxter-Jones, Dean; College of Graduate Studies and Research<br>Copies: Dr. Laurie Hellsten, Associate Dean, College of Education Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research<br>Date: September 30, 2015<br>Re: Proposal for a new Doctor of Philosophy degree in Education

Members of the Executive Committee of the College of Graduate Studies and Research met on September 24, 2015, to consider the recommendation from the Graduate Programs Committee that a new degree be approved for the Doctoral degree in Education. Faculty from the departments of Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies worked together as proponents for the new degree.

Members of the Committee were satisfied with responses from the members of the Graduate Programs Committee, clarifying the goals of introducing the new degree. Committee members queried the timelines for research productivity, advisory committee membership, and course delivery, and were satisfied that these concerns were adequately addressed.

The following motion was carried:

## "Recommend approval of the new Doctor of Philosophy degree in Education."

Pohler/Arnold Carried

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Crowe would be happy to respond.

TC:br
Attachments

## Memorandum

| To: | Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR |
| :--- | :--- |
| CC: | Dr. Laurie Hellsten, Associate Dean, College of Education <br> Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research |
| From: | Dr. Dionne Pohler, Chair, Graduate Programs Committee of CGSR |
| Date: | September 18, 2015 |
| Re: | Proposal to implement a Doctor of Philosophy degree program in Education |

The Graduate Programs Committee met on June 9, 2015, and September 14, 2015, and reviewed the proposal for a new Doctor of Philosophy (PhD) degree in Education. Faculty in the departments of Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies had worked together as proponents for the new degree program. Independently, all three academic units have demonstrated demand for the program with full admission quotas of special-case PhD students.

Following the June 9 meeting of the Graduate Programs Committee, the proponents were provided a comprehensive list of clarifications sought by the committee. Program proponents in the College of Education worked diligently throughout the summer and consulted with staff in the College of Graduate Studies and Research to provide an updated proposal to the Graduate Programs Committee for the September 14 meeting.

At the September 14 meeting, members of the Graduate Programs Committee suggested minor clarifications on timelines for research productivity, advisory committee membership, and course delivery. Those clarifications have been incorporated into the proposal.

## The Graduate Programs Committee unanimously recommends approval of the Doctor of Philosophy in Education.

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

# Memorandum 

To: Dr. Dionne Pohler, Chair, Graduate Programs Committee
CC: Trevor Crowe, Associate Dean, College of Education and Research (CGSR)
From: Dr. Laurie Hellsten, Associate Dean, College of Graduate Studies and Research
Date: September 8, 2015

## Re: College of Education Cross-Departmental PhD Response to CGSR Feedback

On behalf of the College of Education Cross-Departmental PhD working committee, I would like to take this opportunity to thank the chair (Dr. Dionne Pohler) and members of the CGSR Graduate Programs Committee as well as Dr. Trever Crowe for your helpful and insightful feedback.

Please see the itemized table below consisting of the feedback we received and how we addressed each comment:

| CGSR Feedback | How Feedback Was Addressed | Location <br> in <br> Proposal |
| :--- | :--- | :--- |
| EDUC 850 new course proposal and <br> similarity to the 990 requirement | Deletion of EDUC 850; new <br> requirement for 9 credit units of <br> research methods courses; enhanced <br> description of 990 (see 400.1 attached <br> outline) and changed the prefix from <br> EDUC to ERES | p. 4 and <br> Appendix <br> E and GSR <br> 400.1 |
| 990 requirement of one year | Clarified and explicitly stated: <br> "Registration in ERES 990 is required for one <br> year (September-April)" | p. 4 and 19 |
| Lack of clarity regarding Electives <br> versus Required courses | Clarified | p. 4 and <br> table 1, p.6 |
| Requirements to waive qualifying <br> exam (i.e., focus on topic rather than <br> quality) require clarification | Clarified | p. 7-8 |
| Use CGSR language in Appendix B | Clarified | p. 14 |
| Remove the word "even" | Removed | n/a |
| Lack of clarity regarding <br> "concentrations" | No concentrations within this proposed <br> program; clarified | p. 4 and <br> table 1 |


| Lack of clarity regarding who will be <br> responsible for populating the student <br> advisory committees | Clarified: "The Cross Departmental PhD <br> advisory committee (consisting of the <br> Graduate Chairs from the Departments of <br> Curriculum Studies, Educational Foundations, <br> and Educational Psychology and Special <br> Education) will review and consider <br> admissions as well as be responible for <br> populating and approving the student's <br> advisory committees (with supervisor input <br> and recommendation)." | p. |
| :--- | :--- | :--- |
| Lack of clarity regarding minimum <br> English proficiency scores | Clarified; Using CGSR standards (not <br> exceeding) | p. 7 |
| Lack of clarity regarding committee <br> types | Clarified; reworded and now use the <br> term student advisory committee <br> consistently through proposal | Throughout |
| Lack of clarity regarding devolved <br> funding | Clarified | p. 9 |
| Recommendation for a Cross- <br> Departmental Doctoral Committee <br> with representation from Departments <br> (role to admit, decide on scholarship <br> plans, etc.) | Incorporated and referred to explicitly | p. 8, 9, 10 |
| Lack of clarity regarding typical <br> process of degree completion and <br> opportunity to complete research <br> earlier in their program | Clarified; although the typical <br> progression is described, students <br> could complete their dissertation <br> research (or begin work towards their <br> dissertation research) earlier in their <br> program(s) | p. 7 |
| Lack of clarity regarding oversight of <br> student timelines and progression | Clarified; roles of Associate Dean, <br> Graduate Studies and Research; Cross- <br> Departmental Doctoral Committee; <br> Graduate Chairs from each of the <br> CURR, EFDT, and EPSE departments; <br> and the Graduate Research and <br> Support staff person explained. | p. 8, 9, 10 |

Laurie Hellsten, PhD
Associate Dean Graduate Studies and Research

College of Education
University of Saskatchewan
Room 3301 Education Building
28 Campus Drive
Saskatoon SK
S7N 0X1

## Associate Dean Hellsten,

Thank you for this opportunity to offer the support of the Department of Educational Administration for the proposed Inter-Departmental Doctor of Philosophy Program in Education.

As you know, the Department of Educational Administration operates the singular regularized PhD program among the Departments of the College of Education. Our program specializes student experiences in course-work, research, and scholarly mentorship activities in traditional and emerging educational issues surrounding the improvement and effectiveness of organizations, communities, and government. Our work in the doctoral student experience focuses attention on theoretical issues found in the leadership, operation, and management of Canadian provincial $K-12$ public education sectors, the post-secondary education sectors, Aboriginal educational contexts, and international contexts of educational leadership in the areas of governance, finance, instructional supervision, human resources, law, and organizational analysis.

The Department welcomes the combined efforts of our three sister Departments on their development of a generalist PhD in Education; we see the growth of programming such as that proposed here to be a sign of a healthy and rich academic environment within the College of Education and within the University of Saskatchewan.


## Proposal for Academic or Curricular Change

## 1. PROPOSAL IDENTIFICATION

## Title of proposal: Cross-Departmental PhD in the College of Education

Degree(s): PhD
Field(s) of Specialization: Education
Level(s) of Concentration: $\mathrm{n} / \mathrm{a}$
Option(s): n/a
Degree College: Graduate Studies and Research
Contact person(s) (name, telephone, fax, e-mail): Dr. Laurie Hellsten, Associate Dean
Graduate Studies and Research
College of Education
Phone: (306) 966-7723
Fax: (306) 966-7644
laurie.hellsten@usask.ca
Proposed date of implementation: September 2016 for full advertisement and recruitment but ASAP to accommodate students waiting in the queue.

## 2. Type of Change

New cross-departmental PhD level program in the College of Education

## 3. RATIONALE

The College of Education at the University of Saskatchewan consists of four departments: Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education. Only the Department of Educational Administration currently has a regularized doctoral program whereas the three remaining departments rely upon Special Case PhD programming. Special Case PhD programs limit each department to a maximum of four Special Case students at any one time (College of Graduate Studies and Research, 2014). In contrast, most Colleges and Faculties of Education in Canadian U-15 institutions and the University of Regina provide regularized doctoral training across all departments and/or in multiple concentrations (see Appendix A).

The College of Education has been contemplating a cross-departmental PhD. program for several years. However, over the past 24 months the proposed PhD program development has
gained momentum. We believe it is the right time to propose this PhD program as the program responds in part to the seventh priority for action item (i.e., Focus on the creation of inter---disciplinary and cross---college academic programming) outlined by Dr. Barnhart on September 9, 2014 (Barnhart 2014a). As a College, we believe moving forward with a cross-departmental PhD program in Education is a change that will help us become a stronger University (Barnhart, 2014b), particularly because it will enhance our research and scholarly capacity

Numerous University of Saskatchewan planning documents produced over the past five years have contributed to the motivation and conceptual development for this program including, but not limited to: the Strategic Directions Update 2010; Renewing the Dream 2010; the University of Saskatchewan 3rd Integrated Plan: Promise and Potential; and the President's Address to General Academic Assembly 2014. Throughout these strategic planning documents, directives focused on increasing campus-wide commitment to research, scholarly, and artistic work, and establishing the University of Saskatchewan as a major participant in graduate education are specifically relevant to the proposed program.

In addition to the directives arising from University-level strategic planning, our College graduate programs have undergone two sets of external reviews including a Graduate Program Review (GPR, 2011-2012) and TransformUs (2013-2014). Both of these reviews recommended increasing interdisciplinary connections between departments (Department of Curriculum Studies Review, 2012) by moving from the current Special Case PhD offerings to the establishment of a college-wide PhD program (Department of Educational Foundations, 2012). In alignment with the University direction and the external reviews, the College of Education's 3rd Integrated Plan included increasing synergy and collaboration across the College and expanding our doctoral programming (College of Education, n.d.).

Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 38 faculty of whom the vast majority have achieved tenure. Consequently, the College of Education has a cadre of enthusiastic, highly motivated, research active faculty in a position to support a cross-departmental PhD program.

The specific mission of the cross-departmental PhD in the College of Education is to offer educational, research, scholarly and professional practice opportunities for highly qualified students who will create new knowledge and move the field of Education forward. The proposed cross-departmental PhD is a research degree and graduates from this program will be in a position to obtain academic positions at other institutions and to conduct education research for government, school divisions, First Nations and other research organizations.

## Anticipated Demand for Program

The student demand for the program is anticipated to be significant. Currently, all three departments are at or above capacity in their numbers of Special Case PhD students and maintain waiting lists of prospective Special Case PhD students ranging between five to ten students per department at any one time. The assessments conducted as part of all three department's Graduate Program Reviews (2011-2012) recommended the development of a regularized doctoral program based on student demand for doctoral programming (for example see Department of Curriculum Studies Review, 2012). It is important to consider the number of students that must be declined annually because many potential students decide they cannot afford to be placed on a waiting list of indeterminate time (since timing is dependent upon how quickly Special Case students already in the program are able to complete their programs), and choose to pursue their doctoral education at other Universities, through other Departments on
campus, or through the University of Saskatchewan Inter-Disciplinary PhD route. Within a national context, it is typical for Colleges and Faculties of Education to support doctoral programs. In fact, it is atypical for a U-15 University with a Faculty of Education to not maintain a regularized doctoral program that students from all Departments may access (see Appendix A). We are targeting the Fall 2016 as a start-up date for the proposed PhD program. However we plan to support students from our current wait-list candidates who have eligibility to apply for TriAgency funding through our university and we would like to pursue full advertising and recruitment processes for 2016-2017 as soon as possible. We anticipate approximately 5 to 10 incoming doctoral students per year.

## Fit with University of Saskatchewan, College, and Department Priorities

In its third integrated plan, the University of Saskatchewan committed to academic preeminence by making the university a "major presence in graduate education" (University of Saskatchewan, n.d., 1). Furthermore, Promise and Potential called for increased enrolments in PhD programs by 10\% to support the University of Saskatchewan's intensive research culture. The Strategic Directions Update challenged the University of Saskatchewan to achieve TriAgency funding performance above the national average for medical-doctoral universities in all competitions and in all of our academic units (University of Saskatchewan, 2010). In order to meet the target set out for us as a College, we need to increase the proportion of faculty holding Tri-Agency funding and supervising graduate students in all departments (University of Saskatchewan, n.d.).

The proposal for a cross-departmental PhD program was included as one of the top priority areas in the College of Education Plan for the Third Planning Cycle, 2012-2016. The College of Education IP3 put forth five priority clusters. The proposed PhD program was: (1) directly linked to the fourth priority cluster (i.e., Grow and enhance our graduate programs); and (2) indirectly linked to the fifth priority: Continue to develop and deliver high quality community-based undergraduate and graduate programs (College of Education, n.d., 14) by way of the flexibility (i.e., program delivery, program requirements, etc.) we are envisioning in the proposed program. The College of Education IP3 stated, "the College would be well-served by an interdisciplinary, cross-college PhD route" (College of Education, n.d., 9). Results from all three department program reviews recommended the development of a regularized doctoral program (see for example the Department of Curriculum Studies Graduate Program Review, 2012). Therefore, this proposed PhD program is a departmental priority for Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education.

## The proposed PhD program will:

1. directly address the University's stated goal of increasing doctoral graduate student numbers;
2. contribute to the retention of research-active faculty. Between June 30, 2011 and April 30, 2015, almost 4.5 million dollars in research funding was awarded to the College of Education and of that amount, 89\% of the College research funding was awarded to the three Departments proposing the PhD program. These departments have also received two SSHRC partnership grants (one as lead and one as co-lead with the University of Toronto/Ontario Institute for Studies in Education) and one awarded CFI grant (with a second application currently under internal review). Currently, the insufficient doctoral places in the special case PhD programs is a significant barrier to recruiting doctoral students as research assistants and executing externally funded research grants;
3. provide additional opportunities for College of Education faculty to regularly supervise doctoral students. The opportunity to supervise doctoral students and act as committee
members has the potential to increase faculty research intensiveness via co-publishing opportunities;
4. be responsive to student needs and market demand, utilize innovative and accessible delivery approaches including 'learn where you live', through flexible programming, scheduling, and regulations. These recommendations were emphasized in Promise and Potential;
5. help increase the amount of external research dollars linked to the College of Education through students' external awards. Between June 30, 2011 and April 30, 2015, the College of Education received $\$ 724,500$ in external student funding and $92 \%$ of this funding was awarded to students from the three Departments proposing the crossdepartmental PhD program. Although the College of Education has a successful track record of mentoring MEd students in applying for and receiving Canada Graduate Scholarships, the lack of a regularized doctoral program is a limitation (Marshall, Oakland, \& Bassendowski, 2012,) and reduces the number of students eligible for TriAgency or other major funding (Department of Curriculum Studies Review, 2012);

The goal of the program is to produce doctoral graduates for post-doctoral positions, research positions, academia, and to be leaders in the field of Education.

## 4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Through the office of the Associate Dean of Graduate Education and Research, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education seek to collaboratively offer a cross-departmental PhD program. The proposed program is intended as a complementary program to the regularized doctoral program in the Department of Educational Administration and will recruit supplementary students.

The program will consist of a minimum of 15 credit units ( 9 required credit units focused on research methodology, plus 6 required credit units that support the student's specific area of research; see table 1 below). It is anticipated that all course work could be completed within the first year with the candidacy exam and dissertation proposal to come shortly after. Additional classes will not be required for students unless recommended and approved by the student's supervisor and advisory committee. The proposed program requires only the addition of ERES 990: Seminar in Education Research and Practice (registration in ERES 990 will be required for one year: September to April).

The program delivery is intended to be flexible with decisions on program delivery and specific program requirements decided by the student's advisory committee. Students will be trained in educational research and have support from an advisory committee whose regular members draw expertise from Curriculum Studies (curriculum innovation, early childhood education, English as an additional language, and educational technology and design), Educational Foundations (social and ecological justice education, Indigenous Education), Educational Psychology and Special Education (including applied measurement and program evaluation, special education, and school-based assessment).

The College of Education Graduate Chairs meet regularly as a Graduate advisory committee for the Associate Dean of Research and Graduate Studies in the College of Education. Graduate Chairs from the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education will also meet with the Associate Dean of Research and Graduate Studies as an advisory committee for the Cross Departmental PhD to review
admissions, provide internal reviews for scholarship applications, and to assist with continued planning of the cross departmental PhD.

This Cross Departmental PhD advisory committee (consisting of the Graduate Chairs from the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education) will review and consider admissions as well as be responsible for populating and approving the student's advisory committees (with supervisor input and recommendation). Students will require the recommendation of a supervisor at admission. The Student's advisory committee will consist of faculty who can support the student's area of research. Cognates are to have membership in the College of Graduate Studies and Research and are expected to be from outside the academic unit of the research supervisor(s). All exceptions to program requirements will require approval from the Cross Departmental PhD committee and the College of Graduate Studies and Research.

The Cross Departmental PhD will be administered across departments but will have the capacity to support students in their individualized programs of study. We expect that students will often align with their supervisor's department but through their committee, they will be able to draw from complementary areas of expertise. Centralization for the administration of their programs will support equity for students, help to create a community of research scholars, and is expected to be an efficient use of staff resources.

Table 1. Table Describing Minimum Course Requirements

| Core Courses | Course Numbers and Description |
| :---: | :---: |
| NEW Required Non-Credit Course | ERES 990.0: Non-Credit Seminar in Education Research and Practice |
| 9 required credit units in upper level Education Research Courses (ERES) courses | In consultation with their supervisor and advisory committee, the student will select 9 credit units from the following: <br> ERES 810.3: Indigenous Research Epistemology and Methods <br> ERES 820.3: Action Research in Education <br> ERES 840.3 Statistical Methods in Education <br> ERES 841.3: Statistical Methods: Advanced <br> ERES 845.3: Qualitative Research Methods <br> Other research classes deemed appropriate for the doctoral level are possible with the approval of the supervisor and advisory committee. Some examples of existing courses within the College of Education include: <br> EPSE 843.3: Theory of Educational and Psychological <br> Measurement <br> EPSE 844.3: Advanced Test Theory and Instrument Construction <br> ECUR 809.3: Models and Methods for Evaluation of Educational <br> Programs <br> ECUR 810.3: Design and Practice of Evaluation of Educational <br> Programs <br> ECUR 844.3: Narrative Inquiry <br> EFDT 832.2: Phenomenology and Education <br> EFDT 845.3: Cross Cultural Research Methodology <br> EFDT 884.3: Life History as Education <br> In addition, upon approval of the student's supervisor and advisory committee, doctoral level research courses offered by other units may be approved (with unit permission). Some examples of research courses offered by other units that could be approved include (this is not an exhaustive list): <br> CHEP 806.3: Applied Statistical Methods for Follow-up Data <br> JSGS 860.3: Health Systems Research Methods <br> NURS 897.3: Nursing Research Advanced Research Methods in Quantitative Design <br> PSY 865.3: Applied Research Designs <br> SOC 891.3 Theory and Method of Social Analysis |
| 6 required credit units of electives that support the student's research area | In consultation with their supervisor and advisory committee, the student will select 6 credit units of coursework that supports their research area. |

The graduate chair of the cross-departmental PhD program will be the Associate Dean, Graduate Studies and Research in the College of Education. Administration for the crossdepartmental graduate program, therefore will be centralized to ensure a high level of support that encourages collaboration and incremental supports for students within the same stages of their programs. It is anticipated that the non-credit seminar in Education Research and Practice (ERES 990), the annual Celebration of Research, Scholarly, and Artistic Work (DiscoverED), and other centralized college supports offered through the Associate Dean Graduate Studies and Research office in the College of Education will enrich student experience while the elective courses and student-supervisor relationship will allow students to develop close alignments to faculty within departments.

The draft calendar entry below is to be included under the calendar descriptions for the departments of Curriculum Studies, Educational Foundations, and Educational Psychology \& Special Education.

For each of these three departments, text in the introductory calendar description can state:
"The Doctor of Philosophy (PhD) in Education is offered through a Cross-Departmental PhD in the College of Education"

Text to be included for each of the three departments:

## Doctor of Philosophy (PhD) offered through the Cross-Departmental PhD

## Admission Requirements

- Master of Education (MEd) or equivalent from a recognized college or university
- a cumulative weighted average of at least a $75 \%$ (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information.

Degree Requirements
Students must maintain continuous registration in the ERES 996 course.

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- Fifteen credit units including:
- Nine required credit units in Educational Research generally selected from existing advanced ERES courses in the College of Education such as ERES 841: Statistical Methods Advanced, ERES 845: Qualitative Research Methods, ERES 810: Indigenous Research Epistemology and Methods, or ERES 820: Action Research in Education. Other research classes approved by the student's supervisor and advisory committee are also permissible.
- Six credit units of electives approved by the student's supervisor and advisory committee.
- ERES 990.0: Non-Credit Seminar in Education Research and Practice
- ERES 996.0 Doctoral Research
- Additional classes may be taken if recommended or approved by the student's supervisor and advisory committee

Other requirements for the degree include:

- Qualifying Exam: Students entering the PhD program will be required to successfully pass a qualifying exam as per standard CGSR practices. The thesis examination for the award of Master's degree at this or other recognized universities, may, at the discretion of the student's advisory committee be accepted in lieu of the Ph.D. qualifying
examination. (The Ph.D. qualifying examination must already have been passed at a suitable level before consideration will be given to recommendations for transfer from a Master's to a Ph.D. program. This particular qualifying examination can only be taken once).
- Comprehensive Examination consisting of written candidacy papers and an oral defense (see Appendix C). Students will prepare for the comprehensive examination by doing extensive reading and writing. The comprehensive exam will consist of two parts: (1) writing of three candidacy papers; and (2) an oral defense of the three papers. Note that the three written papers must be judged by the entire student's advisory committee to be satisfactory prior to moving to the oral defense.
- Upon completion of the Comprehensive Exam, the student will submit a written Dissertation Proposal to their advisory committee and pass an oral defense of the Dissertation proposal (see Appendix D). The purpose of the Dissertation Proposal is to assure the student's advisory committee and the College of Education CrossDepartmental PhD Committee that the student's research interest is suitable for study at the doctoral level.
- Following the successful completion of the Dissertation Proposal, the student would typically move to the dissertation writing stage. Students will be provided with the option of using either a standard book style dissertation (traditionally 5 chapters) or the threepaper model. Dissertation defenses will follow CGSR regulations.
- Please note that the processes described above should be consider the typical process for students to follow and does not preclude a student from engaging in their dissertation research (following a successful dissertation proposal defence) prior to the completion of their candidacy exam with the approval of their supervisor and advisory committee. In addition, doctoral students will be strongly encouraged to develop their research plan within their first year (often accompanied by applications for doctoral tri-agency funding) and work to develop their dissertation proposals by completing literature reviews and identifying research gaps, developing research questions, selecting appropriate theoretical frameworks, and proposing methodology.


## 5. Request for new classes, ERES 990.0 Non-Credit Seminar in Education Research and Practice included in Appendix E

## 6. Comparison of Program to other Education Ph.D. programs in Appendix A

## 7. Budget and Other Resources

There is no anticipated request for additional resources or support because we anticipate greater efficiencies with a regularized PhD program in Education and that the College of Education has the capacity to absorb any additional costs of this proposed program.

Currently, faculty working within the three fields of specialization without a regularized doctoral program in the College of Education have been depending on special-case PhD admissions and, in some cases, students are also admitted to PhD programs within the Interdisciplinary Studies Program. Each of these routes for admission require significant amounts of administrative effort. The process requires that the student and supervisor work together to, generally, satisfy three criteria:

- The quality and preparedness of the prospective student
- The suitability of the proposed program of studies and
- The definition and commitment of a proposed advisory committee.

The process to demonstrate these elements is dictated by policies approved by faculty of the College of Graduate Studies and Research, and it includes the completion of various paper and online forms in addition to free-form text and confirming E-mail exchanges. These nomination packages are substantial, often in excess of 20 pages, and require approval by committees within the College of Graduate Studies and Research.

The proposed regularized PhD program will allow for much greater efficiencies. The administrative structure within the College of Education will be able to evaluate the quality of the student and create the advisory committees, and the program of studies will be defined when the program is approved by University Council. The regularized PhD program will reduce the administrative burden and accelerate the process that accompanies special-case admissions. It could be argued that the approval of this PhD program will result in a reduced demand for administrative services within the Colleges of Education and Graduate Studies and Research.

Furthermore, in terms of additional courses, only one additional non-credit course is proposed by this program (ERES 990.0: Non-Credit Seminar in Education Research and Practice). This is possible because the proposed program builds upon existing MEd programs in the College. For example, no existing MEd program in the College requires more than two Educational Research courses and as a College we currently offer six upper-level graduate Educational Research (ERES) courses. In addition, as a College, we also offer 13 additional Educational Research classes within departments (possessing departmental nomenclature), 11 of these courses are housed within the three departments proposing the PhD program. This means that alternative and appropriate research methods courses can be recommended for those students entering the proposed PhD program with a MEd from the College of Education.

With respect to the remaining 6 credit units, students in the proposed program will be expected to select two additional content area courses (see table 1). Although typically these courses will be selected from upper level graduate courses offered within the home department of the students' supervisor, content courses may also be selected to better support the students' program of study and/or based on recommendations from the students' supervisor/advisory committee. Because of this individualized and flexible approach, no new content area courses are required at this time.

Students will be housed in shared office space as is the current practice for doctoral students in the College (no additional resources are expected). IT support will be offered through the current College of Education TACT team (again no additional resources will be required). Administrative support for students in the cross-departmental PhD is expected to remain within the Associate Dean's (Graduate Studies and Research) office to ensure a high level of support for Tri-Agency and other funding applications. Currently each department has their own graduate support staff and in addition one Graduate Research and Support staff person located in the Associate Dean's office.

The Graduate Research and Support staff person currently supports research and Special Case PhD students in the college and will be capable of supporting the Graduate Chair for the Cross Departmental PhD (the Associate Dean) as well as the PhD students. This support person will make sure that student programs of studies are kept up to date, review and track timelines and progression, and help oversee the significant tracking that is required for students who are also balancing family and work obligations in addition to their research. When problems arise, the problems will be brought forward to the Cross-Departmental PhD Committee and to the attention of the Associate Dean, Graduate Studies and Research in the College of Education.

The College of Education has an active research culture housing three peer-reviewed journals, three Education centres, and accomplished faculty from three departments who do not currently have a mechanism within their departments to accept regular supervision of PhD students. The cross-departmental PhD will allow research facilitation services and centres to be equally available within the college. Students will be supported to apply for funding through Tri-Agency applications, CGSR awards (including initially the non-devolved scholarships), College of Education Awards (e.g., Lownsborough award), faculty research awards and contracts, or through involvement with research activity in the College. Many of our faculty have research funds that can be made available for recruiting new students and we anticipate making a future application for devolved funding (after an anticipated period of approximately 3 to 5 years) which would assist us in supporting students who attain Dean's scholarships.

As the proposed program grows in numbers, we anticipate any future supports required will be provided through increased College activity (i.e., activity generated by the program will be reinvested in the program through TABBS as need be).

## 8. Relationships and Impact of Implementation

At this time there is no perceived duplication with other doctoral programs in the College of Education or on campus. Although there is the possibility that there will be some competition for students with the existing PhD in Educational Administration, the focus of the PhD in Educational Administration is quite specific - to provide a problem and inquiry-driven environment through enriched research-based and theoretical understandings of educational issues in the administration and leadership of organizations, communities, and government (Department of Educational Administration, n.d.). Furthermore, the Department of Educational Administration has one of the largest graduate student bodies at the University of Saskatchewan with a long history, strong reputation, and established programming. We do not anticipate attracting significant numbers of students from the Educational Administration PhD program but rather expect the proposed cross-departmental PhD to be a complementary program recruiting supplementary students. Not all prospective doctoral Education students desire a doctoral degree in Educational Administration and most other Canadian U-15 Faculties of Education and the University of Regina offer regularized doctoral programming across a variety of educational specializations, concentrations and units. The proposed program will allow the Department of Educational Administration to grow their involvement in the crossdepartmental PhD if desired in the future.

The proposed cross-departmental PhD program contains unique features including flexible program delivery to address a variety of situations including online or distributed delivery options, in community deliverable options, and summer institutes. Such options will improve accessibility for part-time students as well as students who are not local but rather reside on First Nations or in rural, remote, or northern locations. As student interest in the proposed PhD program is likely to be local, national, and international, no minimum residency requirement will be required. The proposed program itself is flexible and the credit unit requirements proposed (minimum of 15 required credit units) will range based on the interest and previous education and experience of the student. Each student program will be tailored within a broader framework and approved by the student's advisory committee. The proposed cross-departmental PhD program will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying exam thereby increasing access to the PhD program for students with a variety of backgrounds.

The development of the cross departmental PhD in Education has been a collaborative process involving a team of graduate chairs from the College of Education representing the three
departments in question (Laureen McIntyre - EPSE; Verna St. Denis - EFDT; Jay Wilson ECUR) and the Associate Dean, Graduate Studies and Research (Laurie Hellsten). Together these individuals (and the roles they currently hold) represent the constituency of the CrossDepartmental PhD Committee. These individuals have worked together and with their home departments to create the specific policies and guidelines for the cross-departmental PhD including admission requirements, the qualifying exam, the comprehensive exam, and dissertation proposal guidelines which reflect or complement the appropriate College of Graduate Studies and Research Policy. The Cross-Departmental PhD committee will continue to exist following the approval of the program and will approve admissions, memberships for student advisory committees, prepare scholarship plans and guide the continued development of the Cross-Departmental PhD program.

Regular discussion and input has been requested/received from faculty and Departments (including the Department of Educational Administration) throughout the development process. Graduate chairs will be able to bring concerns from their departments and regular graduate reports prepared for faculty council will ensure ongoing communication with the college.

With the exception of the existing Special Case PhD programs currently operating in each of the Departments, no programs will be deleted with the addition of the cross-departmental PhD program. However, it is expected that many students with interests in Education would no longer look towards the existing Inter-Disciplinary PhD program and that faculty involvement would likewise decrease.

## 9. College Statement

The proposed Cross-Departmental PhD in Education was brought forward to the May 8, 2015 College of Education Faculty Council meeting for endorsement. The motion below was carried and the next Faculty Council to approve the minutes is scheduled for October 2:

MOTION (Laurie Hellsten/Laureen McIntyre): To endorse the proposed College of Education Cross-Departmental PhD program in principle and in content with the caveat that the cross-departmental PhD as currently presented is a work-in-progress and will continue to be modified according to recommendations from various committees and through consultation until final approval has been received.

CARRIED. May 8, 2015

## 10. Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:
$\square$ Excerpts from the College Plan and Planning Parameters - included in above document; see section 3 in particular;

- SPR recommendations - included in above document; see section 3 in particular;
$\square$ Relevant sections of the College plan - included in above document; see section 3 in particular;
- Accreditation review recommendations - Not applicable
- Letters of support -from the Department Heads of each Department.
- Memos of consultation - consultation has occurred throughout; see Section 9
- 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. included in above document; see section 3 in particular;

11. Consultation Forms At the online portal, attach the following forms, as required Required for all submissions: Required for all new courses:

Required if resources needed: $\square$ Consultation with the Registrar form $\square$ Course proposal forms $\square$ OR Calendar-draft list of new and revised courses
$\square$ Information Technology Requirements form
$\square$ Library Requirements form
$\square$ Physical Resource Requirements form
$\square$ Budget Consultation form

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Appendix A: U-15 Faculties of Education Doctoral Programs

|  | University | College, Faculty, or School of Education? | PhD Program Description |
| :---: | :---: | :---: | :---: |
| 1 | University of Alberta | Yes | - 4 Departments, 1 School <br> - Multiple PhD Programs <br> - Programs w/in Departments |
| 2 | University of British Columbia | Yes | - 4 Departments, 1 School <br> - Multiple PhD Programs <br> - Programs w/in Departments |
| 3 | University of Calgary | Yes | - Multiple PhD Programs <br> - 7 Specializations |
| 4 | Dalhousie | No | Not Applicable |
| 5 | Université Laval | French Only | Not Applicable |
| 6 | University of Manitoba | Yes | - PhD Program <br> - Focused PhD cohort per year with ad-hoc individualized route |
| 7 | McGill | Yes | - 4 academic units <br> - Multiple PhD Programs <br> - Programs w/in Departments plus ad-hoc |
| 8 | McMaster | No | Not Applicable |
| 9 | Université de Montréal | French only | Not Applicable |
| 10 | University of Ottawa | Yes | - Multiple PhD Programs <br> - Programs w/in concentrations |
| 11 | Queen's University | Yes | - PhD program across 6 areas of concentration |
| 12 | University of Saskatchewan | Yes | - 4 Departments <br> - PhD program in 1 Department <br> - Special case PhD only in 3 Departments with current proposal for the Cross Departmental PhD |
| 13 | University of Toronto/Ontario Institute for Studies in Education (OISE) | Yes | - 4 Departments <br> - Multiple PhD programs in concentrations by Department plus collaborative programs |
| 14 | University of Waterloo | No | Not Applicable |
| 15 | Western | Yes | - 2 PhD programs; 1 program has two areas of concentration |
|  | University of Regina | Yes | - Faculty-wide PhD program in one of five areas of concentration |

## Appendix B

## Cross-Departmental Education PhD Qualifying Exam

Responsibility for this examination will be assigned to the student's advisory committee. The exam is to be administered within the first year, preferably within the first four months, of the student's program. The qualifying exam process will be similar to a small-scale comprehensive exam and will demonstrate that the student has the potential to obtain sufficient knowledge of their chosen general field of study to proceed toward candidacy for the Ph.D. degree.

The examination process will involve two stages. Each stage will be reviewed by the entire student's advisory committee for feedback and approval.

1. The first stage is the request for the student to provide a written document related to the focus of the proposed doctoral program. The document should of a length and level suitable for publication in an established peer reviewed Canadian education journal or have received a score of at least $80 \%$ as determined by the University of Saskatchewan grade scale (http://www.usask.ca/cgsr/policy-and-procedure/examinations.php).
2. The second stage will involve a formal oral defense consisting of two questions. Although the two questions will be shared with the student at least three weeks prior to the exam there is no expectation of a written response to these questions. Time allotments will vary according to circumstances, but typically, time allocations for the exam will be as follows:

30 minutes: Presentation and discussion of Question \#1 (Education Theory); 40 minutes: Presentation and discussion of Question \#2 (Education Practice); 20 minutes: Open questioning and general discussion regarding coursework and tentative research plans

Once the document has been reviewed, the student will be asked to leave the room and the committee will engage in discussion. In order for the student to qualify, there should be general agreement that the student has the knowledge and skills to be granted Doctoral Student Status. Feedback on the student's document should also be provided.

A student failing an examination for the first time is permitted a second qualifying examination. If the student fails a second qualifying exam they will be asked to withdraw.

The Cross-Departmental Education PhD Qualifying Exam will follow all policies of the College of Graduate Studies and Research.

## Appendix C

## Cross-Departmental Education PhD Comprehensive Exam Candidacy Papers and Oral Defense Guidelines

The Cross-Departmental Education PhD Comprehensive Exam will consist of Candidacy Papers and an Oral Defense. The comprehensive exam will involve the candidate's entire advisory committee and will be organized only after the required course work for the degree has been successfully completed.

## Candidacy Papers

Procedures as follows:
Typically, upon completion of the candidate's course work, the candidate and the supervisor will jointly determine that the candidate is ready to undertake their Candidacy Papers and will notify the Graduate Chair (i.e., the Associate Dean, Graduate Studies and Research or delegate) of this approaching milestone.

The Graduate Chair will then request that the advisory committee (with the student present) meet in order to formulate and submit three questions that should elicit the candidate's understanding of the pertinent literature in the following three areas:

- theoretical and foundational context of their research inquiry
- methodology appropriate to the research
- body of research and literature specific to their research interest

Once the questions for the Candidacy Papers have been determined, the candidate will have two months at minimum and four months maximum to complete the Candidacy Papers. The Graduate Chair will inform the candidate by letter of the time frame for researching and writing the Candidacy Papers. Prior to the commencement of the time frame for preparing the Candidacy Papers, the student in conjunction with the supervisor and the advisory committee members will provide a list of key readings as a guide for the student. It is expected that the student must also engage in further independent research in preparing each Candidacy Paper.

Each Candidacy Paper will be a minimum of 5000 words ( 20 pages) and a maximum of 6250 ( 25 pages).

During the time that the candidate is writing the Candidacy Papers, the candidate may seek guidance from the Supervisor or any member of their advisory committee to request further clarification. However, the expectation is that the student will complete the papers independently without the assistance of outside experts or editorial aid.

A successful Candidacy Paper will demonstrate:

- strong organizational and written skills
- ability to construct a sound and coherent argument
- sufficient relevant knowledge and understanding of the field of study in each of the three Candidacy Papers

Copies of the three written Candidacy Papers are to be distributed to the advisory committee members for the committee's assessment. The advisory committee will take up to six weeks to assess the papers. The committee will communicate to the Supervisor whether or not they believe the candidate is prepared to proceed to the Oral Defense (i.e., the members must PASS the student on all Candidacy Papers in order to move forward).

If the advisory committee agrees that the Candidacy Papers are satisfactory, the next step is the Oral Defense. If the advisory committee believes that the Candidacy Papers are not satisfactory, the candidate will have an opportunity to rewrite the papers. The candidate will have three months to complete the rewrite. If successful, the candidate will proceed to the Oral Defense. If unsuccessful, the candidate will be required to discontinue from the PhD program.

## Oral Defense

Upon agreement by the advisory committee that the student has successfully completed the Candidacy Papers, the supervisor will arrange (with the support of the Graduate Research and Support staff person) for an Oral Defense. The Oral Defense should occur within six weeks of the committee's determination of successful completion of the Candidacy Papers.

The candidate will provide an overview of the three Candidacy Papers at the Oral Defense. The overview will consist of an integrated presentation of the three papers. The presentation should be approximately fifteen to twenty minutes in length. The advisory committee will have an opportunity to pose questions to the candidate on the three Candidacy Papers and the presentation. The Oral Defense should be approximately two hours in length.

Without the candidate present, the advisory committee will make a decision regarding candidacy. Specifically, the advisory committee will decide if the candidate has demonstrated sufficient knowledge and understanding of the field of study and appropriate methodologies to undertake the work of establishing a quality research proposal.

A successful Oral Defense will show evidence of the following:

- sufficient knowledge and understanding of the field of study
- sufficient knowledge and understanding of the appropriate methodologies to undertake the work of establishing a valid research proposal
- ability to present and defend material orally

It is understood that the successful completion of the Candidacy Papers and the Oral Defense will demonstrate that the candidate has the background knowledge of the field of study and mastery of methodologies necessary to develop a research proposal and shows the necessary promise to undertake successful PHD research. Defense of the dissertation research proposal, which refines and elaborates a specific research question within the area of research that has been examined, will typically occur within six months of successful completion of the Comprehensive Exam.

## Appendix D

# Cross-Departmental Education PhD Dissertation Proposal and Defense Guidelines 

## Purpose

Typically, upon completion of the Comprehensive Exam (consisting of three written Candidacy Papers and an Oral Defense), the student will submit a Dissertation Proposal to the advisory committee that is a maximum of 50 pages, double-spaced (typically a complete dissertation would be no more than 200 pages, double-spaced). The purpose of the Dissertation Proposal is to assure the advisory committee that the student's research interest is suitable for study at the doctoral level. The Dissertation Proposal will provide a concise and focused statement of the proposed research, demonstrate a research plan that effectively explores the student's research interest, and illustrate an integrated approach in which there is internal consistency among its elements.

## Guidelines for developing the Dissertation Proposal

The Dissertation Proposal must include the following components:

- Abstract of the proposal (about 150 words)
- Research focus or inquiry question
- Purpose of the research or research question that clearly identifies the purpose of the research and what the research is attempting to investigate
- Literature review that demonstrates knowledge, critique, and synthesis of the research and scholarship published in the chosen area of research/study?
- Methodology appropriate to the research question and purpose
- Proposed method of analyzing and interpreting the findings.


## Process for Approval of the Dissertation Proposal

Typically, within 6 months of a successful Doctoral Comprehensive Exam, the student will be required to submit the Dissertation Proposal to the advisory committee for review. The student will submit a paper copy of their Dissertation Proposal to each member of the advisory committee.

The advisory committee will have 6 weeks to review the proposal. This is a guideline for a proposal submitted during term 1 and term 2 of the academic year. Proposals submitted outside these periods may require an adjusted (typically longer) review period. Within this period, members of the advisory committee will each review the Dissertation Proposal and then meet as a committee without the student being present. The Supervisor will record the feedback in written format, circulate it among committee members for accuracy, and once approved send the feedback to the student.

The student will have 3 weeks to complete the required revisions and provide a final copy of the Dissertation Proposal to the advisory committee.

Once the advisory committee has received the final draft of the Dissertation Proposal from the student, and has had an opportunity to review it, the Supervisor will schedule a Proposal Defense within one month.

At the Proposal Defense the student will have an opportunity to orally present their proposal (approximately 12-15 minutes in length), following which there will be a question and answer period. Upon completion of the oral defense, the advisory committee will meet without the student present in order to determine by consensus or majority vote whether or not to approve the Dissertation Proposal. If consensus cannot be reached, the committee will arrive at a decision through majority vote. All CGSR policies will be followed.

## Appendix E: Request for New Courses

## A. ERES 990: Non-Credit Seminar in Education Research and Practice

ERES 990 is a required non-credit seminar course for the Cross-Departmental PhD students in the College of Education. This seminar provides students with information, guidance, and skill development in areas that help students succeed in and profit from their graduate studies. This seminar enhances skills in seminar participation, scholarly writing, library use, and technology applications. Discussions on inter-departmental and cross-departmental issues, research protocols, and funding opportunities are also included. This seminar also provides opportunities for graduate students to present research seminars and evaluate seminars given by their peers. Registration in ERES 990 is required for one year (September-April). In order to successfully complete ERES 990 students must attend but also present their research through an academic presentation i.e., the Celebration of Research (DiscoverED) or through an academic conference. It is expected, however, that students in the Cross-Departmental PhD will continue to utilize the ERES 990 research seminar series to practice their dissertation proposal presentations, defense presentations, and conference presentations in future years. Although many doctoral students will complete the required ERES 990 seminar in-person while they attend class on-campus in-person, we anticipate a blended offering of the ERES 990. A blended version of the seminar would allow students to attend either in-person or virtually. In a similar way, students could present or attend the seminar series. We anticipate using videoconferencing software (such as WebEX) to facilitate this process.

GSR 400.1 and course outline attached.

May 9, 2015

## To Whom It May Concern:

I am pleased to write this letter of support for the proposed Cross-Departmental PhD in the College of Education. This new initiative will fill a gap in our current graduate program offerings in the Department of Educational Psychology and Special Education while also encouraging inter-disciplinary collaboration and mentorship.

Our department has had inquiries from a number of individuals interested in pursuing doctoral studies in our department. Additionally, we have several faculty members in our department that would welcome the opportunity to combine their own research interests with those of incoming PhD students. In many ways, this can prove to be both a productive and enriching experience for students and faculty alike.

Our department has a history of graduating a high calibre of graduate students, with several having been successful in obtaining funding through the Social Science and Humanities Research Council to support their thesis research at the Masters level. I anticipate that a similar high standard will be maintained with our doctoral students.

I look forward to the further development of this proposed graduate program and applaud the dedication and foresight of those college and department faculty who are taking the lead with this initiative.

## With appreciation



Tim Claypool, PhD, R.D. Psych.
Department Head

September 2, 2015

Laurie Hellsten, PhD
Associate Dean Graduate Studies and Research
College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, SK
S7N 0X1

Dear Associate Dean Hellsten:
I am pleased to offer this letter of support from the Department of Educational Foundations for the proposed Cross-Departmental Doctor of Philosophy in Education. Although our department has been successful in graduating special case Doctor of Philosophy degrees, we recognize the need to provide on-going opportunities for others to pursue a PhD in education and this new initiative would make that possible. Individuals interested in pursuing doctoral studies in our department continually approach us and this new program would make it possible to respond in a more timely and on-going manner to those requests.

Our faculty welcomes the opportunity to combine their research and scholarly interests with those of potential PhD students. This new PhD program in our department and across the College of Education will contribute to the vibrancy of our current research, scholarship and teaching. The excellent quality of theses and dissertations produced in our department is recognized in the high number of awards granted our graduate students. Additionally, our graduate students have been successful in obtaining prestigious research and scholarly grants and we expect this to increase with a PhD program in the Department and College.

The Department of Educational Foundation is in full support of collaborating with both the Department of Educational Psychology and Special Education and the Department of Curriculum Studies in the development of this proposed Cross-Departmental PhD in Education.

Sincerely,


Bob Regnier
Department Head

Department of Curriculum Studies College of Education

28 Campus Drive
Saskatoon SK S7N 0X1 Canada
Telephone: (306) 966-7601
(306) 966-7658

September 6, 2015

To: Dr. Laurie Hellsten
Re: Support for College of Education Cross Departmental PhD

Dr. Hellsten, please accept this letter as a sign of my unqualified support for the proposed Cross Departmental PhD in the College of Education. For many years we have danced around this idea, so I am very pleased to see that we are ready to finalize a much needed regularized PhD program for the three departments who do not have one. The approval of the Cross Departmental PhD will add the final piece to the already strong graduate program at the College of Education.

It is paramount for the success of scholarship in the Department of Curriculum Studies to work with innovative and cutting edge research. We are unable to fully pursue such efforts without a large vibrant group of PhD students. Our past efforts supporting very successful Special Case PhD students demonstrates the willingness and capacity to work with the next generation of higher education academics. Unfortunately, we are limited to just four active students using a Special Case system. A new program will allow us to develop and share our research more broadly, provide us opportunities for academic mentorship, and give us increased opportunities to access funding opportunities.

Please know that you can call on me and my department for anything to support and expedite the commencement of this program

Sincerely,


Dr. Jay Wilson
Associate Professor, Department Head and Graduate Chair
Department of Curriculum, Studies College of Education
University of Saskatchewan

## UNIVERSITY OF SASKATCHEWAN COLLEGE OF EDUCATION

College of Education Doctoral Program 990: Non-credit Seminar in Doctoral Education Research and Practice

Instructor/ Coordinator: Dr. Laureen McIntyre, S-LP(C), CCC-SLP, Registered SK Speech-Language Pathologist Associate Professor and Director of the Special Education Certificate

Office: Room 3117 Education
Phone: (306) 966 - 5266
E-Mail: Laureen.McIntyre@usask.ca
Office Hours: By appointment
Note. Each of the graduate chairs associated with the departments involved in the crossdepartmental PhD will be involved in the organization and instruction of ERES 990; however, one graduate chair will take the lead on the 990 organization and instruction and will be recognized as the coordinator.

## Course Outcomes

Upon completion of the non-credit seminar course students will:

1. demonstrate ability to undertake the research process through analysis and reflection;
2. analyze, synthesize, and integrate a body of knowledge that can be represented in both written and oral formats.
3. integrate knowledge from coursework, current research literature, and professional practice.
4. experience a weekly seminar series (in-person or by distance) involving doctoral students and faculty and actively participate in a research and scholarly community. The seminars will provide students with access to the work and ideas of faculty, graduate students and visiting scholars; the opportunity to debate and discuss issues with faculty and other students; and the opportunity to present their own research and receive feedback.

## Course Materials

## Required Texts:

American Psychological Association. (2007). APA style guide to electronic references. Washington: Author.

American Psychological Association. (2010). Publication manual of the American Psychological Association (Sixth Edition). Washington: Author.

## Course Requirements

The format of the ERES 990 will alternate between seminars of scheduled topics and scheduled Speaker Series events. The ERES 990 seminar course has three components; all are mandatory.

1. Participation in the College of Education ERES 990 Research Seminars (ERES 990) held twice a month (participation may be virtual or in-person). This seminar is aimed at providing students with the practical knowledge required to become independent researchers. Seminars will focus on the following three modules: (1) Planning for research: Developing a research plan (literature reviews, identifying a research gap, linking ideas to funding possibilities and larger program of research; ethics including ethics of Action Research and Program Evaluation as well as co-publishing); (2) Applying for external funding (research funding opportunities, grant writing skills, cv preparation, preparing budgets, working with and mentoring student members of a research team); and (3) Dissemination of new knowledge (conference presentation opportunities including poster and oral presentation development; peer-reviewed journal opportunities and submission practices, manuscript writing skills including APA; and tri-agency policies on open-access articles).
2. Participation in the College of Education Research Speaker Series where faculty, students, and researchers in the field are invited to present their research work. Students are expected to attend regularly and to make a presentation on some aspect of their research at one of the sessions. PhD students will be invited to continue to present at this series following their official participation in ERES 990 as they continue to prepare for and meet the required milestones (e.g., Candidacy Exam, Dissertation proposal exam) of their program. PhD students will also be invited to present their research at the annual College of Education Celebration of Research, Scholarly, and Artistic Work (DiscoverED) or through an academic conference.
3. Attendance at seminars - Cross-departmental PhD students must attend a minimum of 6 research presentations through the College of Education Research Speaker Series while registered in the ERES 990 non-credit seminar.

## Proposed ERES 990 Seminar Class Schedule (September 2016 to - April 2017)

| Month | Topics Covered |
| :--- | :--- |
| SEP | Planning Your Research (e.g., finding and evaluating sources, critically <br> evaluating literature, formulating research questions and using available <br> reference systems (e.g., End Note, Ref Works). |
| SEP | Planning Your Research (linking plans to appropriate theoretical <br> foundations, designing appropriate analyses and being able to <br> compare/contrast alternate analyses that could also be appropriate, etc.). |
| OCT | Planning Your Research (ethics and REB applications). |
| OCT | Planning Your Research (non-standard ethics such as action research, <br> program evaluation, and researching your own practice as well as the ethics <br> involved in co-publishing and publishing the dissertation). |
| NOV | Applying for External Funding (locating appropriate internal and external <br> research funding opportunities) |
| NOV | Applying for External Funding - CV preparation |
| DEC | Applying for External Funding - Grant writing skills |
| DEC | Applying for External Funding - Budgeting |
| JAN | Dissemination of Research - through conferences (locating and submitting <br> conference proposals, creating research poster presentations) |
| JAN | Dissemination of Research - Manuscript writing |
| FEB | Dissemination of Research - Manuscript writing |
| FEB | Dissemination of Research - Navigating the peer reviewed process |
| MARCH | Dissemination of Research - Open access and tri-agency policies |
| MARCH | Celebration of Research, Scholarly, and Artistic Work |
| APRIL | Dissemination of Research - Research metrics (tiered journals, impact <br> factors) |
| APRIL | Inter-professional collaboration and mentoring of new scholars |

## Student Presentations

Students must prepare an abstract ( 300 words) of the material that they will present at the seminar and submit it at least one week in advance to adr.edu@usask.ca.
Presentation content should be related to the student's area of study and can include an overview of the pertinent literature, a summary of the research proposal or a synopsis of their research thesis and its findings. Presentations will generally be 30-45 minutes in length and include:

- a 10 to 15 minute general overview of their research field of study
- a 10 to 15 minute overview of the research methodology and theoretical underpinings
- a 10 minutes discussion of the findings and practical implications

Unless otherwise specified, presentations will be open to all faculty and staff of the College and the general public. Constructive feedback will be solicited by the ERES 990 Seminar Coordinator from all ERES 990 course members and subsequently shared with the student presenter.

## Attending College of Education Research Speaker Series

Students are required to provide evidence of their attendance at the College of Education Research Speaker Series to verify that this mandatory program requirement has been met prior to making formal application for graduation. Students should use the standard form below and ensure that the seminar coordinator signs the form for each presentation attended.

| Attendance Form at College of Education Research Presentations |  |  |  |
| :--- | :--- | :--- | :--- |
| Name of Student: |  |  |  |
| Student Program: | Seminar Title | Seminar <br> Presenter | Signature of <br> Seminar <br> Coordinator |
| Date |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Academic Honesty

Students are expected to know and adhere to the following:
Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct (see http://www.usask.ca/university_secretary/honesty/)

You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy your assignments.

Acceptable use of materials protected by copyright:
http://www.usask.ca/university_secretary/policies/operations/Copyright.php
Standard of student conduct in academic matters:
http://www.usask.ca/university_secretary/honesty/academic_misconduct.php

In addition to this form, please complete and submit a Course Creation Information form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes $\boldsymbol{X}$ (must complete section 6.1) No $\square$

## Basic information about the proposed course:

1. Department/Unit: Cross-Departmental PhD (ERES) College of: Education
2. 


3. Information required for the calendar:
3.1 Label and number of course: ERES 990
3.2 Title of course: Seminar in Doctoral Education Research and Practice (non-credi)
3.3 Total Hours: Lecture: $\qquad$ Seminar: 38

Lab: $\qquad$
Tutorial: $\qquad$
Other: $\qquad$
3.4 Weekly Hours: Lecture: $\qquad$
Seminar: 2 (approximately)
Lab: $\qquad$
Tutorial: $\qquad$
Other: 61 hr research seminars at minimum
3.5 Term in which it will be offered: T1 $\square \quad$ Th $\square \quad$ T1 or T2 $\square \quad$ T1 and T2 $\boxtimes$
3.6 Prerequisite: Acceptance into the Cross-Departmental PhD program
3.7 Calendar description (not more than 50 words):

Doctoral students will develop an understanding of, and ability to apply, research scholarship and methodology in the field of Education. Class discussions are framed around five major themes: research ethics; research design; research analyses; knowledge translation and dissemination; and developing and supporting a program of research.
4. Rationale for introducing this course:

This course is a required non-credit course for all students accepted into the Cross-Departmental PhD in Education which is a new program being proposed by the College of Education.
5. Impact of this course:
5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)? No $\boxtimes$ Yes (Please list):

Yes
8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.): No
9. Date of Implementation:
9.1 To be offered: Annually $\boxtimes$

Biennially $\square$ Alternate YearsOther

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

Date of Approval by College (of the home academic unit): May 8, 2015
The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.


Michelle Prytula, Dean
(Name of Person Sigring Above - PLEASE PRINT)

# Memorandum 

To: Dr. Dionne Pohler, Chair, Graduate Programs Committee
CC: Trevor Crowe, Associate Dean, College of Education and Research (CGSR)
From: Dr. Laurie Hellsten, Associate Dean, College of Graduate Studies and Research
Date: September 11, 2015
Re: Additional items now required for proposal for cross-departmental PhD
In response to the Graduate Programs Committee June 16 reply to the College of Education's proposal for a cross- departmental PhD in Education, we have sent a revised proposal and document outlining clarifications that have been addressed.

It has been brought to our attention that the University Secretary's Office has made some significant changes to the information they are requiring when considering program approvals. As the review of our proposal is in progress, we have used the older form but wish to add this memo and TABBS information as supplementary documents to address the sub topics which may not be addressed adequately in the earlier form. Thank you for your support in the review of this proposal and we look forward to working with the College of Graduate Studies and Research and other administrative units to make sure that any concerns are adequately addressed. Please do not hesitate to contact me if further clarifications are required.

List of sub-topics on new form (Proposal for Academic or Curricular Change)

## 1. Academic Justification:

Please see Section 3: Rationale and Section 8: Relationships and Impact of Implementation as these sections address most of these subtopics. In addition, we would like to note that currently our faculty are at a disadvantage when developing their research programs as three of our four Education departments do not have the capacity to take on doctoral students through a regularized doctoral program. Through consultation, we found that faculty in departments were becoming more collaborative in their research and that departments had similar expectations for a PhD program. With this in mind, we have chosen to collaborate which allows us to avoid duplication of
programs and courses and in turn allows for a higher level of support for PhD students in the College of Education.

This program does not target a specific student demographic but is flexible enough to accommodate various delivery options and demographics including International Students, adult learners, and Aboriginal students in rural, remote or Northern locations. We anticipate many University of Saskatchewan College of Education alumni returning to partake in the Cross-Departmental PhD. Currently these students must either wait for an opening in the Special Case programs, pursue a PhD in Educational Administration, or attend another university.

Special case PhD programs limit each department to a maximum of four Special Case students at any one time (College of Graduate Studies and Research, 2014). In contrast, most Colleges and Faculties of Education in Canadian U-15 institutions and the University of Regina provide regularized doctoral training across all departments and/or in multiple concentration areas (see Appendix A). The University of Saskatchewan is the only U-15 College/Faculty of Education to restrict regularized doctoral training to one Department.

## 2. Admissions

Please see sections 4: Description of Program Characteristics and 8: Relationships and Impact of Implementation of the program proposal. It is also important to note that the admission requirements for the proposed cross-departmental program parallel the CGSR standard including:
o Master of Education (MEd) or equivalent from a recognized college or university
o a cumulative weighted average of at least a $75 \%$ ( U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
$\theta$ Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies for more information.
In addition, students will require the recommendation of a supervisor at admission. We will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying exam thereby increasing access to the PhD program for students with a variety of backgrounds. However, in the future we anticipate receiving more applications than available spots in the program and if this situation should arise, we will have the Cross-Departmental PhD Committee rank the applicants for admission.

## 3. Description of the program

Please see section 4: Description of Program Characteristics.
The specific mission of the cross-departmental PhD in education is to offer educational, research, scholarly and professional practice opportunities for highly qualified students
who will create new knowledge and move the field of Education forward. The proposed doctoral program is intended to be research intensive and will prepare graduates for traditional academic positions as well as leadership positions in the field (K-12 leaders, policy makers, community educators, curriculum developers, and master teachers). The program is intended to be flexible with decisions on specific program requirements decided by the student's advisory committee. Students will be trained in educational research and have support from an advisory committee whose regular members draw expertise from Curriculum Studies (curriculum innovation, early childhood education, English as an additional language, and educational technology and design), Educational Foundations (social and ecological justice education, Indigenous Education), Educational Psychology and Special Education (including applied measurement and program evaluation, special education, and school-based assessment).
The curricular objectives are accomplished through the requirements of the program:

- Successful completion of a minimum five required graduate courses, of which three are focused in research methodology and two are focused in educational content that support the student's specific area of research;
- Successful completion of GSR 960 and 961 and/or 962 as applicable.
- Successful completion of the non-credit ERES 990: Seminar in Doctoral Education Research and Practice which provides opportunities for students to develop and practice practical research skills in planning programs of research, applying for external research funding, and disseminating new knowledge;
- Successful completion of a qualifying exam and a candidacy exam (including candidacy papers and oral exam) demonstrating that the candidate has demonstrated sufficient knowledge and understanding of the field of study and appropriate methodologies to undertake the work of establishing a quality research proposal; and
- Successful completion and defense of a dissertation (including dissertation proposal exam) which is an original piece of research that makes a contribution to our field of knowledge (including associated registration in ERES 996).
This program meets the core learning goals described in the University of Saskatchewan's Learning Charter (see Table 1).

Table 1. How the Proposed Cross-Departmental PhD Meets the Core Learning Goals.

| Core Goal | Examples of How Goals Are Addressed by Proposed Program | Examples of Skills and Attributes Acquired by Graduates |
| :---: | :---: | :---: |
| Discovery | - Required coursework including ERES 990 <br> - Dissertation Proposal and Defense <br> - GSR 960 and $961 / 962$ <br> - Participation in Research Series and Celebration of Research | - Skill and practice applying for external research funding; <br> - Ability to plan for and independently carry-out research studies/programs; <br> - Work independently and as a team member; <br> - Presentation and manuscript development skills |
| Knowledge | - Minimum of 3 required research methodology courses, 2 required content area courses, and ERES 990 <br> - GSR 960 and 961/962 <br> - Qualifying Exam <br> - Comprehensive Exam <br> - Participation in Research Series and Celebration of Research | - Ability to utilize and apply the knowledge of the discipline (demonstrated through both written and oral exams); <br> - Presentation and manuscript development skills; <br> - CV preparation skills; <br> - Grant application skills; |
| Integrity | - GSR 960 and 961/962 <br> - ERES 990 <br> - Qualifying Exam <br> - Comprehensive Exam <br> - Dissertation Proposal and Defense | - Skill and practice submitting ethics applications to REB's; <br> - Knowledge and application of ethics with respect to interprofessional collaboration and collaborative writing as well as power relationships; <br> - Understanding of open access triagency policies |
| Skills | - ERES 990 <br> - Participation in Research Series and Celebration of Research <br> - Qualifying Exam <br> - Comprehensive Exam <br> - Dissertation Proposal and Defense | - Presentation skills; <br> - Data analysis skills; <br> - Academic writing (papers, dissertation, manuscript, conference presentations, grant writing) skills; <br> - Exam skills (paper and oral) |
| Citizenship | - ERES 990 <br> - Participation in Research Series and Celebration of Research | - Collaborative writing and presentation skills; <br> - Peer review and critique skills |

The proposed cross-departmental PhD program contains unique features including flexible program delivery to address a variety of situations including online or distributed delivery options, in community deliverable options, and summer institutes. Such options will improve accessibility for part-time students as well as students who are not local but rather reside on First Nations or in rural, remote, or northern locations. As student
interest in the proposed PhD program is likely to be local, national, and international, no minimum residency requirement will be required. The proposed program itself is flexible and the credit unit requirements proposed (minimum of 15 required credit units) will range based on the interest and previous education and experience of the student. Each student program will be tailored within a broader framework and approved by the students' advisory committee.

In terms of transferability, the proposed cross-departmental PhD program will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying exam thereby increasing access to the PhD program for students with a variety of backgrounds. It is anticipated that students applying will have a Master of Education but students with other backgrounds, i.e., in technology, measurement, social work or the health care fields will be eligible to apply if their proposed supervisor and an advisory committee is able to support their research. In a similar way, the flexibility and individualization of the proposed program will allow students who have completed Masters work focused in one area of Education (e.g., curriculum) to pursue their doctoral education in another (or multiple) area of Education (e.g., Special Education). The course requirements listed are the minimum requirements for fully qualified students and additional coursework may be deemed necessary by the supervisor or advisory committee.

Although the proposed program itself is flexible enough to accommodate students who desire or require the program to be offered in an entirely distributed manner, we anticipate that many students will opt to take advantage of distributed options as individually preferred. As such, our non-credit doctoral seminar (ERES 990) will allow for both in-person and online (asynchronous and synchronous) participation. Similarly, the College of Education has a long history of offering graduate courses in non-traditional formats and at non-traditional times. For example many of the research courses from which students can select their required 9 credit units in research methodology are regularly offered in an on-line or modified format (e.g., weekend condensed, Saturday, evening, late afternoon, or intensive summer institute). This is also the case with many of the content courses that could be used to meet the 6 required credit units that support students' specific areas of research.

We propose to evaluate the Cross-Departmental PhD program every six years. We plan to follow the criteria used by the University of Saskatchewan, College of Graduate Studies to evaluate our program including evaluation of program quality (program objectives and curriculum), program enrolment and student funding, student outcomes, the learning environment, faculty involvement and profiles, and program administration. More information regarding the detailed assessment categories can be found at: http://www.usask.ca/gpr/graduate-programs/assessment-criteria.php

There is currently no accreditation or certification available for this program.

## 4. Consultation

Please see sections 3: Rationale, 4: Description of Program Characteristics, 8: Relationships and Impact of Implementation, and 9: College Statement.

Through the office of the Associate Dean of Graduate Education and Research, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have worked together to propose a crossdepartmental PhD program. The proposed program is intended as a complementary program to the regularized doctoral program in the Department of Educational Administration and will recruit supplementary students.

With the exception of the proposed non-credit seminar in Doctoral Education and Practice (ERES 990), all other required courses are pre-existing. Some of the courses (advanced research courses in particular) have had historically low enrolment and the additional registration of the students from this program into such pre-existing courses will serve to increase enrolment and ensure the courses are able to run as planned (i.e., sufficient numbers of students in the courses). As always, students from other units on campus would be welcomed into these courses as well as long as the pre-requisites have been met, there is room in the course, and with the permission of the instructor.

Regular discussion and input has been requested/received from faculty and Departments (including the Department of Educational Administration) throughout the development process. The College of Education Faculty Council approved a motion put forward on May 8, 2015 to endorse the proposed program. We have also been working closely with the College of Graduate Studies and Research on this proposed program and further consultation will be undertaken under their direction or advice.

## 5. Budget

Please see sections 4: Description of Program Characteristics and 7: Budget and other Resources

Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 38 faculty, of whom the vast majority have achieved tenure. All of the faculty in these three Departments would be invited to participate in supervising potential students, being active committee members, and participating in other core activities of the program.

The proposed program requires the addition of only one new course which is a noncredit course in Doctoral Education Research and Practice (ERES 990). We expect this course will be taught/facilitated by a graduate chair from one of the three Departments involved (CURR, EFDT, and EPSE) on an annual rotating basis. Despite the instructor/facilitator taking the lead role, we expect each of the other two department graduate chairs (and faculty) to participate and support the course and thus foresee no required changes to the current graduate chair ATD.

Because only one new non-credit course is being proposed and the remaining required courses in both research methods and in the content areas are pre-existing, there should be no changes to the teaching assignments of any College faculty.

We anticipate that the College has the capacity to absorb the cost of this proposed program. Students will be housed in shared office space as is the current practice for doctoral students in the College (no additional resources are expected). IT support will be offered through the current College of Education TACT team (again no additional resources will be required). Currently each department has their own graduate support staff. In addition, one Graduate Research and Support staff person is located in the Associate Dean's office and will offer direct support to the cross-departmental PhD program. As the proposed program grows in numbers, we anticipate any future supports required will be provided through increased College activity (i.e., activity generated by the program will be reinvested in the program through TABBS as need be).

Doctoral students in this proposed program will follow standard tuition categories. Students will be supported to apply for funding through Tri-Agency applications, CGSR awards (including initially the non-devolved scholarships available through the CGSR), College of Education Awards (e.g., Lownsborough award), faculty research awards and contracts, or through involvement with research activity in the College. Doctoral students in the proposed program would be eligible for four internal scholarships, two internal awards, and two internal bursaries available from the College of Education. Many of our faculty have research funds that can be made available for recruiting new students and we anticipate making a future application for devolved funding (after an anticipated period of approximately 3 to 5 years) which would assist us in supporting students who attain CGSR Dean's scholarships.

The student demand for the proposed program is anticipated to be significant. Currently, all three departments are at or above capacity in their numbers of Special Case PhD students and maintain waiting lists of prospective Special Case PhD students ranging between five to ten students per department at any one time. We anticipate approximately 5 to 10 incoming doctoral students per year and have set our enrolment target to 10 students (8 Canadian and 2 International). We expect to reach this target within 3 years (as we accommodate students waiting in the queue). Minimum enrolment is not expected to be an issue because the required credit unit courses are all preexisting and regularly offered; however fewer than 5 students and more than 15 could cause issues with programming and course offerings.

The costs of the program are outlined on the attached TABBS document provided by our financial officer. Although the revenue from the program is not expected to be substantial, the program will have value for faculty who wish to supervise doctoral students or have educational research assistants with backgrounds and interests suitable for supporting their research grants. Currently, the three departments that participate in the cross departmental PhD proposal are limited to 4 Special Case
doctoral students per unit. A regularized PhD program will allow for more consistent planning of student programs of studies as well as flexible admission planning that can be responsive to faculty sources of funding and capacities in departments.

With the addition of a regularized doctoral program, we would expect increased research intensiveness that may not be adequately captured by the TABBS model which puts all graduate students within the same category. For example, the external doctoral awards are paid out at a significantly higher amount than master awards and we expect that the number of these awards received will increase over time with increased student eligibility.

Because the instruction and administration of the proposed program is expected to be absorbed by current supports and course offerings, with a projected intake of 10 students per year, the estimated costs of the program delivery in year one are the cost of a sessional instructor for one 3 c.u. class (\$7010) plus about $\$ 100 /$ student ( $\$ 1000$ total) for materials and supplies or a grand total of $\$ \$ 8,010$. The year one surplus is estimated to be $\$ 76,282$. The estimated costs are anticipated to double in the second year and triple in the third year but then level off as students begin to complete their programs. An incremental summary can be found on the attached TABBS output.

## College Statement

Please see Section 9: College Statement.

## Related Documentation

Please see Section 10: Related Documentation.

## Consultation Forms

Consultation with the College of Graduate Studies is in process with this revised proposal for the cross department PhD in Education (the earlier submission went to the Graduate Programs Committee for their June 9, 2015 meeting)

Items submitted to the Graduate Programs Committee for this revised proposal contain:

1. This memo and TABBS document re: additional items now required for new program proposals.
2. A memo outlining the changes we made to our program proposal based on the June $16^{\text {th }}$ comments of the CGSR graduate programs Committee;
3. A revised program proposal containing the changes and modifications and letters of support from departments;
4. A course syllabus for the proposed non-credit seminar (ERES 990: Doctoral Seminar in Education Research and Practice); and
5. GSR400.1 form for the proposed non-credit seminar (ERES 990).

## Summary of TABBS Model Inputs

NEW ACTIVITY


Notes \& Assumptions

1. The expectation is an intake of 10 new students per year ( 8 domestic and 2 international)
2. Thesis Program with a completion rate of 3.5 to 4 years
3. Current faculty will be teaching these courses but it is possible sessionals will be hired to offload them from other assigned courses
4. No additional occupancy costs required. Classes can fit into existing classroom space
5. Non-Salary costs are related to marketting and printing @ $\$ 100$ per student

## INCREMENTAL Summary of TABBS SAT Projections

|  | Current TABBS Model Figures | Change from Base to Year 1 | Change from Year 1 to Year 2 | Change from Year 2 to Year 3 | Change from Year 3 to Year 4 | Change from Year 4 to Year 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Operating Grant |  |  |  |  |  |  |
| Instruction | 11,625,212 | 78,906 | 78,824 | 78,743 | 78,661 | 78,581 |
| Research | 2,657,793 |  |  |  |  |  |
| Targeted Funding | 0 |  |  |  |  |  |
| Directed Funding | $(1,023,079)$ |  |  |  |  |  |
| Tuition |  |  |  |  |  |  |
| Undergraduate - Enrolment | 1,222,804 |  |  |  |  |  |
| Undergraduate - Instruction | 2,863,039 |  |  |  |  |  |
| Graduate - Enrolment | 491,687 | 15,167 | 15,167 | 15,166 | 15,167 | 15,167 |
| Graduate - Instruction | 249,123 | 7,509 | 7,508 | 7,509 | 7,509 | 7,508 |
| Graduate - Supervision | 498,733 | 15,167 | 15,167 | 15,166 | 15,167 | 15,167 |
| Total Revenues* | 18,585,312 | 116,749 | 116,666 | 116,584 | 116,504 | 116,423 |
| Allocated Expenses |  |  |  |  |  |  |
| Research Support | 218,590 |  |  |  |  |  |
| General Student Support | 4,768,403 | 20,527 | 20,509 | 20,491 | 20,487 | 20,469 |
| Graduate Support | 742,403 | 9,847 | 9,793 | 9,738 | 9,686 | 9,633 |
| Faculty/Staff Support | 633,981 | 1,433 | 1,433 | 1,433 | 0 | (1) |
| General Occupancy | 477,409 |  |  |  |  |  |
| Utilities | 169,508 |  |  |  |  |  |
| Caretaking | 166,196 |  |  |  |  |  |
| Leases | 0 |  |  |  |  |  |
| Health Sciences | 0 |  |  |  |  |  |
| General Support | 1,272,888 | 654 | 653 | 654 | 81 | 82 |
| Total Indirect Expenses | 8,449,378 | 32,461 | 32,388 | 32,316 | 30,254 | 30,183 |
| TABBS Model Surplus/(Deficit) | 10,135,934 | 84,288 | 84,278 | 84,268 | 86,250 | 86,240 |
| Direct Operating Expenses |  |  |  |  |  |  |
| ASPA |  |  |  |  |  |  |
| CasualCUPE Local 1975 |  |  |  |  |  |  |
| CUPE Local 1975 |  |  |  |  |  |  |
| Exempt <br> Faculty Association |  |  |  |  |  |  |
| Sessional |  | 7,010 | 7,010 | 7,010 | 0 | 0 |
|  |  |  |  |  |  |  |
| Travel |  |  |  |  |  |  |
| Rent / Renovations |  |  |  |  |  |  |
| Other |  | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Total Direct Expenses |  | 8,010 | 8,010 | 8,010 | 1,000 | 1,000 |
| Net Projected Surplus/(Deficit) | 10,135,934 | 76,278 | 76,268 | 76,258 | 85,250 | 85,240 |
| Notes: |  |  |  |  |  |  |
| 1. Projected intake of 10 students per year |  |  |  |  |  |  |
| 2. Thesis Program |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |

## New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: May 8, $\mathbf{2 0 1 5}$ approval by College of Education
2. Information required for the Catalogue
2.1 Label \& Number of course: ERES 996
2.2 Title of course: Research

| 2.3 | Total Hours: | Lecture | Seminar | Lab | TutorialOther: yes <br> supervised self-instruction <br> 2.4 Weekly Hours: Lecture |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | Seminar | Lab | Tutorial Other: yes <br> supervised self-instruction |  |  |

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 and T3

### 2.6 Prerequisite: Not required.

2.7 Calendar description: Students undertaking research leading to a Ph.D. thesis must register in this course each year until the thesis is completed.
2.8 Any additional notes: No Academic Credit, On Campus Student Fees, Fee - Graduate Studies
3. Rationale for introducing this course. A Ph.D. in Education requires registration in an appropriate thesis course.
4. Learning Objectives for this course. Supervised Self Instruction
5. Impact of this course.

Are the programs of other departments or Colleges affected by this course?
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?
A proposal from the College of Education was submitted for a Ph.D. with letters of support from each of the four departments in the College of Education. An ERES 996 was referenced in the proposal but the request to create the ERES $\mathbf{9 6 6}$ had been unintentionally missed.
6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? NONE
Course(s) for which this course will be a prerequisite? NONE
Is this course to be required by your majors, or by majors in another program? Only by students accepted in the Ph.D. in Education.
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.) NA. This is a Supervised Self Instruction course.
8. Enrolment. 60

Expected enrollment: $\mathbf{5 0}$ students by $\mathbf{5}$ years.
From which colleges? Students will be enrolled in the PHD in Education and supervised by faculty in the College of Education.
9. Student evaluation.

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

Students register each term with credit given when degree requirements are completed.
10. Required text: NA

Include a bibliography for the course.
11. Resources. The resources required for the PHD were addressed in the Program Proposal.

Proposed instructor: the Associate Dean of Research and Graduate Studies in Education, currently Dr. Laurie Hellsten
How does the department plan to handle the additional teaching or administrative workload? See proposal for PhD.
Are sufficient library or other research resources available for this course? No
Are any additional resources required (library, audio-visual, technology, etc.)? No
12. Date of Implementation: May 2016

To be offered: annually biennially other: yes: Each graduate term as other 996 classes are offered.

## Consultation with the Registrar Form (New Programs and New Majors / Minors / Concentrations)

## Title: PhD in Education

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

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

1 Is this a new degree, diploma, or certificate?
Is an existing degree, diploma, or certificate being renamed?
If you've answered NO to each of the previous two questions, please continue on to the next section.


2 What is the name of the new degree, diploma, or certificate?
3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

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

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

8 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
One major is required on all programs [4 characters for code and 30 characters for description]
9 If this is a new graduate degree, is it thesis-based, course-based, or project-based?


```
Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)
1 Is this a new or revised disciplinnary area attached to an existing graduate degree program?
    If you've answered NO, please continue on to the next section.
    Yes X No }\square\mathrm{ Revised }
2 If YES, what is the name of this new / revised disciplinary area?
    Education [EDUC]
3 Which Department / School is the authority for this new / revised disciplinary area?
Education (Dean's Office) [ED]
4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
    PHD [Doctor of Philosophy]
Section 5: New College / School / Center / Department or Renaming of Existing
1 Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
```



```
If you've answered NO to each of the previous two questions, please continue on to the next section.
2 What is the name of the new (or renamed) college, school, center, or department?
```



```
Section 6: Course Information
1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?
```

```
No (ERES 990 and EDUC 996 - only new courses)
2
If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
D,
If NO, please describe.
NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.
Attached completed "Course Creation Forms" to this document would be helpful.
Section 7: Admissions, Recruitment, and Quota Information
1 Will students apply on-line? If not, how will they apply?
Yes - as per current set-up for students in the College of Graduate Studies and Research
2.What term(s) can students be admitted to?
Standard
3 Does this impact enrollment?
    Increase of 15 incoming students
4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to College of Education
5 Can classes towards this program be taken at the same time as another program?
Generally not but there is a possibility; will be no double counting of classes
What is the application deadline?
What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required
    courses, etc.)
What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the
    weighting of each of these in the admission decision.)
9Wat are the admission categories and admit types? (IE. High school students and transfer students or one group? Special
    admission? Aboriginal equity program?)
```



Section 8: Tuition and Student Fees Information

1 How will tuition be assessed?


* See attached documents

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


## B Has IPA Been Consulted?

 Yes
## Section 9: Government Loan Information

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

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?
2 If this is a new program, do you intend that students be eligible for student loans?
Yes

Section 10: Convocation Information (only for new degrees)
1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4
What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?
15
Section 11: Schedule of Implementation Information

1 What is the start term?
201605 [May 2016]
2 Are students required to do anything prior to the above date?
Yes $\square \mathrm{No} \quad \mathrm{X}$ If YES, what and by what date?

## Section 12: Registration Information




Section 17: SESD - Information Dissemination (internal for SESD use only)
1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
2 Has SESD, Admissions, been informed about this new / revised program?
3 Has CGSR been informed about this new / revised program?
4 Has SESD, Transfer Credit, been informed about any new / revised courses?
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
6 Has the Library been informed about this new / revised program?
7 Has ISA been informed of the CIP code for new degree / program / major?


SIGNED


## Notice of Intent

To: Planning and Priorities Committee of Council
Regarding: a Cross-Departmental PhD
Proposed on behalf of the Departments of Educational Foundations, Educational Psychology and Special Education, and Curriculum Studies by: Laurie Hellsten, Associate Dean, Graduate Studies and Research
College of Education
The Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education of the College of Education are intending to seek approval for a cross-departmental PhD program. The program will consist of at least five courses (i.e., two focused on research methodology, two content area courses, and at least one elective) allowing for one year of course work and two plus years of research work. However, the background of the applicant (i.e., thesis or other trained Master's degree, area of proposed doctoral study) may dictate additional courses needing to be included in their program of study in order to facilitate completion of their degree. The program delivery is intended to be flexible (i.e., program delivery, program requirements, etc.) in order to improve student accessibility. Students will be trained in educational research with the potential to focus on: Educational Foundations (social and ecological justice education), Educational Psychology and Special Education (including applied measurement and program evaluation, special education, and school-based assessment), or Curriculum Studies (curriculum innovation, early childhood education, English as an additional language, and educational technology and design). The goal of the program is to produce doctoral graduates for post-doctoral positions, research positions, academia, and to be leaders in the field of Education.

## Background and Motivation for Proposed Program

The College of Education at the University of Saskatchewan consists of four departments: Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education. Only the Department of Educational Administration currently has a regularized Doctoral program whereas the three remaining departments rely upon Special Case PhD programming. Special case PhD programs limit each Department to a maximum of four Special Case students at any one time (College of Graduate Studies and Research, 2014). In contrast, most Colleges and Faculties of Education in Canadian U-15 institutions provide doctoral training across all departments and concentrations (see Appendix A).

The College of Education has been contemplating a cross-departmental PhD. program for several years, however, over the past 18 months the proposed PhD program development has gained momentum. We believe it is the right time to propose this PhD program as the program speaks in part to the seventh priority for action item (i.e., Focus on the creation of inter--disciplinary and cross---college academic programming) outlined by Dr. Barnhart on September 9, 2014 (Barnhart 2014a). As a College, we believe moving forward with a cross-departmental PhD program in Education is a change that will help us become a stronger University (Barnhart, 2014b).

Numerous University of Saskatchewan planning documents produced over the past five years have contributed to the motivation and conceptual development for this program including, but not limited to: the Strategic Directions Update 2010; Renewing the Dream 2010;
the University of Saskatchewan $3^{\text {rd }}$ Integrated Plan: Promise and Potential; and the President's Address to General Academic Assembly 2014. Throughout these strategic planning documents, directives focused on increasing campus-wide commitment to research, scholarly, and artistic work, and establishing the University of Saskatchewan as a major presence in graduate education are specifically relevant to the proposed program.

In addition to the directives arising from University-level strategic planning, our College graduate programs have undergone two sets of external reviews including a Graduate Program Review (GPR, 2011-2012) and TransformUs (2013-2014). Both of these reviews recommended increasing interdisciplinary connections between departments (Department of Curriculum Studies Review, 2012) by moving from the current Special Case PhD offerings to the establishment of a college-wide PhD program (Department of Educational Foundations 2012). In alignment with the University direction and the external reviews, the College of Education's $3^{\text {ra }}$ Integrated Plan included increasing synergy and collaboration across the College, and expanding our doctoral programming (College of Education, n.d.).

Together, the Departments of Curriculum Studies, Educational Foundations, and Educational Psychology and Special Education have a complement of 33 faculty (and currently 4 term appointments) of whom the vast majority have achieved tenure. Consequently, the department has a cadre of enthusiastic, highly motivated, research active faculty in a position to support a cross-departmental PhD program.

## Anticipated Demand for Program

The student demand for the program is anticipated to be significant. Currently, all three Departments are at or above capacity in their numbers of special case PhD students and maintain waiting lists of prospective Special Case PhD students ranging between five to ten students per Department at any one time. The assessments conducted as part of the all three department's Graduate Program Reviews (2011-2012)recommended the development of a regularized doctoral program based on student demand for doctoral programming (for example see Department of Curriculum Studies Review, 2012). It is important to consider the number of students that must be declined annually because many potential students decide they cannot afford to be placed on a waiting list of indeterminate time (since timing is dependent upon how quickly Special Case students already in the program are able to complete their programs), and choose to pursue their Doctoral education at other Universities, through other Departments on campus, or through the University of Saskatchewan Inter-Disciplinary PhD route. Within a national context, it is typical for Colleges and Faculties of Education to support doctoral programs, and even the University of Regina offers a PhD in Education. In fact, it is atypical for a U-15 University with a Faculty of Education to not maintain a regularized doctoral program that students from all Departments may access (see Appendix A). We are targeting the Fall 2015 as a start-up date for the proposed PhD program. We plan to recruit student applicants from our current wait-list candidates, with full advertising and recruitment to take place for the Fall of 2016. We anticipate approximately 5 to 10 incoming doctoral students per year.

## Fit with University of Saskatchewan, College, and Department Priorities

In its third integrated plan, the University of Saskatchewan committed to academic preeminence by making the university a "major presence in graduate education" (University of Saskatchewan, n.d., 1). Furthermore, Promise and Potential called for increased enrolments in PhD programs by 10\% to support the University of Saskatchewan's intensive research culture.

The Strategic Directions Update challenged the University of Saskatchewan to achieve TriAgency funding performance above the national average for medical-doctoral universities in all competitions and in all of our academic units (University of Saskatchewan, 2010). In order to meet the target set out for us as a College, we need to increase the proportion of faculty holding Tri-Agency funding and supervising graduate students in all departments (University of Saskatchewan, n.d.).

The proposal for a cross-departmental Ph.D. program was included as one of the top priority areas in the College of Education Plan for the Third Planning Cycle, 2012-2016. The College of Education IP3 put forth five priority clusters. The proposed PhD program was: (1) directly linked to the fourth priority cluster (i.e., Grow and enhance our graduate programs); and (2) indirectly linked to the fifth priority: Continue to develop and deliver high quality communitybased undergraduate and graduate programs (College of Education, n.d., 14) by way of the flexibility (i.e., program delivery, program requirements, etc.) we are envisioning in the proposed program. . The College of Education IP3 stated, "the College would be well-served by an interdisciplinary, cross-college PhD route" (College of Education, n.d., 9). Results from all three department program reviews recommended the development of a regularized doctoral program (see for example the Department of Curriculum Studies Graduate Program Review, 2012). Therefore, this proposed PhD program is a departmental priority for Educational Foundations, Curriculum Studies, and Educational Psychology and Special Education.

The proposed PhD program will:

1. directly address the University's stated goal of increasing doctoral graduate student numbers;
2. contribute to the retention of research-active faculty. In the past two years, $95 \%$ of the College of Education research funding was awarded to the three Departments proposing the PhD program. These departments have also received two SSHRC partnership grants (one as lead and one as co-lead with OISE) and 1 CFI application. Currently, there are insufficient doctoral places in the special case PhD programs which then becomes a barrier to recruiting doctoral research assistants and executing externally funded research grants;
3. provide additional opportunities for College of Education faculty to regularly supervise doctoral students. The opportunity to supervise doctoral students and act as committee members has the potential to increase faculty research intensiveness via co-publishing opportunities;
4. be responsive to student needs and market demand, utilize innovative and accessible delivery approaches including 'learn where you live', through flexible programming, scheduling, and regulations. These recommendations were emphasized in Promise and Potential;
5. help increase the amount of external research dollars linked to the College of Education through students external awards. Although the College of Education has a successful track record of mentoring MEd students in applying for and receiving Canada Graduate Scholarships, the lack of a regularized doctoral program is a limitation (Marshall, Oakland, \& Bassendowski, 2012,) and reduces the number of students eligible for TriCouncil or major funding (Department of Curriculum Studies Review, 2012);
6. allow for an increase in internationalization. As suggested by the Graduate Program Review, "The department should make efforts to market the full-time opportunities in the Curriculum Studies graduate program nationally and internationally. [However,] until the department has a formal doctoral program, international recruitment is likely to remain low" (Department of Curriculum Studies Review, 2012). Such an observation is true for all three Departments putting forth the proposed cross-departmental PhD program; and
7. increase the College of Education's research accomplishments and reputation and that of the University of Saskatchewan.

## Relationship to Other Existing Programs

At this time there is no perceived duplication with other doctoral programs in the College of Education or on campus. Although there is the possibility that there will be some competition for students with the existing PhD in Educational Administration, the focus of the PhD in Educational Administration is quite specific - to provide a problem- and inquiry-driven environment through enriched research-based and theoretical understandings of educational issues in the administration and leadership of organizations, communities, and government (Department of Educational Administration, n.d.). Furthermore, the Department of Educational Administration has one of the largest graduate student bodies at the University of Saskatchewan with a long history, strong reputation, and established programming. We do not anticipate attracting significant numbers of students from the Educational Administration PhD program but rather expect the proposed cross-departmental PhD to be a complementary program recruiting supplementary students. Not all prospective Doctoral Education students desire a doctoral degree in Educational Administration and most other Canadian U-15 Faculties of Education offer multiple doctoral programs across a variety of concentrations and units. The proposed program will allow the Department of Educational Administration to grow their involvement in the cross-departmental PhD if desired in the future.

The proposed cross-departmental PhD program is anticipated to contain unique features including flexible program delivery to address a variety of situations including online or distributed delivery options, in community deliverable options, and summer institutes. Such options will improve accessibility for part-time students as well as students who are not local but rather reside on First Nations or in rural, remote, Northern locations. As student interest in the proposed PhD program is likely to be local, National, and International, no minimum residency requirement will be required. The proposed program itself will be flexible and the credit unit requirements proposed will range based on the interest and previous education and experience of the student. Each student program will be tailored within a broader framework and approved by a supervisory committee of faculty. The proposed cross-departmental program will provide preliminary admissions to students with course based or project based Master's programs contingent on the successful completion of a qualifying research paper thereby increasing access to the PhD program for students with a variety of backgrounds.

With the exception of the existing Special Case PhD programs currently operating in each of the Departments, no programs will be deleted with the addition of the crossdepartmental PhD program. However, it is likely that the College of Education's participation in the existing Inter-Disciplinary PhD program would significantly decrease if not cease entirely with the addition of the cross-departmental PhD program.

## Resources

There is no anticipated request for additional support because we anticipate that the College has the capacity to absorb the cost of this proposed program (see Appendix B). The proposed program will build upon existing MEd programs in the College. For example, faculty in the College of Education have a wealth of research methodology expertise and we offer more than 10 Educational Research courses. However, no existing MEd program in the College requires more than two Educational Research courses. This means that several of the courses students in the proposed PhD program will be expected to complete are already in existence. It also means that alternative and appropriate methods courses can be recommended for those students entering the proposed PhD program with a MEd from the College of Education. There will be no danger of duplication in Research Methods classes.

Students will be housed in shared office space as is the current practice for doctoral students in the College (no additional resources are expected). IT support will be offered through the current College of Education TACT team (again no additional resources will be required). Administration support for graduate programs is centralized within the College of Education Programs office, and therefore it is anticipated that the Graduate Program support personnel would offer support to the cross-departmental PhD program as well.

As the proposed program grows in numbers, we anticipate any future supports required will be provided through increased College activity (i.e., activity generated by the program will be reinvested in the program through TABBS as need be).

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## Appendix A: U-15 Faculties of Education Doctoral Programs

$\left.\begin{array}{llll}\hline & \text { University } & \begin{array}{c}\text { College, Faculty, or } \\ \text { School of Education? }\end{array} & \text { PhD program Description } \\ \hline 1 & \text { University of Alberta } & \text { Yes } & \text { - 4 Departments, } 1 \text { School } \\ & & & \text { - Multiple PhD Programs } \\ \text { - Programs w/in Departments }\end{array}\right]$

## Appendix B

Note. For the calculations that follow, all students in all years are entered as GSP (graduate studies program based thesis), but this scenario will need to be confirmed with the TABBS coordinator.

Assumptions
All revenues based on TABBS data
All indirect costs based on TABBS data
All direct costs based on the following college assumptions:
a new intake of 10 students per year, 3 year program, course work in year 1
yr 153 cu courses, 3 incremental, yrs 2-3 3 courses (996) no cus
course work @ average faculty salary, 3.4\% increase per 5 year rolling budget assumption
996 @ . 5 faculty overload stipend, no increase
faculty benefit rate of $15.5 \%$
admin support @ CUPE phase 5 midpoint, $19.7 \%$ benefits, 2 hours per week or 0.057 FTE, $3.4 \%$ increase per rolling budget assumption
materials and supplies for courses only @ \$200 per each year 1 course, $2.5 \%$ increase per 5 year rolling budget assumption
thesis defence @ \$1,200 per student in the final year, $2.5 \%$ increase per 5 year rolling budget assumption

## MEMORANDUM

TO: Laurie Hellsten, associate dean, graduate studies and research, College of Education
FROM: Lisa Kalynchuk, chair, planning and priorities committee of Council
DATE: January 26,2015
RE: Planning and priorities committee response to Notice of Intent for a Crossdepartmental Ph.D. in the College of Education

Thank you again for attending the planning and priorities committee meeting December 17, 2014 to present the notice of intent for a Cross-departmental Ph.D. in the College of Education and to provide an overview of the college's present graduate programs. In addition to placing the college in a more competitive position, relative to the University of Regina and its U15 comparators, the program will engage faculty members across the colleges in doctoral student teaching and supervision, thereby advancing the college's research intensity.

The following suggestions are offered for your consideration as you develop the full program proposal:

- That the proposal clarify the timeline for those master's students who transfer to the Ph.D. program and have pre-existing coursework credited against the Ph.D. program, in terms of the implication for their program start date (i.e., is their Ph.D. program start date the first date of the first class credited toward the Ph.D. program; if so, students may have difficulty completing the degree in the time permitted);
- That the proposal differentiate the proposed program from Ph.D. programs offered elsewhere, including the University of Regina, in terms of the number of credit units of coursework required, and the strengths of the program in comparison to other doctoral programs;
- That the proposal recognize the need for graduate student funding beyond the maximum three years of funding which SHHRC provides;
- That the proposal state that the graduate chair of the program is intended to be the associate dean, graduate studies and research of the college.

Dr. Laurie Hellsten
January 26, 2015
Page 2

I wish you the best as you proceed to develop the full program proposal for this program. Please do not hesitate to contact me if you have any questions.

Kind regards,


Lisa Kalynchuk
c Ernie Barber, interim provost and vice-president academic Michelle Prytula, dean, College of Education
Roy Dobson, chair, academic programs committee of Council
Trever Crowe, associate dean, College of Graduate Studies and Research
Russell Isinger, registrar and director of student services

## College of Education Interdepartmental PhD Program

|  | Year 1 <br> 2015/2016 | Year 2 <br> 2016/2017 | Year 3 <br> 2017/2018 | Year 4 <br> 2018/2019 | 2019/2020 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |

