UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: January 21, 2016

SUBJECT: Master of Education (M.Ed.) in Leadership in Post-

Secondary Education

DECISION REQUESTED:

It is recommended:

That Council approve the Master of Education (M.Ed.) in

Leadership in Post-Secondary Education, effective

September 2016.

CONTEXT AND BACKGROUND:

The Department of Educational Administration is proposing a new program that addresses student demand and presents another option within a degree program already offered by the College of Education. The M. Ed. In Leadership in Post-Secondary Education fills a gap in the program identified in the Graduate Program Review of the Department of Educational Administration and because of an expressed desire for a leadership and administration program offering a focus on the post-secondary environment. The M.Ed. in Leadership in Post-Secondary Education will have both course-based and a thesis-based options, which addresses both the discovery mission of the department as well as providing programming for students who are looking for knowledge beneficial in post-secondary administrative positions.

This program will be offered alongside the post-degree Certificate in Leadership in Post-Secondary Education program approved by Council in May 2015. By offering the two options concurrently, the department will take advantage of synergies between the two programs though marketing the programs jointly. The certificate will also be a bridging program into the graduate program.

IMPLICATIONS:

The M.Ed in Leadership in Post-secondary Education will have three core courses that will be offered in both the M.Ed and certificate programs. Students wishing to transfer from the certificate to the M.Ed. program can apply to do so and will be able to count up to 6 credit units from their certificate towards the M.Ed.

Two instructors will be required to teach the courses associated with the M.Ed. and certificate programs and two recently hired tenure stream faculty members and three other existing faculty are lined up to offer the courses in the program. Additionally, if demand for the program requires additional sections, adjunct faculty could be employed to deliver the courses. The two main instructors of the program may utilize sessional instructors to reduce their overall teaching responsibilities.

The department has held consultations with other stakeholder groups such as regional colleges and Saskatchewan Polytechnic. Should there be sufficient demand of program delivery at a regional college, separate off-campus cohort may be arranged. The department is also looking at a blended delivery approach for all cohorts, and is working with GMTCE and the Distance Education Office on the online delivery of the program. Though the focus at the start will be on the on-campus delivery of the M.Ed, the Department is actively working at investigating alternative modes of delivery to ensure good student support and engagement.

CONSULTATION:

- College of Graduate Studies and Research Executive Committee November 19, 2015
- College of Graduate Studies and Research Graduate Programs Committee September 14 and November 2, 2015
- Planning and Priorities Committee of Council Fall 2015
- Academic Programs Committee December 16, 2015

SUMMARY:

The M.Ed. program will build upon the newly approved Certificate in Leadership in Post-secondary Education and will draw new students into graduate studies in the College of Education. Increasing and diversifying the graduate student population addresses college- and university-level strategic planning goals. This M.Ed. program aims to increase the professionalization of staff at post-secondary institutions and will help those seeking those roles better understand the diverse and complex environment of a post-secondary institution.

FURTHER ACTION REQUIRED:

Tuition for this program will require review and approval by the Board of Governors and will be presented at the Board's March 2016 meeting.

ATTACHMENTS:

1. Master of Education in Post-Secondary Education Proposal



Memorandum

To: Dr. Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Dr. Vicki Squires, Professor, Department of Educational Administration

Dr. Paul Newton, Graduate Chair, Department of Educational Administration

Dr. David Burgess, Head, Department of Educational Administration

From: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

Date: December 7, 2015

Re: Proposal for a New Master of Education Degree in Leadership in Post-Secondary Education

The Department of Educational Administration is seeking to implement a new field of specialization in master's-level programming. This proposal is consistent with the College of Education's integrated planning and the recommendations from the last graduate program review of the department. The College of Education has committed faculty resources to programming in this area. The Department of Educational Administration is able to sustain approximately 240 students on an ongoing basis, and the addition of this new field of specialization is expected to not only assist with ensuring those enrolment numbers are sustained, but also potentially increasing departmental enrolment numbers. It is noteworthy that graduate-level programming in the area of post-secondary education is very limited in Canada, with only 2 other institutions offering programs.

Proponents in the Department of Educational Administration have conducted much consultation with various units on campus in preparation of the proposal, including staff in CGSR and the Gwenna Moss Centre for Teaching Effectiveness. In November 2015, the Graduate Programs Committee recommended approval of the proposal for the new Master of Education in Leadership in Post-Secondary Education to the Executive Committee of CGSR. The Executive Committee of CGSR has subsequently recommended approval to the Academic Programs Committee of Council.

Attached please find:

- A memo from the Executive Committee of CGSR recommending approval of the program
- A copy of the memo from the Graduate Programs Committee of CGSR recommending approval of the program
- A copy of the Consultation with the Registrar form
- Correspondence with proponents from the review process
- The complete program proposal including new course proposals
- A copy of the memo from the Planning & Priorities Committee of Council in response to the Notice of Intent
- A copy of the Notice of Intent submitted to the Planning & Priorities Committee of Council

If there are any questions, I would be happy to respond.

TC:kc

College of Graduate Studies and Research MEMORANDUM

To: Amanda Storey, Committee Coordinator

Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Copies: Dr. Vicki Squires, Professor, Department of Educational Administration

Dr. David Burgess, Head, Department of Educational Administration

Dr. Paul Newton, Grad Chair, Department of Educational Administration

Dr. Laurie Hellsten, Associate Dean, College of Education

Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

Date: November 27, 2015

Re: Master of Education in Leadership in Post-Secondary Education

Members of the Executive Committee of the College of Graduate Studies and Research met on November 19, 2015, to consider the recommendation from the Graduate Programs Committee to approve a new Master of Education degree in Leadership in Post-Secondary Education with course- and thesis-based options in the Department of Educational Administration.

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 learning outcomes, the identification of program options and the target market.

The following motion was carried:

"Recommend approval of the new Master of Education in Leadership in Post-Secondary Education."

Pohler/Crowe 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, CGSR Executive Committee

CC: Dr. Dionne Pohler, Chair, Graduate Programs Committee

From: Graduate Programs Committee of CGSR

Date: November 13, 2015

Re: Master of Education in Leadership in Post-Secondary Education

The Graduate Programs Committee met on September 14, and November 2, 2015, to consider a new Master of Education degree in Leadership in Post-Secondary Education with course- and thesis-based options in the Department of Educational Administration.

It was noted that the College of Education had new faculty hires to support programming in this new field of specialization. The College of Education recently had a new certificate in this field approved, and the master's programming is designed to allow laddering from the certificate program to the new master's degree program options.

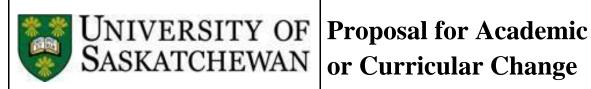
Originally, the proponents were proposing the introduction of a Doctor of Philosophy program; however, after feedback from the Graduate Programs Committee, the proponents have decided to postpone consideration for a new doctoral program.

Program proponents initially met with CGSR staff in the spring regarding development of this program, and much consultation had occurred prior to the program being considered by the Graduate Programs Committee. The Graduate Programs Committee passed the following motion:

Motion: To recommend approval of a new Master of Education in Leadership in Post-Secondary Education. Eglington/Whiting CARRIED

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

:kc



or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: A Post-Secondary Field of Specialization in the Master of Education

Degree(s): Master of Education

Field(s) of Specialization: Leadership in Post-Secondary Education

Option(s):

Degree College: College of Graduate Studies and Research

Contact person(s) Vicki Squires, Assistant Professor, Department of Educational Administration College of Education 306-966-7622 vicki.squires@usask.ca

David Burgess, Department Head Department of Educational Administration College of Education 306-966-7612 david.burgess@usask.ca

Proposed date of implementation: May, 2016

1. ACADEMIC JUSTIFICATION

a. Important addition to academic programming

The Department of Educational Administration in the College of Education will offer the proposed field of specialization, Leadership in Post-Secondary Education, through the existing Master of Education degree program. This new field of specialization addresses student demand and could potentially attract a significant number of new students interested in post-secondary leadership. The proposed field of specialization would present another option within a degree program already offered by the College of Education in the Department of Educational Administration. Currently, the Department maintains a robust cohort of graduate students; there are approximately 240 Master's students enrolled in the department on an ongoing basis. Historically, students from a variety of colleges across campus and beyond the University of Saskatchewan have sought out the department for graduate study. The proposed field of specialization addresses a gap identified in the Department of Educational Administration's Graduate Program Review (2011). During the program review, several participants noted a desire for more coursework focused on the post-secondary context. Specifically, some participants expressed a desire for leadership and administration program offerings that were focused on the post-secondary environment. Depending on demand, we could tailor the program further to meet specific needs of particular cohorts, such as academic advisors, faculty members, student affairs professionals, or polytechnic faculty. The Department of Educational Administration is well-positioned to offer programming to students who are employed full-time through flexible timetabling that is characterized by blended and online learning technologies in addition to face-to-face evening, weekend and summer courses. The Department also is connected closely with the Saskatchewan Education Leadership Unit (SELU); SELU will be an important vehicle for marketing and expanding the program, provincially, nationally, and internationally.

Additionally, this field of specialization would provide an extension of the Certificate of Leadership in Post-Secondary Education program that the Department of Educational Administration is offering, beginning in May 2016 (pending Board of Governors tuition approval). By offering the two options concurrently, the department can take advantage of synergies between the two programs through marketing the options jointly, and cross-listing the applicable courses. The Certificate of Leadership in Post-Secondary Education would also provide an excellent bridging program into the graduate program.

The need for building our institutional capacity in this area is highlighted in literature focusing on post-secondary education. Hardy Cox and Strange (2010) emphasized that, in Canada, we need to develop programs that contribute to professionalizing our personnel who work with students. To achieve this purpose, they recommended "the development of additional programs at the graduate level (master's and doctoral studies), through distance learning and on-campus opportunities, to prepare leaders in the various student services specialties" (pp. 243-244). Keeling (2006) reiterated that we need to be "intentional learners and reflective practitioners, learning continuously about our campus and students, thinking about the way our work addresses the demands of institutional mission and values, and committed to examining and revising our operational assumptions about student learning" (p. 59). Keeling further noted that leadership across campus is key to developing a deeper understanding of students and student learning. Through offering the two programs focused on post-secondary education, the Department of Educational Administration would serve to enhance understanding of students and student learning, as well as further develop formal and informal leaders across campus. The campus would benefit from the ability to recruit faculty and staff, including Indigenous faculty and staff, who have developed knowledge and skills specifically aligned with leadership in post-secondary environments.

References:

Hardy Cox, D. & Strange, C.C. (2010). Achieving student success: Effective student services in Canadian higher education. McGill-Queen's University Press: Kingston, ON

Keeling, R. (Ed.). (2006). Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience. ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, NIRSA

b. Alignment with university and college plans

This new field of specialization fits with the university and the college Third Integrated Plans. Specifically, the initiative aligns with the College of Education's Priority 4: Grow and enhance our graduate programs, in that the program may attract a different set of mature students who are working, or interested, in post-secondary education. The implementation of the program will contribute to professionalizing the staff of the university, and to enhanced understanding of our increasingly diverse student body. By doing so, we can better support student success, and improve student retention rates; these goals are explicitly stated within the university's Third Integrated Plan, specifically in two areas of focus (Aboriginal Engagement and Culture and Community). We can work towards improved intercultural competencies among staff and

faculty through developing curricula that incorporate First Nations, Métis and Inuit perspectives, and that highlight the unique needs of international students. We can measure progress in this area through improved institutional and college-level performance regarding student satisfaction, engagement, and sense of belonging as measured by survey tools such as the Canadian University Consortium Survey, the National Survey of Student Engagement, and the Campus Climate survey. Part of our analysis can include analyzing responses from particular demographic subgroups such as First Nations and Métis students.

This need for building intercultural understanding is especially important given the emergent emphasis on Indigenization and internationalization. Part of the target audience will be Aboriginal students aspiring to work in post-secondary education, both in mainstream and Aboriginal-controlled sectors. Research has identified the need to build greater administrative and leadership capacity in these sectors. The University of Saskatchewan is known as a leader in Indigenizing curricula at the undergraduate level, and this field of specialization begins a shift towards Indigenizing graduate level education.

Building our institutional capacity through this program supports the University of Saskatchewan Learning Charter; in particular, it contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge and interpersonal connections across campus serves to pull the campus together and to develop common institutional language, commitment, and ways of working. This field of specialization has the potential to serve a core function in developing the professional expertise of staff and in recruiting diverse staff. In addition, preparing leaders for other universities and the post-secondary education sector more broadly helps build authentic relationships between the University of Saskatchewan and other institutions, locally and internationally.

Although this program was not envisioned during the last integrated planning process, the idea had been discussed for several years, especially after the Graduate Program Review (2011). The new circumstances that have provided impetus for the development of this idea are two-fold. First, the department is undertaking a process of curriculum renewal and determining what best meets the needs of the large graduate population. Second, the Department and college have undergone faculty and staffing changes so that there is enhanced capacity to develop and support this program (see the Resources section).

c. Targeted student demographic

This program is connected to a particular goal of one of the areas of focus, Innovation in Programs and Services. Specifically, one project from this area of focus that was undertaken during the third planning cycle, the Strategic Enrolment Management Project, (http://www.usask.ca/plan/areas-of-focus) identified strategies that could promote recruitment of several target groups of students. This program would result potentially in greater enrolment of four of those groups, graduate students, international students, Aboriginal students, and mature students, and assist the university in achieving college-level enrolment targets. The proposed program and delivery model for the field of specialization may be especially attractive to mature students who are working professionals interested in enhancing their skills and knowledge and potentially advancing their careers.

Currently, the Department of Educational Administration attracts some students from across campus especially from some of the Health colleges and student services. Although we do not collect specific

information regarding interest in different levels of educational institutions, we know that approximately 20 students within our cohorts every year come from post-secondary institutions. By offering this option, we would be better meeting their needs. Some staff take courses online as there are no comparable programs in the province. It is anticipated that there will be an increase in enrolment in our Master's degree program as a result of more intentional marketing of the program and because we expect that many students will move from the Certificate of Leadership in Post-Secondary Education program into the Master's degree program. Additionally, successful completion of the Certificate program may facilitate probationary admission of a small number of students who might otherwise not be eligible to apply for graduate studies.

Although the first cohorts would be recruited primarily from the internal environment, we would hope to expand the reach of this program through blended, distance and online options to external environments, provincially, nationally and potentially internationally. Initial conversations with internal and external stakeholders, such as Saskatchewan Polytechnic, have indicated that there exists a strong interest in post-secondary administration, and potential cohorts of students for this program. We currently draw a significant number of international students to our program, many of whom are interested in post-secondary educational institutions, as evidenced by their choice of topics in coursework. We intend to capture this data more accurately at point of admission and the Department has struck an admissions committee to look at Departmental level graduate student processes and data collection. This program would potentially draw more international students; preliminary discussions with several international institutions lead us to believe there is a strong interest in this program, especially if it can be offered online.

Additionally, some faculty within the Department provide expertise in Indigenous education and leadership. Their knowledge and leadership has significantly contributed to Departmental success with Indigenous learners. We can continue to build relationships with the Indigenous community and further develop specific skills and knowledge for Indigenous leaders in post-secondary institutions; within the Indigenous and provincial communities, there is a very strong interest in being able to recruit Indigenous employees with these skill sets.

Given this context, the Department is anticipating that the program may draw an additional 15 students during the first year, with an intake of 20 new students to the field of specialization each year afterwards. It is anticipated that most students will be taking the program on a part-time basis so that they will complete the 30 cu of the Master's program in three years. Therefore, by year 4 we will have approximately 60 students in the program and that number should remain stable every year afterwards.

d. Similar competing programs

Currently, there are no other similar programs in Saskatchewan. Universities in other provinces offer similar programs, primarily Master's degree programs, for post-secondary education, but each of them focuses on a particular strand or topic. Simon Fraser University focuses on Student Affairs, University of Manitoba's Centre for Higher Education Research and Development's program is centred on administration, University of Alberta's focus is on pedagogy, and Memorial University is a distance program that concentrates on student affairs and advising. Royal Roads University will be offering a Master's degree in Higher Education Leadership, starting in fall 2015. However, the structure of the program (requiring a two week residency each year) and the cost of the program make it prohibitive for many prospective students. The design of our program is unique in that it prepares students for

leadership by focusing on three broad post-secondary topics: 1) the role of the student and student diversity, 2) teaching and learning, and 3) administration and governance.

2. ADMISSIONS

The admission requirements are those required for admission into the Master of Education in Educational Administration (course-based) program. These requirements include:

- A four year honours degree, or equivalent from a recognized college or university in an academic discipline relevant to the field of study
- a cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two
 years of study (e.g. 60 credit units); students with averages below 70% may be considered for
 probationary entry into the program
- favourable recommendations from three academic/professional referees
- favourable recommendation from the Admissions Committee of the Department of Educational Administration
- 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 the Catalogue for more information

However, for students who have already completed the Certificate in Leadership in Post-Secondary Education, they can apply for admission with Advanced Standing. These requirements include:

- Completion of the Certificate in Leadership in Post-Secondary Education
- A four year honours degree, or equivalent from a recognized college or university in an academic discipline relevant to the field of study
- a cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two
 years of study (e.g. 60 credit units); students with averages below 70% may be considered for
 probationary entry into the program
- favourable recommendations from three academic/professional referees
- favourable recommendation from the Admissions Committee of the Department of Educational Administration
- 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 the Catalogue for more information

3. DESCRIPTION OF THE PROGRAM

a. Curricular objectives

Broadly described, students completing this program will be able to:

- Articulate the role that student services and academic units play in the recruitment and retention of post-secondary students.
- Discern promising recruitment and retention strategies and identify their connections to teaching and learning on campus
- Compare and contrast different local, national, and international post-secondary institutions
- Identify different student learning styles and apply understandings of adult learners to teaching and learning in the post-secondary context
- Investigate and debate emerging trends and issues in post-secondary education
- Apply leadership theories and change management theories to explore administration and leadership in post-secondary institutions
- Examine forms of institutional, program, and student assessment; critically evaluate the assessment practices of local, national, and international institutions
- Develop advanced research skills, including locating relevant sources, synthesizing information from several sources, and presenting the information in a well-organized, clearly written paper

More specific objectives for each of the 3 core courses and the capstone course are included within the attached syllabi that accompany this proposal.

b. Modes of delivery, experiential learning opportunities, general teaching philosophy

As described elsewhere in this proposal, the initial course offerings will be a mix of face-to-face and blended course delivery; the courses for this field of specialization will become fully online as one option of delivery. Potentially, the course could be offered to cohorts in other geographical locations throughout the province and through online opportunities for students from even farther regions. Currently, students are unable to complete the entire Master's program online, but as part of the curriculum renewal process, the Department is working towards offering more courses online. The majority of the prospective students will be drawn from a pool of full-time employed professionals working in post-secondary institutions. Because of this pool, the courses will be utilizing non-traditional times and formats, including blended, online, evenings, weekends and summer offerings.

Although there are no experiential learning opportunities for all students built into the course-based Master's program, the programs will be seminar-based, where students have frequent opportunities to contribute (online or in person) to discussions on given topics. Depending on the cohort, local experts from the campus community may contribute to particular seminars. Additionally, the capstone activity provides an opportunity for students to research a topic of interest in great depth. Alternatively, students in EADM 991.3 may set up a three week internship in a post-secondary educational leadership environment. They would then complete a paper on their internship, tying it in with concepts covered within their program. In the thesis-based Master's program, students can engage in research topics that are highly relevant to their current work at a post-secondary institution. This level of research may open up more avenues or possibilities for ongoing or supplementary research later in their career. Additionally, their research may be directly applicable to their own daily work in a post-secondary environment.

The general teaching philosophy of the class is reflected in its curricular objectives and in its course design. We will offer an opportunity for staff and faculty to explore post-secondary leadership within a robust graduate program in Educational Administration. This opportunity will include non-traditional formats and methods of delivery in order to accommodate working professionals. This program is

intended to engage post-secondary staff and faculty in further professionalization of our post-secondary institutions, and thereby contribute to the success of the students, of the staff and faculty themselves, and of the institutions more broadly.

c. Curriculum mapping

This field of specialization fits within the degree requirements for the Master of Education course-based program, and for the Master of Education thesis-based program. Students in the course-based program are required to take 30 credit units, and students in the thesis-based program are required to take 21 credit units plus a thesis. The different pathways through the program are illustrated below.

For students who have taken one or some of the certificate courses, they will be able to count up to 6 credit units towards their Master's degree. For those students who have completed the certificate program and then apply for the Master's program, they can be granted admission with **Advanced Standing**. Similarly, these students can count up to 6 credit units of the certificate programs towards their Master's Degree. However, the additional designation of Advanced Standing recognizes their previous studies in post-secondary education. By then subsequently focusing their capstone project or thesis on the post-secondary context, they would fulfill the requirements for the Master's level post-secondary education field of specialization. See Section 3G: Program Transferability.

Degree Requirements – Course-based program

Students must maintain continuous registration in a credit course or a tuition-bearing maintenance of status.

- GSR 960.0 Introduction to Ethics and Integrity
- GSR 961.0 Ethics and Integrity in Human Research
- a minimum 30 credit units, including:
 - EADM 837.3 Role of the Student and Student Services in Post-Secondary Education
 - EADM 838.3 Administration and Governance in Post-Secondary Education
 - EADM 839.3 Teaching and Learning in Post-Secondary Research
 - (*NOTE students who have completed EADM 437.3, EADM 438.3, and/or EADM 439.3, that have not been credited to a degree program, may use up to 2 of those courses to satisfy the requirements for EADM 837.3, EADM 838.3 or EADM 839.3)
 - EADM 811.3 History and Development of Organizational Theory
 - ERES 800.3 (Research Methods Introductory) or ERES 810.3 (Indigenous Research Epistemology and Methods) or ERES 820.3 (Action Research in Education) as approved by the Department of Educational Administration
 - EADM 991.3 Post-Secondary Educational Leadership: Field-based Applications
 - o EADM 990.0 Seminar
 - 12 credit units of electives as approved by the Department of Educational Administration

Degree Requirements - Course-based program with Advanced Standing

Students must maintain continuous registration in a credit course or a tuition-bearing maintenance of status.

- GSR 960.0 Introduction to Ethics and Integrity
- GSR 961.0 Ethics and Integrity in Human Research
- a minimum of 24 credit units, including:
 - o EADM 811.3
 - ERES 800.3 (Research Methods Introductory) or ERES 810.3 (Indigenous Research Epistemology and Methods) or ERES 820.3 (Action Research in Education) as approved by the Department of Educational Administration
 - o EADM 991.3
 - o EADM 990.0
 - o 15 credit units of electives as approved by the Department of Educational Administration

Degree Requirements – Thesis-based program

Students must maintain continuous registration in EADM 994.

- GSR 960.0 Introduction to Ethics and Integrity
- GSR 961.0 Ethics and Integrity in Human Research
- a minimum 21 credit units, including:
 - o EADM 837.3 Role of the Student and Student Services in Post-Secondary Education
 - EADM 838.3 Administration and Governance in Post-Secondary Education
 - EADM 839.3 Teaching and Learning in Post-Secondary Research
 - (*NOTE students that have completed EADM 437.3, EADM 438.3, and/or EADM 439.3, that have not been credited to a degree program, may use up to 2 of those courses to satisfy the requirements for EADM 837.3, EADM 838.3 or EADM 839.3)
 - EADM 811.3 History and Development of Organizational Theory
 - ERES 800.3 (Research Methods Introductory) or ERES 810.3 (Indigenous Research Epistemology and Methods) or ERES 820.3 (Action Research in Education) as approved by the Department of Educational Administration
 - EADM 994.0 Research
 - o EADM 990.0- Seminar
 - o 6 credit units of electives as approved by the Department of Educational Administration

Degree Requirements – Thesis-based program with Advanced Standing

Students must maintain continuous registration in EADM 994.

- GSR 960.0 Introduction to Ethics and Integrity
- GSR 961.0 Ethics and Integrity in Human Research

- a minimum 15 credit units, including:
 - EADM 811.3 History and Development of Organizational Theory
 - ERES 800.3 (Research Methods Introductory) or ERES 810.3 (Indigenous Research Epistemology and Methods) or ERES 820.3 (Action Research in Education) as approved by the Department of Educational Administration
 - EADM 994.0 Research
 - EADM 990.0 Seminar
 - o 9 credit units of electives as approved by the Department of Educational Administration

d. Opportunities for synthesis, critical thinking, problem solving, etc.

Throughout all three 3 cu core specialization courses, there will be opportunities to develop the higher level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to current contexts. These opportunities will occur within the writing and the seminar requirements of each course. Each of the three core specialization courses includes seminar leadership and has a final research paper as an evaluation component. There will be numerous opportunities for students to take part in discussions where course concepts are applied to current contexts, and where current issues are analyzed. Additionally, each of the Master's degree options (course-based or thesis based) requires a capstone paper or thesis where students will engage in an in-depth study of a topic relevant to the post-secondary environment. This culminating activity will require all of the higher level thinking skills, including synthesis, critical thinking, and problem solving as students investigate one of the subtopics that emerged during their coursework.

Students will receive evaluation rubrics in each of the courses, as well as information regarding graduate level grading criteria as part of the syllabus for each course. The learning objectives and the evaluation rubrics will articulate the types of skills that students will be expected to demonstrate upon completion of the courses.

e. Comprehensive breadth of program

The field of specialization will consist of 9 cu of coursework, and a capstone project that focuses exclusively on the post-secondary educational context. The courses include:

EADM 837.3 – Role of the Student and Student Services in Post-Secondary Institutions

The course will critically examine current practices and emergent research on promoting student success in post-secondary education through identification of the roles of the student, examination of the demographics of the current student population, and investigation of the role of student services in supporting student success. Topics will include holistic models of student support, the student lifecycle from interested prospective students to alumni, the increasing diversity of students, the wide range of

possible student services and their connections to the teaching and learning mission of campus. Particular attention will be paid to the unique needs of students, including Aboriginal and international students, and students with exceptionalities or health challenges. Throughout the course, connections will be made between personal demographics and students' access of and response to student services, in addition to the roles and responsibilities of students themselves in facilitating their own academic success.

EADM 838.3 - Administration and Governance of Post-Secondary Institutions

This course will analyze the administrative structures and governance processes of a number of post-secondary educational institutions, using overarching theories regarding organizations, leadership, and change management. Underpinning the discussion will be the role of the institution in addressing its mission and vision, while serving the needs of its diverse stakeholders and the local, national and international communities. The legal and regulatory environment of post-secondary institutions will be critically examined, including the policies and procedures, collective agreements with unions, and approval processes that influence the environment. In addition, topics such as institutional, program, and student assessment, integrated planning, Aboriginal engagement, and resource allocation in post-secondary institutions will be covered. Particular attention will be paid to priority setting and emergent post-secondary trends (such as Indigenization and internationalization, corporatization, and environmental sustainability).

EADM 839.3 - Teaching and Learning in Post-Secondary Institutions

This course will investigate adults as learners in post-secondary educational institutions and discuss best methods to promote students' academic success. The scholarship of teaching and learning will be explored, including theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles. This exploration will involve a discussion of culturally responsive, Indigenous, and decolonizing pedagogies, and the unique needs of Aboriginal students. Topics also include examining and critically analyzing teaching approaches, key components of course development based on best practice, student assessment and learning outcomes, academic integrity, and the use of technology for teaching and learning at post-secondary institutions, both in classroom and in online delivery formats.

EADM 991.3 – Educational Leadership: Field Based Applications (Capstone Activity)

This course is designed to provide students with an opportunity to consolidate their understandings, and synthesize key concepts from the three broad perspectives of post-secondary educational institutions: 1) role of the students and student services, 2) administration and governance, and 3) teaching and learning. They will highlight key learnings, and connections to their work environment or other post-secondary contexts by participating in field-based research in the area of educational leadership. Students may choose to 1) participate in a three week field-based educational leadership internship; or 2) undertake research related to educational leadership. Both options require the submission of a research paper; with option 2, students will also be required to present their findings to the class.

For further detail, please see the attached syllabi in Appendix G.

f. Alignment with Learning Charter's five learning goals

The curricular objectives for the courses that make up the field of specialization align well with all of the five core learning goals. Each course is designed to include exploration, application, and synthesis of key concepts relevant to leadership in the post-secondary environment. The individual course syllabi highlight the objectives and the evaluative components; these learning goals are included within each of those sections. Although most of these goals are incorporated within the individual courses, these learning skills will be especially evident in the preparation, organization, and writing of the capstone paper or the thesis.

Because this is a graduate level program, the evaluative components denote the higher expectations for the students' demonstration of the skills embedded within the five learning goals. The program as a whole incorporates these learning goals in the following ways.

Discovery Goals: Students will apply critical and creative thinking in their exploration of the current context of post-secondary educational institutions. They will participate in discussions (online or in-person) and analyze current trends and issues. This process will require the synthesis of information from each student's own work context, as well as previous course work. They can reflect on others' perspectives, on new information, and on their emerging knowledge of the area in order to critically evaluate the issues and concepts.

Knowledge Goals: The course content is being developed by faculty in the Department who have expertise in some or many of the topics and subtopics. Each course includes an extensive resource list that highlights a number of resources for the topics. Additionally, the courses for the field of specialization have been designed intentionally to provide a broad perspective on post-secondary educational administration and leadership; this approach allows for an exploration of how these concepts are related in the overall environment of post-secondary institutions. Students will develop a comprehensive knowledge of the field. Through their papers and capstone (or thesis), they will have the opportunity to develop an in-depth knowledge of a particular area within the broader topics.

Integrity goals: Intellectual integrity and ethical behaviour will be addressed through course work, as well as explained through the academic integrity sections of the syllabi. Although all syllabi are required to include a section on academic integrity, this topic will be explored in more depth, especially in EADM 838.3: Administration and Governance in Post-Secondary Education where policies and procedures around the nature of ethics and research, as well as academic and non-academic misconduct and natural justice will be examined. Throughout the course work, other topics lend themselves to the development of integrity goals. For example, in EADM 839.3: Teaching and Learning in Post-Secondary Education, intellectual integrity and accommodations for students with disabilities will be addressed. In EADM 837.3: The Role of the Student and Student Services in Post-Secondary Education, the increasing diversity of students will be examined. These explorations will include our moral and ethical commitment to fairness for all students.

Skills Goals: Throughout all of the courses, students will be expected to communicate clearly and persuasively in essays and in class discussions. In order to complete their essays, final course papers, and capstone paper, students will need to demonstrate the ability to locate relevant, scholarly information, and utilize the information to develop well-written papers that adhere to academic integrity standards. They will demonstrate technological literacy and the ability to apply technological skills to support their research and inquiry activities. The final written products should reflect publication- and dissemination-ready standards. These final papers could then be published with faculty as co-authors; this practice provides opportunity and support to students in publishing and research.

Citizenship Goals: Throughout the courses, students will examine the increasing diversity of students, staff, and faculty on campus, and recognize the positive contributions that increasing diversity brings—not only to our campus, but to our broader communities. Upon successful completion of this field of specialization, graduates of the program will demonstrate the citizenship goals of "sharing their knowledge and exercising leadership" (Learning Charter, 2010, p. 2). By becoming formal and informal

leaders on campus and beyond, they may have the opportunity to contribute to the campus community and our broader communities.

g. Program transferability

Students from other Master's programs at the U of S and elsewhere could transfer into this program; transfer credit evaluation would be required to determine eligibility and degree requirements that remain to be fulfilled.

One type of possible transfer may come from the Certificate of Leadership in Post-Secondary Education program. This is an undergraduate level certificate program that explores the post-secondary context. Some students are not eligible to apply directly to the Master's program; they may choose to complete the certificate and then apply for probationary status in the Master's program. There are two possible ways that students from the Certificate program can move into the Master's program, as described below. For students entering the Certificate program, the Department will advise them regarding the transfer possibilities. Students will be advised that if they are considering pursuing the Master's degree, they should transfer into the Master's program after two courses (dependent on eligibility to meet graduate studies admission criteria), or enroll directly instead into the Master's program. Alternatively, they can take two of the 800 level courses as non-degree students and then enroll into the Master's program. The possible transfer pathways are:

- 1) Students may choose to transfer into the Master's program after beginning the certificate program once they have taken one or two of the courses and become confident in their abilities. They will need to meet the requirements for admission to the College of Graduate Studies and Research in order to be accepted into the Master's program. If they are accepted, they can count up to two of the certificate program courses towards the Master's degree.
- 2) Alternatively, students may complete the certificate program and then choose to apply for the Master's program. For this option, they need to meet the requirements for admission to the College of Graduate Studies and Research in order to be accepted into the Master's degree program. However, if they cannot meet these requirements, successful completion of the Certificate may mean that they will be granted probationary admission into the College of Graduate Studies and Research.

For students choosing this option, two of the certificate courses (EADM 437.3, EADM 438.3, or EADM 439.3) can be counted towards the Master's degree; students can identify which two courses they would like to count in fulfilling the Master's degree requirements. If they qualify for the Master's program, they would then be admitted with Advanced Standing. The designation of Advanced Standing recognizes their previous studies in post-secondary education. By then subsequently completing the degree requirements (see Section 3C. Curriculum Mapping) and focusing their capstone project or thesis on the post-secondary context, they would fulfill the requirements for the post-secondary education field of specialization.

h. Criteria for evaluation of program success; timeframe

Evaluation of this program will be ongoing and will encompass several criteria. One key performance indicator will be enrolment numbers in the certificate program and enrolment numbers in the Master of Education in Post-Secondary Leadership. At point of admission, we intend to gather more explicit data regarding student area of interest (Pre-K to 12, Indigenous Educational Leadership, Post-Secondary Leadership, etc.), and student demographics (place of employment, place of residence, etc.). Initial intake numbers will be noted, and the ongoing enrolment numbers and trends can be documented. We will gather student feedback through the SEEQ evaluation process at the end of every course. Additionally, in-class formative feedback will be gathered at least once during each course to determine where ongoing revisions or additions could be made. Completion rates (time to completion, percentage of student completion) can be obtained for both the certificate program as well as the Master's degree program. We will track movement from the certificate program to the Master's program, including mid-certificate program transfers and end of certificate program transfers. These types of formative and summative assessments will be helpful in strengthening the program and will be ongoing, although initial information gathered will be especially informative as we analyze enrolment numbers and track successes and student satisfaction.

Revenue generation will be another indicator of success. Initially, our target is 15 students; if we hit our enrolment targets, incremental revenue will be realized within the first year. We anticipate that the program will become self-sustaining within the first year, and be a source of revenue generation in the following years. Should the Master's course-based program become fully online, we could realize significant financial gains. The Department of Educational Administration already has several cohort Master's programs in different geographical locations throughout the province; the same process could be established for this program on a wider scale.

i. Accreditation or certification

Not applicable.

4. CONSULTATION

a. Relationship to existing programs

This field of specialization will be strongly connected to our Certificate of Leadership in Post-Secondary Education that will be first offered in May 2016. The three core courses for the certificate will be cross-listed with the courses for the Master's degree; there will be similar content, but evaluation components will differ significantly. The capstone course in the certificate program and the Master's degree program will be focused on post-secondary contexts. If a student completes the certificate and then would like to begin the degree program, he or she would be able to count 6 cu of certificate courses towards the completion of their Master's degree (see 3 G – Program Transferability).

In the Master's program in Educational Administration, there are 9 cu of core courses that all students are required to take; students in this new field of specialization would also take the core courses, but their capstone course would be focused on a topic highly relevant to the post-secondary context. To achieve

the specialization requirements, they would take an additional 9 cu of core specialization courses focused on post-secondary contexts with three broad areas: 1) role of the student and student services, 2) administration and governance, and 3) teaching and learning. This schedule of classes allows them to then choose 12 cu of electives. It is anticipated that the electives will be chosen from courses offered in the Department of Educational Administration; however, some of their electives may come from another department in the College of Education, elsewhere on campus, or through another university.

Although we anticipate that most students enrolling in this field of specialization would take the course-based route, students interested in the Master of Education thesis program would be able to incorporate this field of specialization into their course work. The different requirements for the two streams are described in more detail in Appendix A.

Because there are no similar programs on campus, this program will not be drawing students from other departments or colleges. Rather, the program better meets the needs of students who would either apply to our own department as it is the closest fit to administration in post-secondary education, or it may attract prospective students who would otherwise apply for online types of programs. Additionally, our Master's program attracts many international students; a large portion of those students are interested in post-secondary educational leadership. This field of specialization appeals to many Indigenous students who are looking for leadership opportunities in post-secondary education.

b. List of units formally consulted; summary of consultations

College of Graduate Studies and Research

The Department held several consultations with CGSR as we explored the idea of a certificate program; initially that program was intended to be at the graduate level. Because of considerations regarding target enrolment populations and discussions with CGSR, the Department determined that a combination of an undergraduate certificate and a Master of Education field of specialization would be a more feasible route and would allow for a potentially larger prospective student population. These related programs would best serve our multiple internal and external stakeholder groups. In developing the Notice of Intent for this field of specialization, the Department again consulted with CGSR. The Department, with the guidance and support of CGSR, then developed the proposal.

Gwenna Moss Centre for Teaching Effectiveness

The Department has been working with GMCTE in several ways. We have consulted with an instructional designer at the centre to develop the cross-listed syllabi (8 syllabi in total) for the certificate and Master's degree field of specialization. This work has especially focused on refining the course objectives and articulating the differentiated evaluation between the two levels of programs.

Additionally, we are working with GMCTE as a result of our Curriculum Innovation Grant. The grant will be used for a hiring a graduate student to support the development of the Certificate programs, and for covering costs associated with developing the online delivery of the courses. GMCTE is providing guidance and support in determining a final budget for that development, and the grant subsequently will be extended to cover a portion or all of the associated costs.

University Library
See explanation in the following section

Registrarial Services

The Registrar's office was aware that this proposal would be coming forward because of the Department's consultations regarding the certificate program. After Planning and Priorities Committee approved the Notice of Intent for this Master's degree field of specialization, CGSR completed the consultation with the Registrar's office (see attached form).

Distance Education

As noted previously, the certificate program will be developed in a variety of formats. The intention is to have the certificate program available in a fully online format. Because of this work, the core specialization courses for the Master's degree field of specialization may all be available online (although the Master's degree program is not fully available online currently). The Department has met with staff from Media Production Services and the Distance Education Office to discuss the options available and determine associated costs. The Director of the Distance Education Office provided a detailed cost analysis for developing all four specialization courses online. Some of the costs are in-kind costs for the Distance Education Office; the Curriculum Innovation Grant will cover the additional costs. See Appendix D.

c. Evidence of consultation with University Library

We are already working with the Education Library on developing resource lists to support the topics within the certificate program. Because of the cross-listing, this work will support the Master's level courses. Having an extensive list of supporting resources is especially important for the Master's level courses because of the depth and breadth of research expected for the course papers and the capstone paper at the Master's level. The graduate student hired through the Curriculum Innovation Grant will consult with the Education Librarian during his or her work to compile more resources including relevant journal articles.

The lists of currently held resources that support the courses' topics are attached as Appendix D. These lists demonstrate the large number of existing resources in our Education Library and elsewhere on campus or available electronically. Our college has been invested in teaching courses on student learning and adult learning, as well as on a variety of effective teaching practices, including Indigenous pedagogies. In addition, as previously noted, we have always had some students and faculty interested in education in the post-secondary context. The Education Library also worked with the office of the Vice Provost of Teaching and Learning to gather resources for professional development of the academic advisors on campus. This previous work will benefit the development of resource lists for the topics covered in the Master's degree field of specialization. If some additional library resources are required, these resources could be purchased by the Education Library if they fall under their purchasing guidelines or potentially the Department could purchase some of the resources if required. A small portion of the Curriculum Innovation Grant can cover up to \$500 for purchasing materials for the library.

d. Other pertinent consultations; evidence of support (if applicable)

The Department held initial conversations with some stakeholder groups, including academic advisors and Saskatchewan Polytechnic. Some of the doctoral and Master's students in the Department work on campus and at Saskatchewan Polytechnic, Gabriel Dumont and other post-secondary institutions; these students and alumni will be valuable ambassadors in recruitment.

Additionally, our discussions with several international institutions indicate strong interest in both the certificate and the Master's degree field of specialization. Depending on circumstances, some of their senior administrative personnel may be supported in coming here to complete the few classes that are not offered online. However, the Department is continuing to work on expanding their online offerings, so that with the inclusion of the post-secondary courses being fully online, conceivably potential Master's students could take all the requirements for a course-based Master's degree program online. This option is especially appealing to our international stakeholders.

5. BUDGET

a. Number of instructors and advisors; estimated percentage of time

The Department is planning on offering one of the cross-listed courses each term; this schedule allows faculty and staff at the U of S to apply for tuition coverage. If interest is such that two sections or two different courses will be offered during the same term, two instructors will be required to teach the courses. In one academic year, if one section of each course is offered per term, the number of courses would account for 75% of one faculty's teaching load for the year. Should more sections be required, then the second faculty or instructor would teach those courses; potentially 75% of that faculty's teaching time would be devoted to the post-secondary courses. Two recently hired tenure stream faculty and three other existing faculty in the Department will be responsible for delivering the program. This academic year the Department has experienced growth resulting in larger departmental capacity to support the point people on this proposal; 80% of faculty have teaching and research related to post-secondary education, 30% are international faculty, and 20% are Aboriginal. Additionally, adjunct faculty and professional affiliates with specific post-secondary expertise (such as former U of S faculty or instructors from GMCTE) could deliver courses. Sessional instructors may be needed to offload some of the teaching responsibilities in other courses for the two main instructors for this program. If that type of support is required, the Department will seek CGSR approval for each graduate offering delivered by sessional instructors.

Most importantly, the Department of Educational Administration, as part of college reallocation of staff, has recently added an administrative person devoted to supporting the graduate students of our Department. Further, up to 50% of the time of the primary departmental administrative staff member will be dedicated to supporting the certificate program and the related administrative components (such as marketing) for this field of specialization. These two staff will be instrumental in providing administrative and academic support to our graduate students, including those students applying for this field of specialization. Faculty administrative capacity recently has been enhanced by devolving the Graduate Chair from the Department Head position. Because of these recent changes, the administration of the field of specialization should have significant support.

b. Courses eliminated in order to provide time for additional courses

As noted in the previous section, the Department of Educational Administration has enhanced capacity this year to develop and offer this program. However, the Department recognizes the need to ensure capacity to deliver its core programs and to offer courses that meet the needs of its prospective students. Because of this recognition, the Department has begun the process of curriculum review. The departmental Curriculum Renewal committee is conducting an examination of all graduate courses offered in the Department to determine currency and relevancy, as well as student interest.

This proposed program and the certificate program were initiated because of student interest, and this initiative is being developed as the first artefact of the Department's curriculum renewal process. We are proceeding mindfully and strategically to ensure that the success of this program does not come at the expense of other current departmental offerings that are regarded as relevant and necessary. Although administration in elementary and secondary education remains the key focus for Master's level programming, there are some exciting ways that we hope to refresh our departmental offerings. This process is especially important because of the recent faculty changes and emergent interests and priorities of the university and college, such as incorporating Indigenous ways of knowing and promoting internationalization. The process is just underway; therefore, it is too early to identify which courses are possibilities for elimination, for revision and for development.

c. Effect on teaching assignments of each unit and instructor

As noted previously, the courses aligned with this field of specialization will be offered solely through the Department of Educational Administration (with the potential of an occasional sessional instructor). Delegation of teaching these courses will be noted in Assignment to Duties negotiations between the Department Head and individual instructors. If the Department offers one section of each course per term, this field of specialization would account for 75% of one faculty's teaching load for one year. Additional sections may be covered by a second faculty member, or a sessional instructor, depending on other departmental needs. It is anticipated that, even if these courses account for 75% of the teaching load of two faculty members, the Department will still have capacity to offer the core courses as well as a variety of electives each term for all of its graduate students. In developing the budget information, though, we have included the hiring of sessional instructors as an incremental expense (see Appendix B).

d. Budget allocations and reallocation of unit resources

The Department already has identified that significant administrative support will be devoted to the new certificate and Master's degree programs. The Curriculum Innovation Grant will cover the graduate student stipend, and at least some of the development of distributed delivery methods. Additional costs associated with the marketing of the program will be covered by the Department and SELU can take a role in the advertising of the program. These costs will be minimal, and are noted in the financial calculations in Appendix B.

Costs of developing the online application form will be minimal and will be covered by in-kind contributions from Student Information Systems. Additionally, costs associated with class room space will

be minimal as the courses will be offered outside of the regular class hours to accommodate the prospective students who are employed full-time.

e. Costs associated with distributed delivery

The courses associated with this field of specialization will be offered using a variety of formats. Initially they will be offered either on campus in classrooms, or with a blended approach using Blackboard and other technologies that are already established. However, our intention is to develop a variety of approaches. Distributed delivery may include technologies such as lecture capture and group online chats. For the Certificate program, the Department submitted an application for a Curriculum Innovation Grant through GMCTE; most of the requested funds are for online development of courses and for resources development. The grant application was successful; we are consulting with GMCTE, ICT, Media Production Services and the Distance Education Office to develop a detailed budget for online development. The grant will cover up to \$15,000 for online development. Should more resources be required, the Department will cover those costs. See the proposed budget outlining the anticipated costs, which was developed with the Distance Education Unit, in Appendix C. Many of the costs that are noted will be in-kind costs. The Department of Educational Administration will cover \$14,000 of the costs (which fits within the resources allocated in the Curriculum Innovation Grant).

By offering the on-campus versions first, we may be able to re-invest some of the revenue generated from this program into distance delivery formats.

f. Interdisciplinary program; resources from other program

This is not an interdisciplinary program.

g. Availability of scholarships

Students enrolled in this Master's degree field of specialization would be eligible to apply for existing graduate student scholarships through CGSR. There are also opportunities for graduate students to work on research projects in the Department, or with SELU for a stipend. Money allocated to the Department for Graduate Teaching Fellowships and for Graduate Teaching Assistantships are distributed by the Department according to needs. That practice will now include looking at the needs of students within this field of specialization as well.

However, most of the graduate students in the Department of Educational Administration are part-time students who work in full-time positions. They would not qualify for scholarships. Additionally, if the students are employees of the university (CUPE, ASPA, or USFA), they can have the cost of one class per term covered through their respective collective agreements.

h. Program tuition

For these proposed programs, standard graduate student tuition will be assessed. Specifically, for the course-based Master's program, tuition for each 3 credit unit course is currently \$615. For the thesis-based Master's program, the standard term tuition is currently \$1,268.

i. Estimated costs of program delivery (TABBS information)

Using the TABBS Scenario Analysis Tool (SAT), the Director of Finance for the College of Education ran the scenario using the assumptions that this is a course based program and we would achieve targeted enrolments for each year with full capacity reached in year 4. (We have attached only Year 4, although similar calculations occurred for each year). The incremental revenues and expenses are reflected on the output tab of the TABBS SAT Template provided by the Institutional Planning and Assessment Office. See Appendix B. The notes on the input and output tabs outline other assumptions. The information generated using this tool indicates that there is a surplus each year. According to the TABBS PCIP Template (Appendix C), incremental revenue increases each year until year 3; the incremental revenue then decreases slightly for year 4. Because target enrolment is reached at that time, the enrolment will stabilize, resulting in no **incremental** revenue, although the surplus generated should continue at the same level as year 4 on an ongoing basis.

 Surplus in year 1:
 \$ 8,917

 Surplus in year 2:
 \$ 78,208

 Surplus in year 3:
 \$217,512

 Surplus in year 4:
 \$254,648

j. Enrolment target

The enrolment target for the program is 60 students made up of 3 full cohorts of 20 students each. It is expected to take 4 years to reach this target. The Department has set the minimum enrolment at 15 students. Using the TABBS SAT, it is financially feasible to run the program with less than 15 students. However, with the demands of existing graduate programs, the Department would not be willing to continue the program with fewer than 15 students. Given the current faculty complement and the size of the Department's graduate student population, we believe the maximum enrolment target of 60 (spread across the core specialization courses and the electives) would be sustainable with existing resources. Growth beyond this level would require investment of additional instructor dollars, which would have to come from the program's incremental revenues. The following table demonstrates the proposed trajectory of each successive cohort of students; each cohort will take the three specialization courses, other electives and the capstone course, usually completing the program within 3 years.

Table 1: Numbers of Incremental Students Each Year

Year 1	Year 2	Year 3	Year 4	Year 5

15 New	15 Continuing	15 Continuing		
	20 New	20 Continuing	20 Continuing	
		20 New	20 Continuing	20 Continuing
			20 New	20 Continuing
				20 New

It is anticipated that students would take 9 cu of courses in each of their first two years of the
program, then 12 cu in their final year, to complete the program in 3 years (course-based
program)

k. Total expected revenues at target enrolment level; incremental revenue

For the purposes of using the TABBS SAT, we assumed that all our students would be domestic, even though a proportion of each cohort could include international students. Approximately 17% of the graduate students in the Department are international, and many of them are interested in post-secondary education. Although international students pay differential tuition, this differential is not shown in our calculations. Therefore, the estimated revenue amounts are a conservative estimate.

Using the TABBS SAT, total expected revenue for the College at the target enrolment level of 60 (year 4) is \$373,112. Incrementally, the total revenue amounts to \$254,648, which would all be new revenue since the assumption is these students are all new students. Based on the 30 cu program with 60 students going through the program at \$615 for each 3 cu class, the incremental revenue breakdown would be as follows:

Core: 9 cu	\$110,700	(60 x 3 x 615)
Specialization: 9 cu	\$110,700	(60 x 3 x 615)
Electives: 12 cu	\$147,600	(60 x 4 x 615)

Total \$369,000

I. Program and enrolment sustainability

As noted previously, we are anticipating that the initial target enrolment would be 15 students. The program would be independently sustainable at that enrolment number. However, the Department of Educational Administration has over 200 graduate students in its programs every year. Therefore, the risk of low enrolment in this proposed field of specialization does not carry significant implications for the Department in terms of instructors and faculty.

With over 200 graduate students, the Department is the largest graduate program across all departments on campus. We have the capacity to withstand small fluctuations in enrolment. The Master's program historically attracts students interested in post-secondary educational environments; this field of specialization is anticipated to grow that stream of students. One potential risk is overenrolment which may result in larger enrolment in these classes than has happened in the graduate program in the past. If the enrolment number were higher than the target, the Department would need

to hire more sessional instructors. However, according to the TABBS SAT template, if there were sustained high enrolments, we would have the resources to hire more faculty.

m. Incremental costs of the program

Using the TABBS SAT, the total incremental cost of the program at the target enrolment level of 60 is \$118,464 broken down as:

Allocated Expenses: \$72,904Direct Expenses: \$45,560

Allocated expenses are outside the control of the College of Education.

The direct expenses can be further broken down as:

Sessional Salaries & Benefits \$42,060Marketing & Printing \$3,500

Existing in-kind resources are also being provided by the Department in the form of:

- Faculty time
- Administrative Support Time
- Classroom space

Some in-kind resources potentially may be provided by units on campus such as GMCTE, Distance Education Office and ICT in the online course development. See Appendix C for in-kind resources that will be provided by the Distance Education Office.

n. New funding sources

The only new funding source is the Curriculum Innovation Grant, a one-time grant to support the development of the courses, with regard to resource development and distance delivery offerings.

6. College Statement

Please see the attached letter of support from the Dean of the College of Education (Appendix E).

The process outlined below describes the process used to develop this proposal:

- Department of Educational Administration approval of the Notice of Intent Aug. 26, 2015
- Submission of NOI to Planning and Priorities Committee Sept. 8, 2015
- Approval of the NOI –
- Proposal submitted to College of Graduate Studies and Research -
- Approval of the proposal by CGSR –
- Submission to Academic Programs Committee -

7. Related Documentation

Appendix A: Program Requirement Advising Sheet

Appendix B: TABBS Scenario Analysis Tool template Year 4

Appendix C: TABBS PCIP Template (incremental revenue)

Appendix D: Budget for Online Development

Appendix E: Letter of Support from the Dean of the College of Education

Appendix F: Lists of Currently Existing Library Resources

Appendix G: Syllabi and New Course Proposal forms for the Core Specialization courses

Appendix H: Comparison Syllabi for the Certificate level Courses

8. Consultation Forms

Appendix : Consultation with the Registrar

Comparison of Grading Criteria for Undergraduate and Graduate Work

For University of Saskatchewan grade descriptors for undergraduate and graduate courses go to: http://students.usask.ca/academics/grading/grading-system.php#GradingSystem

grades	General demonstration of learning for senior	General demonstration of learning for graduate
grades	B. Ed Students	students
	Produces work approaching graduate level demonstrations of learning at good to excellent standard	Produces work at publication/dissemination ready standards (e.g, journal submission, conference proceedings, professional materials web content, curriculum materials, video production)
		Questions concepts and their adequacy for explaining higher education administration principles and relationships under study Recommends alternative concepts, principles, relationships with respect to relevant situations/cases
	Applies concepts in discussions and explanations of higher educational administration principles and relationships under study Analyses fit for relevant situations/cases	As above, produces work nearly ready for publication/dissemination with some revisions
	Distinguishes multiple key concepts in discussing some principles and relationships Compares and contrasts elements of course content to relevant situations/cases	Produces work suitable for course level use, for publication/dissemination as above moderate to substantial revision required Applies concepts in discussions and explanations of higher educational administration principles and relationships under study Analyses fit for relevant situations/cases
	Defines multiple key concepts Identifies multiple relationships under examination Describes elements of course content in the context of relevant situations/cases	Produces work lacking in several areas required for course level use, requires major revisions for publication/dissemination without substantial revision Distinguishes multiple key concepts in discussing some principles and relationships Compares and contrasts elements of course content to relevant situations/cases
	Defines limited number of key concepts Identifies basic relationships under examination Re-produces some discussion that connects course content to relevant situations/cases	Unacceptable work, student does not pass
Below 50	Unaccceptable work, student does not pass	

Criteria for Assignment # – Summary and Presentation Student:

(Can be adapted to undergraduate or graduate level assignments)

Criteria	Weak Performance Indicated By	Satisfactory Performance Indicated By	Strong Performance Indicated By.
Summary			
Synthesis of Material	Main points were minimally covered or absent from the summary	Most of the main points were covered and presented in a coherent structure	Main points were comprehensively related and were well synthesized
Organization and clarity	Main points were poorly organized, and sometimes worded poorly	Most of the summary was well- organized, but had some issues with clarity	Summary was well—organized and all ideas were related clearly
Application to educational organizations	Minimal or weak application of the material to examples	Some current examples illustrating concepts were provided	Strong links to current context made through illustrative examples
Writing style/grammar	Many problems with sentence structure, tense, grammar; little editing	Some problems with sentence structure, tense, grammar; some editing	Very few or no problems with sentence structure, tense, grammar; strong editing
Correct use of APA	Reference, citations sometimes correctly formatted	Reference, citations usually correctly formatted	References, citations almost always correctly formatted
Presentation:			
Organization/, clarity	Main points were poorly organized, and sometimes worded poorly	Most of the summary was well- organized, but had some issues with clarity	Summary was well—organized and all ideas were related clearly
Synthesis of material	Main points were minimally covered or absent from the summary	Most of the main points were covered and presented in a coherent structure	Main points were comprehensively related and were well synthesized
Application to educational organizations	Minimal or weak application of the material to examples	Some current examples illustrating concepts were provided	Strong links to current context made through illustrative examples
Leading the discussion/ engaging the audience	Discussion question(s) provided;	Discussion question(s) provided; prompted and encouraged discussion	Activity/discussion was well-led; interactive and dynamic



New Course Proposal Form

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

- Approval by department head or dean: Approved by Dr. Burgess, Department Head, Department of Educational Administration
- 2. Information required for the Catalogue
 - 2.1 Label & Number of course: EADM 837.3
 - 2.2 Title of course: Role of the Student and Student Services in Post-Secondary Education

2.3 Total Hours: Lecture Seminar 39 Lab Tutorial Other 2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other T2 T1 or T2 or T3 T1 and T2 2.5 Term in which it will be offered: T1

- 2.6 Prerequisite: None.
- 2.7 Calendar description:

The course will critically examine current practices and emergent research on promoting student success in post-secondary education through identification of the roles of the student, examination of the demographics of the current student population, and investigation of the role of student services in supporting student success. Topics will include holistic models of student support, the student lifecycle from interested prospective students to alumni, the increasing diversity of students, the wide range of possible student services and their connections to the teaching and learning mission of campus. Particular attention will be paid to the unique needs of students, including Aboriginal and international students, and students with exceptionalities or health challenges. Throughout the course, connections will be made between personal demographics and students' access of and response to student services, in addition to the roles and responsibilities of students themselves in facilitating their own academic success.

2.8 Any additional notes

Rationale for introducing this course.

This course is one of four courses included in the newly proposed field of specialization, *Master of Education in Leadership in Post-secondary Education*. This program is offered through the Department of Educational Administration to address the growing demand from students interested in leadership in post-secondary education. These courses form the core classes for this field of specialization within the already existing Master of Education program offered by the Department.

There are few similar opportunities offered by other institutions across Canada. In the rapidly changing landscape of post-secondary education, study in this area may be attractive to those who are interested in moving into more senior positions, and it would benefit the institution by contributing to the professional development of its faculty and staff.

The field of specialization would include three broad post-secondary topics: 1) the role of the student including student diversity and student services, 2) teaching and learning, and 3) administration and governance. The three topics together provide students with different perspectives of post-secondary education. This particular course, EADM 837.3: Role of the Students and Student Services in Post-Secondary Education, helps contextualize the current environment of post-secondary education by examining student demographics, and the types of personal and academic supports available for students. Students will have opportunities to critically analyze best practices, strategies, and research regarding student recruitment and retention. By the end of the course, students will have a deep understanding of the complex needs of students, and how post-secondary educational institutions need to develop multi-faceted approaches to promoting student success and to developing a positive and healthy community.

4. Learning Objectives for this course.

By the completion of this course, students will be expected to

- Articulate the role that student services and academic units play in the recruitment and retention of post-secondary students
- Connect student success to the interplay of their personal demographics and their access of and response to supports
- Identify the role and responsibilities of the students themselves in facilitating their own academic success
- Discern promising recruitment and retention strategies and identify their connections to teaching and learning on campus
- Describe student diversity in PSE and critically examine the impact that diversity has on student services, and on personal and academic supports for students
- Explore targeted supports for particular demographic groups, including Aboriginal students, international students, students with exceptionalities
- Contrast current services on campus with other Canadian campuses
- Highlight innovative or best practices for student services, as uncovered through an exploration of the Canadian (and potentially North American) context
- Propose possibilities for building on institutional strengths, and leveraging opportunities in enhancing student services
- Examine the institutional commitments of the Learning Charter and situate the role of student services in supporting those commitments
- Determine implications for leadership, given the complexities of the post-secondary environment and the emergent leadership aspects within Indigenous post-secondary contexts
- Analyze the academic and non-academic student misconduct policies; relate implications of the policies to the role and responsibilities of the students

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? This certificate program will not affect other departments or colleges as there are no comparable courses on campus.

Were any other departments asked to review or comment on the proposal? Gwenna Moss faculty and members of the Department of Educational Administration assisted in the development of the course syllabus.

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? EADM 991.3

Is this course to be required by your majors, or by majors in another program? No, it is a standalone certificate.

7. Sample Course outline.

Class Schedule

Class schedule					
Session	Topic		Readings		
1 (3 hours)	•	Student demographic data including: Indigenous, international, programmatic (college and grad/undergrad), gender and sexual orientation, age range, students with disabilities, residence vs. commuter students Student lifecycle from recruitment to alumni	TBD		
2 (3 hours)	•	Strategic enrolment management and particular strategies for target demographic groups (such as Indigenous, international, mature students)			
3 (6 hours)	•	Academic supports and retention – academic advising, disabilities accommodations, registration and degree planning (DegreeWorks), academic student supports, library/research support Student extracurricular and co-curricular opportunities			
4 (6hours)	•	Academic supports continued/assessing academic supports Supports for diverse students including Aboriginal and international students, students with exceptionalities Role and responsibilities of students in facilitating their own success			
5 (7 hours)	•	Personal supports – student health and counselling centres, wellness and mental health supports, international students support, Aboriginal student support, Student Central, Disabilities Services for Students, financial support, safety issues/policies			
6 (7 hours)	•	Personal supports – continued/assessing personal supports Students in crisis Role and responsibilities of students in accessing the necessary supports, and how they could help peers in accessing support			
7 (7 hours)	•	Considering student experience – enhancing our supports for the diverse student body across the many dimensions of wellness Creating a healthy, sustainable environment for the campus community and the larger community			

FINAL PAPER DUE 2 weeks after final class

8. Enrolment.

Expected enrollment: 20

From which colleges? The initial cohorts are envisioned as being comprised of working professionals from a number of units and colleges across campus. Later cohorts will be drawn from other post-secondary institutions provincially, nationally, and potentially internationally.

9. Student evaluation.

See attached sample syllabus for more details.

Grading Scheme

Component	Percentage
Reflective commentary	20%
Discussion with a service provider	15%
Seminar leadership	15%
Running record	10%
Final paper	40%
Total	100%

10. Required text:

Hardy Cox, D., & Strange, C. C. (2010). *Achieving student success: Effective student services in Canadian higher education*. Quebec City, QC: McGill-Queen's University Press.

Supplementary resources are listed in the syllabus and the bibliography of selected library resources.

11. Resources.

Proposed instructor: Members of the Department of Educational Administration (Vicki Squires, Jing Xiao, Maggie Kovatch, Michael Cottrell, Keith Walker)

How does the department plan to handle the additional teaching or administrative workload? The department has budgeted for hiring sessional lecturers, if required, to cover faculty teaching load. In one academic year, this course would be offered once; there is the possibility that two sections of the course may be needed if demand for the course is strong. It is anticipated that three courses will be offered within an academic year, with the possibility of two sections of each course, resulting in coverage for 6 courses.

Are sufficient library or other research resources available for this course? Yes, we have consulted with the Education library; they have constructed a list of available resources. In addition, a graduate student will be hired to investigate online resources.

Are any additional resources required (library, audio-visual, technology, etc.)? The department has applied for and received a Curriculum Innovation Grant from the Gwenna Moss Centre for Teaching Effectiveness to be used towards further development of a bibliography for each of the certificate courses and for developing the courses in an online format, in addition to face-to-face format.

12. Date of Implementation: January. 2017

To be offered: annually biennially other



DEPARTMENT OF EDUCATIONAL ADMINISTRATION SAMPLE COURSE SYLLABUS

EADM 837.3

Role of the Student and Student Services in Post-Secondary Education

Term , 2016
Day/Time
Dates
Instructor:

Ph:

Room , College of Education
Office Hours: By appointment
Email:

Course Description:

The course will critically examine current practices and emergent research on promoting student success in post-secondary education through identification of the roles of the student, examination of the demographics of the current student population, and investigation of the role of student services in supporting student success. Topics will include holistic models of student support, the student lifecycle from interested prospective students to alumni, the increasing diversity of students, the wide range of possible student services and their connections to the teaching and learning mission of campus. Particular attention will be paid to the unique needs of students, including Aboriginal and international students, and students with exceptionalities or health challenges. Throughout the course, connections will be made between personal demographics and students' access of and response to student services, in addition to the roles and responsibilities of students themselves in facilitating their own academic success.

Prerequisites

No prerequisite courses.

Learning Outcomes:

By the completion of this course, students will be expected to

- Articulate the role that student services and academic units play in the recruitment and retention of post-secondary students
- Connect student success to the interplay of their personal demographics and their access of and response to supports

- Identify the role and responsibilities of the students themselves in facilitating their own academic success
- Discern promising recruitment and retention strategies and identify their connections to teaching and learning on campus
- Describe student diversity in PSE and critically examine the impact that diversity has on student services, and on personal and academic supports for students
- Explore targeted supports for particular demographic groups, including Aboriginal students, international students, students with exceptionalities
- Contrast current services on campus with other Canadian campuses
- Highlight innovative or best practices for student services, as uncovered through an exploration of the Canadian (and potentially North American) context
- Propose possibilities for building on institutional strengths, and leveraging opportunities in enhancing student services
- Examine the institutional commitments of the Learning Charter and situate the role of student services in supporting those commitments
- Determine implications for leadership, given the complexities of the post-secondary environment and the emergent leadership aspects within Indigenous post-secondary contexts
- Analyze the academic and non-academic student misconduct policies; relate implications of the policies to the role and responsibilities of the students

Course Overview

Required Resources

Readings/Textbooks

Hardy Cox, D., & Strange, C. C. (2010). *Achieving student success: Effective student services in Canadian higher education*. Quebec City, QC: McGill-Queen's University Press.

Textbooks are available from the University of Saskatchewan Bookstore: www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources:

- Afflick, B. E. (2009). *International students' perception of their undergraduate experience*. (D.Ed., University of Delaware). *ProQuest Dissertations and Theses* (304870934).
- Arkoudis, S., Baik, C., Marginson, S. & Cassidy, E. (2012). *Internationalising the student experience in Australian tertiary education: Developing criteria and indicators*. Canberra: Australian Education International.
- Association of University and Colleges of Canada. (2010). *Answering the Call: The 2010 Inventory of Canadian University Programs and Services for Aboriginal Students*. Ottawa: Association of Universities and Colleges of Canada.

- Black, J. (Ed.). (2010). Strategic enrolment intelligence. London, ON: Academica Group.
- Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus Publishing.
- Chavoshi, S. (2012). A developmental model of the adjustment of undergraduate international students. (M.A., York University, Canada). *ProQuest Dissertations and Theses.*
- Chirkov, V. I., Safdar, S., De Guzman, J., & Playford, K. (2008). Further examining the role motivation to study abroad plays in the adaptation of international students in Canada. *International Journal of Intercultural Relations*, 32(5), 427-440.
- Christie, B., Metcalfe, J., & Fortowsky, K. (2011). Using data for strategic enrolment management. In S. Gottheil & C. Smith (Eds.), *SEM in Canada: Promoting student and institutional success in Canadian colleges and universities* (pp. 17–39). Washington, DC: American Association of Collegiate Registrars and Admissions Officers.
- Cottrell, M., Prytula, M., & Orlowski, P. (2015). A longitudinal study of admissions to the undergraduate College of Education, University of Saskatchewan, Canada. In V. Stead (Ed.), *International perspectives on higher education admission policy: A reader* (pp. 181 189). New York, NY: Peter Lang Publishing.
- Creamer, D. G, Winston, R. B. Jr., & Miller, T. K. (2001). The professional student affairs administrator: Roles and functions. In R. B. Winston Jr., D. G. Creamer, & T. K. Miller (Eds.), *The professional student affairs administrator: Educator, leader and manager* (pp. 3–38). New York, NY: Brunner-Routledge.
- Gottheil, S., & Smith, C. (2011). SEM in Canada: Promoting student and institutional success in Canadian colleges and universities. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.
- Gu, Q., Schweisfurth, M., & Day, C. (2010). Learning and growing in a 'foreign' context: Intercultural experiences of international students. *Compare*, 40(1), 7-23.
- Guidry Lacina, J. (2002). Preparing international students for a successful social experience in higher education. *New Directions for Higher Education*, 2002(117), 21-28.
- Hanassah, S. (2006). Diversity, international students and perceived discrimination: Implications for educators and counsellors. *Journal of Studies in International Education*, 10(2), 157-17.
 Holmes, D. (2006). Redressing the Balance: Canadian University programs in support of Aboriginal Students. Ottawa: Association of Universities and Colleges of Canada.
- Holmes, D. (2006). Redressing the Balance: Canadian University programs in support of Aboriginal Students. Ottawa: Association of Universities and Colleges of Canada.
- Janice, D. B., & Scott, J. H. (2006). Increasing accountability in student affairs through a new comprehensive assessment model. *College Student Affairs Journal*, *25*(2), 209–219. Retrieved from http://search.proquest.com/docview/224810833?accountid=14739
- Keeling, R. P. (2006). Integrating learning reconsidered into strategic planning. In R. P. Keeling (Ed.), Learning reconsidered 2: Implementing a campus-wide focus on the student experience (pp. 53–58). Washington, DC: American College Personnel Association, Association of College and University Housing Officers International, Association of College Unions International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, National Intramural-Recreational Sports Association.
- Kuh, G.D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates (2010). *Student success in college: Creating conditions that matter.* San Francisco, CA: Jossey-Bass.

- Kuh, G. D, Siegel, M. J., & Thomas, A. D. (2001). Higher education: Values and cultures. In R.B. Winston Jr., D. G. Creamer, T. K. Miller & Associates, *The professional student affairs administrator: Educator, leader and manager* (pp. 39–63). New York, NY: Brunner-Routledge.
- Kuk, L., Banning, J. H., & Amey, M. J. (2010). *Positioning student affairs for sustainable change: Achieving organizational effectiveness through multiple perspectives*. Sterling, VA: Stylus Publishing.
- Lee, J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, *53*(3), 381-409.
- Leask, B., & Carroll, J. (2011). Moving beyond 'wishing and hoping': Internationalisation and student experiences of inclusion and engagement. *Higher Education Research & Development*, *30*(5), 647-659.
- Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student.* Ithaca, NY: Cornell University Press.
- Reynolds, A. L., & Chris, S. (2008). Improving practice through outcomes based planning and assessment: A counseling center case study. *Journal of College Student Development, 49*(4), 374-387. Retrieved from http://search.proquest.com/docview
- Seifert, T. A., Arnold, C., Burrow, J., & Brown, A. (2011). Supporting student success: The role of student services within Ontario's post-secondary institutions. Toronto, ON: Higher Education Quality Council of Ontario.
- Schuh, J. H. & Associates (2009). Assessment methods for student affairs. San Francisco, CA: Jossey-Bass.
- Schuh, J. H., Upcraft, M. L., & Associates (2001). *Assessment practice in student affairs: An application manual.* San Francisco: Jossey-Bass.
- Upcraft, L. M., & Schuh, J. H. (1996). Assessment in student affairs: A guide for practitioners. San Francisco: Jossey-Bass.
- Winston, R. B., Creamer, D. G., Miller, T.K., & Associates. (2001). *The professional student affairs administrator: Educator, leader and manager.* New York, NY: Brunner-Routledge.

Electronic Resources and Downloads:

BFAR process at U of M: http://intranet.umanitoba.ca/academic_support/catl/bfar/index.html

Transfer process: http://www.bctransferguide.ca/

Institution specific services for students: For example, http://students.usask.ca/

http://students.usask.ca/health/centres/health-services.php
http://students.usask.ca/health/centres/disability-services-for-students.php

http://library.usask.ca/studentlearning/academic-help/writing-help.php

Class Schedule

Session	Topic		Readings
1 (3 hours)	•	Student demographic data including: Aboriginal, international, programmatic (college and grad/undergrad), gender and sexual orientation, age range, students with disabilities, residence vs. commuter students Student lifecycle from recruitment to alumni Strategic enrolment management and particular strategies for target	TBD
(3 hours)		demographic groups (such as Indigenous, international, mature students)	
3 (6 hours)	•	Academic supports and retention – academic advising, disabilities accommodations, registration and degree planning (DegreeWorks), academic student supports, library/research support Student extracurricular and co-curricular opportunities	
4 (6 hours)	•	Academic supports and assessing academic supports Supports for diverse students including Aboriginal and international students, students with exceptionalities Role and responsibilities of students in facilitating their own success	
5 (7 hours)	•	Personal supports – student health and counselling centres, wellness and mental health supports, international students support, Aboriginal student support, Student Central, Disabilities Services for Students, financial support, safety issues/policies	
6 (7 hours)	•	Personal supports and assessing personal supports Students in crisis Role and responsibilities of students in accessing the necessary supports, and how they could help peers in accessing support	
7 (7 hours)	•	Considering student experience – enhancing our supports for the diverse student body across the many dimensions of wellness Creating a healthy, sustainable environment for the campus community and the larger community	
	FINAL P	APER DUE	2 weeks after final class

Course Schedule

Very occasionally, adjustments to the proposed schedule are required for a host of different reasons. For adjustment proposed by the course professor, it is the course professor's responsibility to bring these proposed adjustments forward for discussion promptly. For adjustments proposed by students, it is the student's responsibility to bring these forward for discussion promptly.

Course Organization

The class will be scheduled as two introductory three hour courses to establish expectations, outline assignments, and introduce readings. These shorter sessions will occur several weeks before a week long intensive class. The final paper will be due two weeks after the last class. Activities will include discussion of key readings, seminar leadership and problem-solving sessions in small groups. It should be noted that readings identified for each sessions should be prepared prior to the class. Members of this

class will be expected to complete readings and written assignments as set out by the professor. In addition, email communication with the professor is encouraged at all times.

OR Classes will occur in six sessions on Saturdays from 9:00am to 4:00 pm

OR Classes will occur as 13 three hour sessions on evenings throughout one term.

Attendance Expectations

It is expected that students will demonstrate every effort to attend all classes. Should an absence be necessary, the student is responsible for ensuring that they understand the material missed and for completing any assignments.

Participation

It is expected that students will actively participate in the large and small group discussions, and class presentations. Completing the readings and preparing before each class will facilitate more fulsome discussions.

Student Feedback

Formative feedback will be provided as part of the evaluation of each assignment. However, if a student would like further feedback or guidance, they can contact the professor by email and/or arrange a meeting or phone call.

Grading Scheme

Component	Percentage
Reflective commentary	20%
Discussion with a service provider	15%
Class presentation	15%
Running record	10%
Final paper	40%
Total	100%

Evaluation Components

Assignment 1: Reflective Commentary

Value: 20%

Due Date: After the first 2 sessions

Type: Reflective analysis

Description: Students will reflect on their experience as a student in a post-secondary institution.

Given our preliminary discussions on the complexities of providing efficient and

effective services to promote student success among our diverse student body, students will examine their experiences through their student lifecycle. Key questions may be their choice of institution and program, their challenges and successes, and key advice

they wish they had followed as a student.

Assignment 2: Focused Discussion and Seminar Leadership

Value: 15% (discussion) and 15% (seminar leadership)

Due Date: Midway through the class

Type: Written report based on focused discussion (2 – 3 pages, double spaced), and class

presentation

Description: Students will have a focused discussion with a professional at their institution who

works in one of the areas of student services or supports (outside of their unit if they are a student services professional). A range of key questions will be formulated in class, and students will construct other key questions, based on the particular unit. They will contrast their findings with information presented in the text. Additionally, they will investigate what kinds of communications and web resources are available to students at the institution, regarding those particular services. Students will summarize their interview and investigation into a 2-3 page report (to simulate a briefing document). Students will present findings on their discussion with the professional and their subsequent findings on that service to the class. During the presentation, they will connect their findings to information presented in the text. They will then lead the class in a focused dialogue and analysis of that student service and how it supports the

mission of the post-secondary educational institution.

Assignment 3: Running record

Value: 10%

Due Date: every class **Type**: Notes

Description: At the conclusion of every class, students will devote 10 minutes to reflecting on key

concepts covered in the topic and recording their thoughts, insights and further questions on the topics. After each class, they will submit their thoughts (handwritten or electronically) to the instructor. This exercise will be comparable to taking notes at

meetings in the professional workplace and will highlight for the student and the instructor what are key ideas that are emerging through engaging in the class.

Final Paper: Research and Application Paper

Value: 40%

Due Date: Two weeks after the last class

Length: 15 - 20 pages, double spaced, plus title page and reference page

Type: Research paper

Description: Students will choose one of the core topics from the course, and will develop a research

paper, using at least 8 scholarly sources. One part of the paper will include an overview of that topic within the context of Canadian institutions. Within the research paper, they

should include a synthesis of why this topic is of importance to post-secondary

institutions, and how it supports student success, contributes to a healthy community,

and the mission of the university.

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Submitting Assignments

All assignments are due by 4:00 pm on the date of the deadline (except for the running record which is due daily). They should be emailed to the professor in a Word document.

Late Assignments

Course work submitted to the course professor after the deadline discussed within this syllabus (or as amended through mutual agreement in advance) will only be accepted within seven calendar days of that date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence they deem appropriate for the late submission. Late work not accompanied by a note outlining consequence will not be marked.

Grading Information

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

^{*}Specific evaluation criteria for each assignment will be distributed in class.

University of Saskatchewan Grading System

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;

- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the *Course & Program Catalogue* and in academic unit publications.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals.

In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://students.usask.ca/health/centres/disability-services-for-students.php or contact DSS at 966-7273 or disability-services-for-students.php disability-services-for-students.php or disability-services-for-students.php disability-services-for-students.php disability-services-for-students.php disability-services-for-students.php disability-services-for-students.php disability-services-for-students.php disability-services-for-studen

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site https://www.usask.ca/ulc/.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site http://www.usask.ca/sesd/.



DEPARTMENT OF EDUCATIONAL ADMINISTRATION SAMPLE COURSE SYLLABUS

EADM 437.3

Role of the Student and Student Services in Post-Secondary Education

Term , 2016 Day/Time

Dates

Instructor:

Ph:

Room , College of Education
Office Hours: By appointment
Email:

Course Description:

The course will critically examine current practices and emergent research on promoting student success in post-secondary education through identification of the roles of the student, examination of the demographics of the current student population, and investigation of the role of student services in supporting student success. Topics will include holistic models of student support, the student lifecycle from interested prospective students to alumni, the increasing diversity of students, the wide range of possible student services and their connections to the teaching and learning mission of campus. Particular attention will be paid to the unique needs of students, including Aboriginal and international students, and students with exceptionalities or health challenges. Throughout the course, connections will be made between personal demographics and students' access of and response to student services, in addition to the roles and responsibilities of students themselves in facilitating their own academic success.

Prerequisites

No prerequisite courses.

Learning Outcomes:

By the completion of this course, students will be expected to

- Articulate the role that student services and academic units play in the recruitment and retention of post-secondary students
- Connect student success to the interplay of their personal demographics and their access of and response to supports
- Identify the role and responsibilities of the students themselves in facilitating their own academic success
- Discern promising recruitment and retention strategies and identify their connections to teaching and learning on campus
- Describe student diversity in PSE and critically examine the impact that diversity has on student services, and on personal and academic supports for students
- Explore targeted supports for particular demographic groups, including Aboriginal students, international students, students with exceptionalities
- Contrast current services on campus with other Canadian campuses
- Determine implications for leadership, given the complexities of the post-secondary environment and the emergent leadership aspects within Indigenous post-secondary contexts

Course Overview

Required Resources

Readings/Textbooks

Hardy Cox, D., & Strange, C. C. (2010). *Achieving student success: Effective student services in Canadian higher education*. Quebec City, QC: McGill-Queen's University Press.

Textbooks are available from the University of Saskatchewan Bookstore: www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources:

- Afflick, B. E. (2009). *International students' perception of their undergraduate experience.* (D.Ed., University of Delaware). *ProQuest Dissertations and Theses* (304870934).
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Arkoudis, S., Baik, C., Marginson, S. & Cassidy, E. (2012). *Internationalising the student experience in Australian tertiary education: Developing criteria and indicators*. Canberra: Australian Education International.
- Association of University and Colleges of Canada. (2010). *Answering the Call: The 2010 Inventory of Canadian University Programs and Services for Aboriginal Students*. Ottawa: Association of Universities and Colleges of Canada.
- Black, J. (Ed.). (2010). Strategic enrolment intelligence. London, ON: Academica Group.
- Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus Publishing.

- Chavoshi, S. (2012). A developmental model of the adjustment of undergraduate international students. (M.A., York University, Canada). *ProQuest Dissertations and Theses*.
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Electronic Resources and Downloads:

BFAR process at U of M: http://intranet.umanitoba.ca/academic_support/catl/bfar/index.html

Transfer process: http://www.bctransferguide.ca/

Institution specific services for students: For example, http://students.usask.ca/

http://students.usask.ca/health/centres/health-services.php
http://students.usask.ca/health/centres/disability-services-for-students.php

http://library.usask.ca/studentlearning/academic-help/writing-help.php

Class Schedule

Session	Topic		Readings
1 (3 hours)	•	Student demographic data including: Aboriginal, international, programmatic (college and grad/undergrad), gender and sexual orientation, age range, students with disabilities, residence vs. commuter students Student lifecycle from recruitment to alumni	TBD
2 (3 hours)	•	Strategic enrolment management and particular strategies for target demographic groups (such as Indigenous, international, mature students)	
3 (6 hours)	•	Academic supports and retention – academic advising, disabilities accommodations, registration and degree planning (DegreeWorks), academic student supports, library/research support Student extracurricular and co-curricular opportunities	
4 (6 hours)	•	Academic supports and assessing academic supports Supports for diverse students including Aboriginal and international students, students with exceptionalities Role and responsibilities of students in facilitating their own success	
5 (7 hours)	•	Personal supports – student health and counselling centres, wellness and mental health supports, international students support, Aboriginal student support, Student Central, Disabilities Services for Students, financial support, safety issues/policies	
6 (7 hours)	•	Personal supports and assessing personal supports Students in crisis Role and responsibilities of students in accessing the necessary supports, and how they could help peers in accessing support	
7 (7 hours)	•	Considering student experience – enhancing our supports for the diverse student body across the many dimensions of wellness Creating a healthy, sustainable environment for the campus community and the larger community	
	FINAL P	APER DUE	2 weeks after final class

Course Schedule

Very occasionally, adjustments to the proposed schedule are required for a host of different reasons. For adjustment proposed by the course professor, it is the course professor's responsibility to bring these proposed adjustments forward for discussion promptly. For adjustments proposed by students, it is the student's responsibility to bring these forward for discussion promptly.

Course Organization

The class will consist of the equivalent of 39 contact hours. The class will be scheduled as two introductory three hour courses to establish expectations, outline assignments, and introduce readings. These shorter sessions will occur several weeks before a week long intensive class. The final paper will be due two weeks after the last class. Activities will include discussion of key readings, seminar leadership and problem-solving sessions in small groups. It should be noted that readings identified for

each session should be prepared prior to the class. Members of this class will be expected to complete readings and written assignments as set out by the professor. In addition, email communication with the professor is encouraged at all times.

OR Classes will occur in six sessions on Saturdays throughout the term from 9:00am to 4:00 pm.

OR Classes will occur as 13 three hour sessions on evenings throughout one term.

Attendance Expectations

It is expected that students will demonstrate every effort to attend all classes. Should an absence be necessary, the student is responsible for ensuring that he/she understands the material missed and for completing any assignments.

Participation

It is expected that students will actively participate in the large and small group discussions, and class presentations. Completing the readings and preparing before each class will facilitate more fulsome discussions.

Student Feedback

Formative feedback will be provided as part of the evaluation of each assignment. However, if a student would like further feedback or guidance, they can contact the professor by email and/or arrange a meeting or phone call.

Grading Scheme

Component	Percentage
Reflective commentary	20%
Support service Summary	15%
Class presentation	15%
Running record	10%
Final paper	40%
Total	100%

Evaluation Components

Assignment 1: Reflective Commentary

Value: 20%

Due Date: After the first 2 sessions **Type**: Reflective analysis

Description: Students will reflect on their experience as a student in a post-secondary institution.

Given our preliminary discussions on the complexities of providing efficient and

effective services to promote student success among our diverse student body, students will examine their experiences through their student lifecycle. Key questions may be their choice of institution and program, their challenges and successes, and key advice

they wish they had followed as a student.

Assignment 2: Determining Access to Supports and Class Presentation

Value: 15% (summary) and 15% (class presentation)

Due Date: Midway through the class

Type: 5-7 page report (double spaced), and class presentation

Description: In groups of two or three, students will choose a type of student service or support

(academic or personal). They will conduct a search of their campus to determine the supports available to students, and the way students can access those supports. The students will determine if there are any policies or documents that support that area. Then conduct the same type of search with regard to one other campus in Canada. They will write a 5-7 page report, summarizing their findings and connecting those findings to the information from the text that concerns that particular support. They will present

their findings to the class in a 20 minute presentation, then lead a 10 - 15 class

discussion.

Assignment 3: Running record

Value: 10%

Due Date: every class **Type**: Notes

Description: At the conclusion of every class, students will devote 10 minutes to reflecting on key

concepts covered in the topic and recording their thoughts, insights and further questions on the topics. After each class, they will submit their thoughts (handwritten or electronically) to the instructor. This exercise will be comparable to taking notes at meetings in the professional workplace and will highlight for the student and the

instructor the key ideas that are emerging through engaging in the class.

Final Paper: Inquiry-based Paper

Value: 40%

Due Date: Two weeks after the last class

Length: 10 – 12 pages, double spaced, plus title page and reference page

Type: Final paper

Description: Students will choose one of the core topics from the course, and will develop a paper,

using at least 5 scholarly sources. One part of the paper will include an overview of that topic within the context of Canadian institutions. Within their paper, they should include a synthesis of why this topic is of importance to post-secondary institutions, and how it supports student success, contributes to a healthy community, and the mission of the

university.

Submitting Assignments

All assignments are due by 4:00 pm on the date of the deadline (except for the running record which is due daily). They should be emailed to the professor in a Word document.

Late Assignments

Course work submitted to the course professor after the deadline discussed within this syllabus (or as amended through mutual agreement in advance) will be accepted only within seven calendar days of that date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence he/she deems appropriate for the late submission. Late work not accompanied by a note outlining consequence will not be marked.

Grading Information

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;

^{*}Specific evaluation criteria for each assignment will be distributed in class.

- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as

the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals.

In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://students.usask.ca/health/centres/disability-services-for-students.php or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site https://www.usask.ca/ulc/.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site http://www.usask.ca/sesd/.



New Course Proposal Form

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

- Approval by department head or dean: Approved by Dr. Burgess, Department Head, Department of Educational Administration
- 2. Information required for the Catalogue
 - 2.1 Label & Number of course: EADM 838.3
 - 2.2 Title of course: Administration and Governance in Post-Secondary Education
 - 2.3 Total Hours: Lecture Seminar 39 Lab Tutorial Other
 - 2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other
 - 2.5 Term in which it will be offered: T1 T2 T1 or T2 or T3 T1 and T2
 - 2.6 Prerequisite: None.
 - 2.7 Calendar description:

This course will analyze the administrative structures and governance processes of a number of post-secondary educational institutions, using overarching theories regarding organizations, leadership, and change management. Underpinning the discussion will be the role of the institution in addressing its mission and vision, while serving the needs of its diverse stakeholders and the local, national and international communities. The legal and regulatory environment of post-secondary institutions will be critically examined, including the policies and procedures, collective agreements with unions, and approval processes that influence the environment. In addition, topics such as institutional, program, and student assessment, integrated planning, Aboriginal engagement, and resource allocation in post-secondary institutions will be covered. Particular attention will be paid to priority setting and emergent post-secondary trends (such as Indigenization and internationalization, corporatization, and environmental sustainability).

- 2.8 Any additional notes
- 3. Rationale for introducing this course.

This course is one of four courses included in the newly proposed field of specialization, *Master of Education in Leadership in Post-secondary Education*. This program is offered through the Department of Educational Administration to address the growing demand from students interested in leadership in

post-secondary education. These courses form the core classes for this field of specialization within the already existing Master of Education program offered by the Department.

There are few similar opportunities offered by other institutions across Canada. In the rapidly changing landscape of post-secondary education, study in this area may be attractive to those who are interested in moving into more senior positions, and it would benefit the institution by contributing to the professional development of its faculty and staff.

The field of specialization focuses on three broad post-secondary topics: 1) the role of the student, student diversity and student services, 2) teaching and learning, and 3) administration and governance. The three topics together provide students with different perspectives of post-secondary education. This course, EADM 838.3: Administration and Governance in Post-Secondary Education, provides the legal and regulatory context of post-secondary education. Students will gain an understanding of the structures, policies, and collegial processes that contribute to a framework for governance and administration. They will examine the historical and current fiscal and political environment of post-secondary institutions, and the impact of this environment on the priorities and operation of the institutions. Additionally, they will explore relevant research and theories with regard to leadership, governance, and change management. By the end of the course, students will develop deeper insights into the organizational life of post-secondary institutions.

4. Learning Objectives for this course.

By the completion of this course, students will be expected to

- Create an analytical frame based on current trends in post-secondary institutions (such as Indigenization, internationalization, corporatization, environmental sustainability)
- Apply leadership theories and change management theories to explore administration and leadership in post-secondary institutions
- Examine forms of institutional, program, and student assessment; critically evaluate the assessment practices of local, national, and international institutions
- Critically analyze key policies and processes on campus; connect these policies to the governance structure of the post-secondary institution
- Investigate the role of the institution in serving the needs of the community (the students, campus, city, provincial, national, and international contexts)
- Articulate the role of the institution in community engagement strategies and in specific Aboriginal engagement
- Identify priorities from the integrated/strategic plan and connect them to the mission and vision of the post-secondary institution; determine how these priorities shape the activities and environment of the post-secondary institution
- Connect resource allocation structures and current economic environment to the development of strategic priorities
- Contrast the espoused mission and vision of several Canadian post-secondary educational institutions; evaluate how these statements attempt to highlight their institutional mandates while differentiating themselves from others
- Discern the role of collegial processes in tenure and promotion practices and governance processes; infer the implications for teaching, learning, research and innovation on campuses
- Assess the role of unions (students, staff, and faculty) in influencing post-secondary governance

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? This certificate program will not affect other departments or colleges as there are no comparable courses on campus.

Were any other departments asked to review or comment on the proposal? Gwenna Moss faculty and members of the Department of Educational Administration assisted in the development of the course syllabus.

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? EADM 991.3

Is this course to be required by your majors, or by majors in another program? No, it is a standalone certificate program.

7. Course outline.

Class Schedule

Class Schedule			
Session	Topic		Readings
1	•	Current context of post-secondary institutions	TBD
(3 hours)	•	Trends and tensions	
	•	Campus cultures	
2	•	Governance structure, legal governance policies, and	
(3 hours)		governance bodies on campus	
	•	Collegial processes	
3	•	Leadership structure, leadership theories	
(6 hours)	•	Change management theories	
	•	Key policies and foundational documents - academic integrity,	
		international policies, Indigenous strategies/policies	
4	•	Student governance and unions	
(6 hours)	•	Addressing the needs of the students (Aboriginal, international,	
		graduate, etc.)	
	•	Unions and collective agreements	
5	•	Tenure and promotion	
(7 hours)	•	Research, research funds, ethics	
	•	Academic freedom	
6	•	Mission, vision, strategic and integrated planning	
(7 hours)			
	•	Priority setting	
7	•	Performance measures – key performance measures,	
(7 hours)		dashboards, ranking	
	•	Determining and addressing the needs of the constituents and	
		communities	
	•	Environmental sustainability	
	FINAL P	PAPER DUE	Two weeks after the
			last class

8. Enrolment.

Expected enrollment: 20

From which colleges? The initial cohorts are envisioned as being comprised of working professionals from a number of units and colleges across campus. Later cohorts will be drawn from other post-secondary institutions provincially, nationally, and potentially internationally.

9. Student evaluation.

See attached syllabus for more details.

Grading Scheme

Component	Percentage
Critique of a media story: Report	10%
Leading a discussion	10%
Examination of a policy: Report	10%
Leading a discussion	10%
Assignment 3: options	20%
Final paper	40%
Total	100%

10. Required text:

Bergquist, W. H., & Pawlak, K. (2008). Engaging the six cultures of the academy: Revised and expanded edition of the four cultures of the academy. San Francisco, CA: Wiley and Sons.

Supplementary resources are listed in the syllabus and the bibliography of selected library resources.

Resources.

Proposed instructor: Proposed instructor: Members of the Department of Educational Administration (Vicki Squires, Jing Xiao, Maggie Kovatch, Michael Cottrell, Keith Walker)

How does the department plan to handle the additional teaching or administrative workload? The department has budgeted for hiring sessional lecturers, if required, to cover faculty teaching load. In one academic year, this course would be offered once; there is the possibility that two sections of the course may be needed if demand for the course is strong. It is anticipated that three courses will be offered within an academic year, with the possibility of two sections of each course, resulting in coverage for 6 courses.

Are sufficient library or other research resources available for this course? Yes, we have consulted with the Education library; they have constructed a list of available resources. In addition, a graduate student will be hired to investigate online resources.

Are any additional resources required (library, audio-visual, technology, etc.)? The department has applied for and received a Curriculum Innovation Grant from the Gwenna Moss Centre for Teaching Effectiveness to be used towards further development of a bibliography for each of the certificate courses and for developing the courses in an online format, in addition to face-to-face format.

12. Date of Implementation: September 2016
To be offered: annually biennially other



DEPARTMENT OF EDUCATIONAL ADMINISTRATION SAMPLE COURSE SYLLABUS

EADM 838.3

Administration and Governance in Post-secondary Education

Term , 2016
Day/Time
Dates
Instructor:

Ph:

Room , College of Education
Office Hours: By appointment
Email:

Course Description:

This course will analyze the administrative structures and governance processes of a number of post-secondary educational institutions, using overarching theories regarding organizations, leadership, and change management. Underpinning the discussion will be the role of the institution in addressing its mission and vision, while serving the needs of its diverse stakeholders and the local, national and international communities. The legal and regulatory environment of post-secondary institutions will be critically examined, including the policies and procedures, collective agreements with unions, and approval processes that influence the environment. In addition, topics such as institutional, program, and student assessment, integrated planning, Aboriginal engagement, and resource allocation in post-secondary institutions will be covered. Particular attention will be paid to priority setting and emergent post-secondary trends (such as Indigenization and internationalization, corporatization, and environmental sustainability).

Prerequisites

None.

Learning Outcomes:

By the completion of this course, students will be expected to

- Create an analytical frame based on current trends in post-secondary institutions (such as Indigenization, internationalization, corporatization, environmental sustainability)
- Apply leadership theories and change management theories to explore administration and leadership in post-secondary institutions

- Examine forms of institutional, program, and student assessment; critically evaluate the assessment practices of local, national, and international institutions
- Critically analyze key policies and processes on campus; connect these policies to the governance structure of the post-secondary institution
- Investigate the role of the institution in serving the needs of the community (the students, campus, city, provincial, national, and international contexts)
- Articulate the role of the institution in community engagement strategies and in specific Aboriginal engagement
- Identify priorities from the integrated/strategic plan and connect them to the mission and vision of the post-secondary institution; determine how these priorities shape the activities and environment of the post-secondary institution
- Connect resource allocation structures and current economic environment to the development of strategic priorities
- Contrast the espoused mission and vision of several Canadian post-secondary educational institutions; evaluate how these statements attempt to highlight their institutional mandates while differentiating themselves from others
- Discern the role of collegial processes in tenure and promotion practices and governance processes; infer the implications for teaching, learning, research and innovation on campuses
- Assess the role of unions (students, staff, and faculty) in influencing post-secondary governance

Course Overview

Required Resources

Readings/Textbooks

Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy: Revised and expanded edition of the four cultures of the academy*. San Francisco, CA: Wiley and Sons.

Textbooks are available from the University of Saskatchewan Bookstore: www.usask.ca/consumer services/bookstore/textbooks

Supplementary Resources:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Axelrod, P., Trilokekar, R. D., Shanahan, T., & Wellen, R. (Eds.). (2013). *Making policy in turbulent times: Challenges and prospects for higher education*. Kingston, ON: School of Policy Studies, Queen's University.

Archibald, J. (2010). Transforming the university from an Aboriginal perspective. In J. Newson & C. Polster (Eds.), *Academic callings: The university we have had, now have, and could have.* Toronto: Canadian Scholar's Press. (pp. 162-169).

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- Fisher, D. & Rubenson, K. (1998). The changing political economy: The private and public lives of Canadian universities. *Universities and globalization: Critical perspectives*, 77-98.
- Francis, A. (1993). Facing the future: The internationalization of post-secondary institutions in British Columbia. Task Force Report. British Columbia Centre for International Education, 215-409 Granville St., Vancouver, British Columbia V6C 1T2 Canada
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- Green, M. F. (2007). Internationalizing community colleges: Barriers and strategies. *New Directions for Community Colleges*, 2007(138), 15-24.
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http://www.working.usask.ca/employmentagreements/index.php

Class Schedule

Session	Topic	Readings
1 (3 hours)	 Current context of post-secondary institutions Trends and tensions Campus cultures 	TBD
2 (3 hours)	 Governance structure, legal governance policies, and governance bodies on campus Collegial processes 	
3 (6 hours)	 Leadership structure, leadership theories Change management theories Key policies and foundational documents - academic integrity, international policies, Indigenous strategies/policies 	
4 (6 hours)	 Student governance and unions Addressing the needs of the students (Aboriginal, international, graduate, etc.) Unions and collective agreements 	
5 (7 hours)	 Tenure and promotion Research, research funds, ethics Academic freedom 	
6 (7 hours)	 Mission, vision, strategic and integrated planning Resource allocation and funding of post-secondary institutions Priority setting 	
7 (7 hours)	 Performance measures – key performance measures, dashboards, ranking Determining and addressing the needs of the constituents and communities Environmental sustainability 	
	FINAL PAPER DUE	Two weeks after the last class

Course Schedule

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Grading Scheme

Component	Percentage
Critique of a media story: Report	10%
Leading a discussion	10%
Examination of a policy: Report	10%
Leading a discussion	10%
Assignment 3: options	20%
Final paper	40%
Total	100%

Evaluation Components

Assignment 1: Critique a media story on post-secondary governance topic in post-secondary institutions

Value: 10% (report) and 10% (leading a focused discussion)

Due Date: In the first half of the course schedule

Type: Paper and presentation

Length: 3 – 4 page (double spaced) paper

Description: Students will identify a media story that pertains to post-secondary governance,

administration or leadership. They will prepare a short summary (3-4 pages) outlining the issue, any relevant background information, and connections to concepts presented in class. They will then lead a focused discussion of the class, and conduct a critical

analysis of the issue and the story.

Assignment 2: Examination of one policy

Value: 10% (policy summary) and 10% (presentation)

Due Date: By halfway point of the class

Type: 2-3 page paper (double spaced) and presentation

Description: Students will access a policy document from their institution. They will summarize the

key points of the document and describe how the policy aligns with the governance or the legal and regulatory environment of the post-secondary institution. Their critical analysis of the policy will include identifying the stakeholders who are connected to or affected by the policy. Additionally, they will highlight any connections the policy has to the culture of the post-secondary environment. They will present their findings to the class in a 15 - 20 minute presentation, followed by an opportunity for a question and

answer period.

Assignment 3: Option 1 or 2

1. Experiencing Governance in Action

Value: 20%

Due Date: Various dates of meetings, by the last few weeks of class (e.g., Nov 15, Mar 15)

Type: 4-5 page (double spaced) report

Description: Students will attend a meeting of a governing body. Examples of possible public

meetings (such as University Council) will be presented at the beginning of the class. When students attend the meeting, they will make notes on attendance, types of topics discussed, procedures for discussion, and other relevant insights. They will develop a short report to describe the meeting. Included in the report will be a description of how this body fits into the campus structure and their level of authority. At the conclusion of the report, students will write a reflective paragraph on their personal responses to the

meeting.

2. Describing a governance or influential policy group on campus – what is their role and place on campus.

Value: 20%

Due Date: By the last few weeks of class **Type**: 4 -5 page (double spaced) report

Description Students will examine a governance body, or an influential policy group (such as student

unions) on campus. They will describe the formation of the group and its position on campus with regard to policy-making. They will analyze from a critical perspective the role that the group plays at the post-secondary institution. Students will determine possible barriers to policy-making by that group. At the conclusion of the report, students will write a reflective commentary on their thoughts regarding the influence

and effectiveness of the group and its structure.

Final Paper: Research and Application Paper

Value: 40%

Due Date: Two weeks after the last class

Length: 15 - 20 pages (double spaced), plus a title page and reference page

Type: Research paper

Description: Students will choose one of the core topics from the course, and will develop a research

paper. They will use at least 8 scholarly references. One part of the paper will include an overview of that topic within the context of Canadian institutions. Within the research paper, they should include a synthesis of why this topic is of importance to post-secondary institutions, and how it supports student success and the mission of the

university.

Submitting Assignments

All assignments are due by 4:00 pm on the date of the deadline. They should be emailed to the professor in a Word document.

Late Assignments

Course work submitted to the course professor after the deadline discussed within this syllabus (or as amended through mutual agreement in advance) will only be accepted within seven calendar days of that date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence they deem appropriate for the late submission. Late work not accompanied by a note outlining consequence will not be marked.

^{*}Specific evaluation criteria for each assignment will be distributed in class.

Grading Information

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter:
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the *Course & Program Catalogue* and in academic unit publications.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals.

In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://students.usask.ca/health/centres/disability-services-for-students.php, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site https://www.usask.ca/ulc/.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site http://www.usask.ca/sesd/.



DEPARTMENT OF EDUCATIONAL ADMINISTRATION SAMPLE COURSE SYLLABUS

EADM 438.3

Administration and Governance in Post-secondary Education

Term , 2016 Day/Time Dates

Instructor:

Ph:

Room , College of Education
Office Hours: By appointment
Email:

Course Description:

This course will analyze the administrative structures and governance processes of a number of post-secondary educational institutions, using overarching theories regarding organizations, leadership, and change management. Underpinning the discussion will be the role of the institution in addressing its mission and vision, while serving the needs of its diverse stakeholders and the local, national, and international communities. The legal and regulatory environment of post-secondary institutions will be critically examined, including the policies and procedures, natural justice, collective agreements with unions, and approval processes that influence the environment. In addition, topics such as institutional, program, and student assessment, integrated planning, Aboriginal engagement, and resource allocation in post-secondary institutions will be covered. Particular attention will be paid to priority setting and emergent post-secondary trends (such as Indigenization and internationalization, corporatization, and environmental sustainability).

Prerequisites

None.

Learning Outcomes:

By the completion of this course, students will be expected to

- Create an analytical frame based on current trends in post-secondary institutions (such as Indigenization, internationalization, corporatization, environmental sustainability)
- Apply leadership theories and change management theories to explore administration and leadership in post-secondary institutions
- Examine forms of institutional, program, and student assessment; critically evaluate the assessment practices of local, national, and international institutions
- Critically analyze key policies and processes on campus; connect these policies to the governance structure of the post-secondary institution
- Investigate the role of the institution in serving the needs of the community (the students, campus, city, provincial, national, and international contexts)
- Articulate the role of the institution in community engagement strategies and in specific Aboriginal engagement
- Identify priorities from the integrated/strategic plan and connect them to the mission and vision of the post-secondary institution; determine how these priorities shape the activities and environment of the post-secondary institution

Course Overview

Required Resources

Readings/Textbooks

Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy: Revised and expanded edition of the four cultures of the academy*. San Francisco, CA: Wiley and Sons.

Textbooks are available from the University of Saskatchewan Bookstore: www.usask.ca/consumer-services/bookstore/textbooks

Supplementary Resources:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Axelrod, P., Trilokekar, R. D., Shanahan, T., & Wellen, R. (Eds.). (2013). *Making policy in turbulent times: Challenges and prospects for higher education*. Kingston, ON: School of Policy Studies, Queen's University.
- Archibald, J. (2010). Transforming the university from an Aboriginal perspective. In J. Newson & C. Polster (Eds.), *Academic callings: The university we have had, now have, and could have.* Toronto: Canadian Scholar's Press. (pp. 162-169).
- Bartell, M. (2003). Internationalization of universities: A university culture-based framework. *Higher Education*, 45(1), 43-70.
- Beach, C. M., Boadway, R. W., & McInnis, R. M. (Eds.). (2005). *Higher education in Canada*. Kingston, ON: John Deutsch Institute.
- Beveridge, D., McKenzie, M., Vaughter, P., & Wright, T. (2015). Sustainability in Canadian post-secondary institutions: The interrelationships among sustainability initiatives and geographic

- and institutional characteristics. *International Journal of Sustainability in Higher Education,* 16(5), 611-638.
- Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco, CA: Jossey-Bass.
- Canadian Federation of Students. (2013). Funding for Post-Secondary Education.

 Retrieved from http://cfs-fcee.ca/wp-content/uploads/sites/2/2013/11/Fact-Sheet-Funding-2013-11-En.pdf.
- CICIC. (2015). Post-Secondary Education Systems in Canada. Retrieved from http://cicic.ca/1242/Anoverview/index.canada.
- Coates, K. S., & Morrison, B. (2013). *Campus confidential: 100 startling things you don't know about Canadian universities* (2nd ed.). Toronto, ON: Lorimer.
- Conference Board of Canada. (2015). How Canada Performs: Education and Skills.

 Retrieved from http://www.conferenceboard.ca/hcp/provincial/education.aspx.
- Cote, J. E., & Allahar, A. L. (2007). *Ivory tower blues: A university system in crisis*. Toronto, ON: University of Toronto Press.
- Ewell, P. T. (1999). Linking performance to resource allocation: An unmapped terrain. *Quality in Higher Education*, *5*(3), 191–209. Retrieved from http://www.tandfonline.com.cyber.usask.ca/doi/pdf/10.1080/1353832990050302
- Fallis, G. (2013). *Rethinking higher education: Participation, research and differentiation.* Kingston, ON: Queen's School of Policy Studies.
- Fisher, D. & Rubenson, K. (1998). The changing political economy: The private and public lives of Canadian universities. *Universities and globalization: Critical perspectives*, 77-98.
- Francis, A. (1993). Facing the future: The internationalization of post-secondary institutions in British Columbia. Task Force Report. British Columbia Centre for International Education, 215-409 Granville St., Vancouver, British Columbia V6C 1T2 Canada
- Fullan, M., & Scott, G. (2009). *Turnaround leadership for higher education*. San Francisco, CA: Jossey-Bass.
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Value: 20%

Due Date: Various dates of meetings, by the last few weeks of class (e.g., Nov 15, Mar 15)

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2. Describing a governance or influential policy group on campus – what is their role and place on campus.

Value: 20%

Due Date: By the last few weeks of class

Type: 4 -5 page (double spaced) report

Description Students will examine a governance body, or an influential policy group (such as student

unions) on campus. They will describe the formation of the group and its position on campus with regard to policy-making. The investigation will include any relevant documents or policies. They will analyze from a critical perspective the role that the group plays at the post-secondary institution. Students will determine possible barriers to policy-making by that group. At the conclusion of the report, students will write a reflective commentary on their thoughts regarding the influence and effectiveness of

the group and its structure.

Final Paper: Inquiry and Application Paper

Value: 40%

Due Date: Two weeks after the last class

Length: 10 – 12 pages (double spaced), plus a title page and reference page

Type: Final paper

Description: Students will choose one of the core topics from the course, and will develop a

thorough analysis of that topic. They will use at least 5 scholarly references. One part of

the paper will include an overview of that topic within the context of Canadian

institutions. Within the research paper, they should describe how this topic aligns with a particular analytical frame and the connection of that frame to the current trends and tensions experienced at post-secondary institutions. Students will highlight how this

topic supports the mission and espoused goals of the university.

Submitting Assignments

All assignments are due by 4:00 pm on the date of the deadline. They should be emailed to the professor in a Word document.

Late Assignments

Course work submitted to the course professor after the deadline discussed within this syllabus (or as amended through mutual agreement in advance) will be accepted only within seven calendar days of that date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence she/he deems appropriate for the late submission. Late work not accompanied by a note outlining consequence will not be marked.

Grading Information

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

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The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by

^{*}Specific evaluation criteria for each assignment will be distributed in class.

students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to

uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

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In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://students.usask.ca/health/centres/disability-services-for-students.php, or contact DSS at 966-7273 or disability-services-for-students.php, disability-services-for-students.php

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site https://www.usask.ca/ulc/.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site http://www.usask.ca/sesd/.



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: Approved by Dr. Burgess, Department Head, Department of Educational Administration
- 2. Information required for the Catalogue

2.1 Label & Number of course: EADM 839.3

2.2 Title of course: Teaching and Learning in Post-Secondary Education

2.3 Total Hours: Lecture Seminar 39 Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

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

2.6 Prerequisite: None

2.7 Calendar description:

This course will investigate adults as learners in post-secondary educational institutions and discuss best methods to promote students' academic success. The scholarship of teaching and learning will be explored, including theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles. This exploration will involve a discussion of culturally responsive, Indigenous, and decolonizing pedagogies, and the unique needs of Aboriginal students. Topics also include examining and critically analyzing teaching approaches, key components of course development based on best practice, student assessment and learning outcomes, academic integrity, and the use of technology for teaching and learning at post-secondary institutions, both in classroom and in online delivery formats.

- 2.8 Any additional notes
- 3. Rationale for introducing this course.

This course is one of four courses included in the newly proposed field of specialization, *Master of Education in Leadership in Post-secondary Education*. This program is offered through the Department of Educational Administration to address the growing demand from students interested in leadership in post-secondary education. These courses form the core classes for this field of specialization within the already existing Master of Education program offered by the Department.

There are few similar opportunities offered by other institutions across Canada. In the rapidly changing landscape of post-secondary education, study in this area may be attractive to those who are interested

in moving into more senior positions, and it would benefit the institution by contributing to the professional development of its faculty and staff.

The field of specialization would focus on three broad post-secondary topics: the role of the student, student diversity and student services, teaching and learning, and administration and governance. The three topics together provide students with different perspectives of post-secondary education. This course, EADM 839.3: Teaching and Learning in Post-Secondary Education, provides students with an overview of current research on the scholarship of teaching and learning, and an exploration of emergent non-traditional pedagogies. Additionally, students will investigate the learning styles and needs of the adult learners on campus. Students will examine how the academic mission of the post-secondary educational institution is best supported through effective, research-based teaching and assessment practices. Through this course, students will develop an in-depth understanding of the teaching and learning environment in post-secondary education.

4. Learning Objectives for this course.

- Identify different student learning styles and apply understandings of adult learning to teaching and learning in the post-secondary context
- Analyze the evolution of pedagogies and non-traditional post-secondary pedagogies such as Indigenous and decolonizing pedagogies, experiential learning, Study Abroad
- Examine the increasing diversity of students and learning styles and their impact on pedagogies and non-traditional approaches
- Conduct a critical analysis of institutional processes to determine barriers to innovation, supports and resources to promote best practices, and propose other possible solutions and supports for innovative teaching and learning
- Describe forms of student assessment and compose learning outcomes
- Examine the student and instructor commitments in the Learning Charter; identify supports for instructors and students on campus and relate those supports to the fulfillment of those commitments
- Conduct a critical analysis of institutional processes to determine barriers to innovation, supports
 and resources to promote best practices, and propose other possible solutions and supports for
 innovative teaching and learning
- Analyze the elements of a course syllabus, and link those elements to the tenets of the Learning Charter
- Construct a course syllabus collaboratively, using key concepts from the course; compose learning outcomes within their syllabus that reflect the learning goals articulated in the Learning Charter of the University of Saskatchewan

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? This certificate program will not affect other departments or colleges as there are no comparable courses on campus.

Were any other departments asked to review or comment on the proposal? Gwenna Moss faculty and some members of the Department of Educational Administration assisted in the development of the course syllabus.

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? EADM 491.3

Is this course to be required by your majors, or by majors in another program? No, it is a standalone certificate.

7. Sample Course outline.

Session	Topic		Readings
1	•	History of teaching and learning on campuses	TBD
(3 hours)	•	Lifelong learning theory	
2	•	Student engagement, student diversity	
(3 hours)	•	Learning Charter	
	•	Syllabus template – key components of the "contract"	
3	•	Learning outcomes	
(6 hours)	•	Assessment of students	
4	•	Academic integrity	
(6 hours)	•	Clinical and classroom teaching, accreditation processes	
	•	Environmental sustainability	
5	•	Culturally responsive and decolonizing pedagogies	
(7 hours)	•	Indigenous and community based learning	
6	•	Learning technologies	
(7 hours)	•	Non-traditional learning opportunities – Study Abroad,	
		online, experiential	
	•	Signature pedagogies	
7	•	Tenure and promotion and contract teaching	
(7 hours)	•	Assessment by students	
	•	Best practices in teaching and learning (recap)	
	FINAL	PAPER DUE	Two weeks after the last class

8. Enrolment.

Expected enrollment: 20

From which colleges? The initial cohorts are envisioned as being comprised of working professionals from a number of units and colleges across campus. Later cohorts will be drawn from other post-secondary institutions provincially, nationally, and potentially internationally.

9. Student evaluation.

See attached sample syllabus for more details

Grading Scheme

Craaming Comonic	
Component	Percentage
Leading a Focused Dialogue	15%
Participation in an Online Discussion Board	15%
Collaborative Development of a course syllabus	30%

Final paper	40%
Total	100%

10. Required text:

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.

Supplementary resources are listed in the syllabus and the bibliography of selected library resources.

11. Resources.

Proposed instructor: Members of the Department of Educational Administration (Vicki Squires, Jing Xiao, Maggie Kovatch, Michael Cottrell, Keith Walker)

How does the department plan to handle the additional teaching or administrative workload? The department has budgeted for hiring sessional lecturers, if required, to cover faculty teaching load. In one academic year, this course would be offered once; there is the possibility that two sections of the course may be needed if demand for the course is strong. It is anticipated that three courses will be offered within an academic year, with the possibility of two sections of each course, resulting in coverage for 6 courses.

Are sufficient library or other research resources available for this course? Yes, we have consulted with the Education library; they have constructed a list of available resources. In addition, a graduate student will be hired to investigate online resources.

Are any additional resources required (library, audio-visual, technology, etc.)? The department has applied for and received a Curriculum Innovation Grant from the Gwenna Moss Centre for Teaching Effectiveness to be used towards further development of a bibliography for each of the certificate courses and for developing the courses in an online format, in addition to face-to-face format.

12. Date of Implementation: Jan. 2017

To be offered: annually biennially other



DEPARTMENT OF EDUCATIONAL ADMINISTRATION SAMPLE COURSE SYLLABUS

EADM 839.3

Teaching and Learning in Post-secondary Institutions

Term , 2016 Day/Time Dates

Instructor:

Ph:

Room , College of Education
Office Hours: By appointment
Email:

Course Description:

This course will investigate adults as learners in post-secondary educational institutions and discuss best methods to promote students' academic success. The scholarship of teaching and learning will be explored, including theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles. This exploration will involve a discussion of culturally responsive, Indigenous, and decolonizing pedagogies, and the unique needs of Aboriginal students. Topics also include examining and critically analyzing teaching approaches, key components of course development based on best practice, student assessment and learning outcomes, academic integrity, and the use of technology for teaching and learning at post-secondary institutions, both in classroom and in online delivery formats.

Prerequisites:

None.

Learning Outcomes:

By the completion of this course, students will be expected to

- Identify different student learning styles and apply understandings of adult learning to teaching and learning in the post-secondary context
- Analyze the evolution of pedagogies and non-traditional post-secondary pedagogies such as Indigenous and decolonizing pedagogies, experiential learning, Study Abroad

- Examine the increasing diversity of students and learning styles and their impact on pedagogies and non-traditional approaches
- Describe forms of student assessment and compose learning outcomes
- Examine the student and instructor commitments in the Learning Charter; identify supports for instructors and students on campus and relate those supports to the fulfillment of those commitments
- Conduct a critical analysis of institutional processes to determine barriers to innovation, supports and resources to promote best practices, and propose other possible solutions and supports for innovative teaching and learning
- Analyze the elements of a course syllabus, and link those elements to the tenets of the Learning Charter
- Construct a course syllabus collaboratively, using key concepts from the course; compose learning outcomes within their syllabus that reflect the learning goals articulated in the Learning Charter of the University of Saskatchewan

Course Overview

Required Resources

Readings/Textbooks

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.

Textbooks are available from the University of Saskatchewan Bookstore: www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources:

- Absalom, M., & Vadura, K. (2006). Student perceptions of internationalization of the curriculum: an Australian case study. *Arts and Humanities in Higher Education*, *5*(3), 317-334.
- Ambrose, S. A., Bridges, M. W., DiPietro, M., & Lovett, M. C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Wiley and Sons.
- Anuik, J., & Gillies, C. (2012). Indigenous knowledge in post-secondary educators' practices: Nourishing the learning spirit. *Canadian Journal of Higher Education*, 42(1), 63-79.
- Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco, CA: Jossey-Bass.
- Battiste, M. (Ed.). (1995). First Nations education in Canada: The circle unfolds. Vancouver, BC: UBC Press.
- Battiste, M. (2014). Decolonizing education: Nourishing the learning spirit. Saskatoon: Purich Publishing.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). New York, NY: McGraw-Hill Education.

- Boyer, E. L., Moser, D., Ream, T. C., & Braxton, J. M. (2016). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
- Brant Castellano, M. (2000). Updating Aboriginal traditions of knowledge. In G. J. Sefa Dei, B. L. Hall, & D. G. Rosenberg (Eds.), *Indigenous knowledges in global contexts: multiple readings of our world* (p. 21-36). Toronto: University of Toronto Press.
- Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices.* Sterling, VA: Stylus Publishing.
- Dean, L. A. (Ed.). (2012). *CAS professional standards for higher education* (8th ed.). Washington, DC: Council for the Advancement of Standards in Higher Education.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, *10*(3), 241-266.
- Dei, G. (2002, March). Rethinking the role of Indigenous knowledge in the academy. Lecture paper presented at the Studies in National and International Development, Queen's University, Kingston, Ontario.
- Ermine, W. (1995). Aboriginal epistemology. In M. Battiste & J. Barman (Eds.), *First Nations education in Canada: The circle unfolds.* Vancouver: University of British Columbia Press.
- Ewell, P. T., & Jones, D. P. (1996). *Indicators of "good practice" in undergraduate education: A handbook for development and implementation*. Boulder, CO: National Center for Higher Education Management Systems.
- Hutchings, P., Huber, M. T., & Ciccone, A. (2011). The scholarship of teaching and learning reconsidered: Institutional integration and impact. San Francisco, CA: Jossey-Bass.
- Kingston, E., & Forland, H. (2008). Bridging the gap in expectations between international students and academic staff. *Journal of Studies in International Education*, 12(2), 204-221.
- Kovatch, M. (2009). Indigenous methodologies: Characteristics, conversations, and context. Toronto, ON: University of Toronto Press.
- Kovach, M. (2013). Treaties, Truths, and Transgressive Pedagogies: Re-imagining Indigenous Presence in the Classroom. *The Journal of the Society of Socialist Studies, 9*(1), 109-127.
- Kovach, M. (2014). Thinking through Theory: Contemplating Indigenous Situated Research and Policy. In N. Denzin & Giardina, M. (Eds.), *Qualitative Inquiry Outside the Academy* (p.92-106). Walnut Creek, CA: Left Coast Press.
- Kovatch, M., Carriere, J., Montgomery, H., Barrett, M. J., & Gilles, C. (2015). Indigenous presence: Experiencing and envisioning Indigenous knowledges within selected post-secondary sites of education and social work. Retrieved from: http://www.usask.ca/education/profiles/kovatch/index.php
- Palomba, C.A., & Banta, T.W. (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco, CA: Jossey-Bass.
- Qiu, W. (2011). Language adjustment of international students in the US: A social network analysis on the effects of language resources, language norm and technology. (Ph.D., Michigan State University). *ProQuest Dissertations and Theses*. (847006575).
- Reid, J. C. (2010). *Contributing to the success of international students at CGA-BC.* (M.A., Royal Roads University (Canada)). *ProQuest Dissertations and Theses.* (791836652).
- Ritenburg, H, Young Leon, A., Linds, W., Nadeau, D., Goulet, L., Kovach, M., & Marshall, M. (2013). Embodying Decolonization: Methodologies and Indigenization. *Alternative*, *10* (1).
- St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education*, *30*(4), 1068-1092.

Wilson, A., & Battiste, M. (2011). *Environmental scan of educational models supporting Aboriginal post-secondary education*. Prepared for the Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations. Saskatoon, SK: Aboriginal Education Research Centre.

Class Schedule

Session	Topic	Readings
1 (3 hours)	 History of teaching and learning on campuses Lifelong learning theory 	TBD
2 (3 hours)	Student engagementLearning Charter	
3 (6 hours)	 Syllabus template – key components of the "contract" Learning outcomes Assessment of students 	
4 (6 hours)	 Academic integrity Clinical and classroom teaching, accreditation processes Environmental sustainability 	
5 (7 hours)	 Culturally responsive and decolonizing pedagogies Indigenous and community based learning 	
6 (7 hours)	 Learning technologies Non-traditional learning opportunities – Study Abroad, online, experiential Signature pedagogies 	
7 (7 hours)	 Tenure and promotion and contract teaching Assessment by students Best practices in teaching and learning (recap) 	
	FINAL PAPER DUE	Two weeks after the last class

Course Schedule

Very occasionally, adjustments to the proposed schedule are required for a host of different reasons. For adjustment proposed by the course professor, it is the course professor's responsibility to bring these proposed adjustments forward for discussion promptly. For adjustments proposed by students, it is the student's responsibility to bring these forward for discussion promptly.

Course Organization

The class will be scheduled as two introductory three hour courses to establish expectations, outline assignments, and introduce readings. These shorter sessions will occur several weeks before a week long intensive class. The final paper will be due two weeks after the last class. Activities will include discussion of key readings, seminar leadership and problem-solving sessions in small groups. It should be noted that readings identified for each sessions should be prepared prior to the class. Members of this class will be expected to complete readings and written assignments as set out by the professor. In addition, email communication with the professor is encouraged at all times.

OR Classes will occur in six sessions on Saturdays from 9:00am to 4:00 pm

OR Classes will occur as 13 three hour sessions on evenings throughout one term.

Attendance Expectations

It is expected that students will demonstrate every effort to attend all classes. Should an absence be necessary, the student is responsible for ensuring that they understand the material missed and for completing any assignments.

Participation

It is expected that students will actively participate in the large and small group discussions, and class presentations. Completing the readings and preparing before each class will facilitate more fulsome discussions.

Student Feedback

Formative feedback will be provided as part of the evaluation of each assignment. However, if a student would like further feedback or guidance, they can contact the professor by email and/or arrange a meeting or phone call.

Grading Scheme

Component	Percentage
Leading a Focused Dialogue	15%
Participation in an Online Discussion Board	15%
Collaborative Development of a course syllabus	30%
Final paper	40%
Total	100%

Evaluation Components

Assignment 1: Leading a Focused Dialogue

Value: 15%

Due Date: Throughout the course

Type: Oral presentation and leading a discussion

Description: Students will lead a focused dialogue on a particular topic relevant to teaching and

learning in post-secondary institutions. Possible options regarding topics will be discussed in class. Each student will orally present background information on the topic in a 10 minute presentation. Each student will then lead the class, using thoughtful prompts and questions, in a critical analysis of that topic, including the challenges and

opportunities for post-secondary institutions with regard to that topic.

Assignment 2: Participation in a Discussion Board

Value: 15%

Due Date: After the first half of the course

Type: Online posts

Description: Students will participate in an online discussion board. They will present their

perspectives on a given topic, based on personal and professional experience and situated within the context of the course content. Students will need to create two original threads, and respond to at least three other threads in a thoughtful, reflective manner. Clearly and professionally communicated responses will be emphasized.

Assignment 3: Collaborative Development of a course syllabus

Value: 30%

Due Date: The last few classes

Type: Course outline and presentation

Description: Students in groups of 3 or 4 will prepare a course syllabus collaboratively. The University

of Saskatchewan course syllabus template will be utilized and students will create a syllabus for a course of their own design. Each component of the template will be completed, keeping in mind the intended "students", the topic, and the chosen delivery format. Each group will then present their course syllabus and describe their reflections on challenges in development, and the underlying considerations that shaped their

syllabus.

Final Paper: Research and Application Paper

Value: 40%

Due Date: Two weeks after the last class

Length: 15 - 20 pages (double spaced) plus title page and reference list

Type: Research paper

Description:

Students will choose one of the core topics from the course, and will develop a research paper. One part of the paper will include an overview of that topic within the context of Canadian institutions. They will include at least 8 scholarly references. They will present a critical analysis of that topic. Students may choose to expand on the topic that they presented when leading the focused dialogue.

Submitting Assignments

All assignments are due by 4:00 pm on the date of the deadline. They should be emailed to the professor in a Word document.

Late Assignments

Course work submitted to the course professor after the deadline discussed within this syllabus (or as amended through mutual agreement in advance) will only be accepted within seven calendar days of that date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence they deem appropriate for the late submission. Late work not accompanied by a note outlining consequence will not be marked.

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^{*}Specific evaluation criteria for each assignment will be distributed in class.

University of Saskatchewan Grading System

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;

- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the *Course & Program Catalogue* and in academic unit publications.

Integrity Defined (from the Office of the University Secretary)

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Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals.

In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://students.usask.ca/health/centres/disability-services-for-students.php or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site https://www.usask.ca/ulc/.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site http://www.usask.ca/sesd/.



DEPARTMENT OF EDUCATIONAL ADMINISTRATION SAMPLE COURSE SYLLABUS

EADM 439.3

Teaching and Learning in Post-Secondary Education

Term , 2016
Day/Time
Dates
Instructor:

Ph:

Room , College of Education
Office Hours: By appointment
Email:

Course Description:

This course will investigate adults as learners in post-secondary educational institutions and discuss best methods to promote students' academic success. The scholarship of teaching and learning will be explored, including theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles. This exploration will involve a discussion of culturally responsive, Indigenous, and decolonizing pedagogies, and the unique needs of Aboriginal students. Topics also include examining and critically analyzing teaching approaches, key components of course development based on best practice, student assessment and learning outcomes, academic integrity, and the use of technology for teaching and learning at post-secondary institutions, both in classroom and in online delivery formats.

Prerequisites:

None.

Learning Outcomes:

By the completion of this course, students will be expected to

- Identify different student learning styles and apply understandings of adult learning to teaching and learning in the post-secondary context
- Analyze the evolution of pedagogies and non-traditional post-secondary pedagogies such as Indigenous and decolonizing pedagogies, experiential learning, Study Abroad
- Examine the increasing diversity of students and learning styles and their impact on pedagogies and non-traditional approaches
- Describe forms of student assessment and compose learning outcomes

• Construct a course syllabus collaboratively, using key concepts from the course

Course Overview

Required Resources

Readings/Textbooks

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.

Textbooks are available from the University of Saskatchewan Bookstore: www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources:

- Absalom, M., & Vadura, K. (2006). Student perceptions of internationalization of the curriculum: an Australian case study. *Arts and Humanities in Higher Education*, *5*(3), 317-334.
- Ambrose, S. A., Bridges, M. W., DiPietro, M., & Lovett, M. C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Wiley and Sons.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Anuik, J., & Gillies, C. (2012). Indigenous knowledge in post-secondary educators' practices: Nourishing the learning spirit. *Canadian Journal of Higher Education*, 42(1), 63-79.
- Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco, CA: Jossey-Bass.
- Battiste, M. (Ed.). (1995). First Nations education in Canada: The circle unfolds. Vancouver, BC: UBC Press.
- Battiste, M. (2014). Decolonizing education: Nourishing the learning spirit. Saskatoon: Purich Publishing.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). New York, NY: McGraw-Hill Education.
- Boyer, E. L., Moser, D., Ream, T. C., & Braxton, J. M. (2016). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
- Brant Castellano, M. (2000). Updating Aboriginal traditions of knowledge. In G. J. Sefa Dei, B. L. Hall, & D. G. Rosenberg (Eds.), *Indigenous knowledges in global contexts: multiple readings of our world* (p. 21-36). Toronto: University of Toronto Press.
- Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices.* Sterling, VA: Stylus Publishing.
- Dean, L. A. (Ed.). (2012). *CAS professional standards for higher education* (8th ed.). Washington, DC: Council for the Advancement of Standards in Higher Education.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, *10*(3), 241-266.
- Dei, G. (2002, March). Rethinking the role of Indigenous knowledge in the academy. Lecture paper presented at the Studies in National and International Development, Queen's University, Kingston, Ontario.
- Ermine, W. (1995). Aboriginal epistemology. In M. Battiste & J. Barman (Eds.), *First Nations education in Canada: The circle unfolds*. Vancouver: University of British Columbia Press.

- Ewell, P. T., & Jones, D. P. (1996). *Indicators of "good practice" in undergraduate education: A handbook for development and implementation*. Boulder, CO: National Center for Higher Education Management Systems.
- Hutchings, P., Huber, M. T., & Ciccone, A. (2011). The scholarship of teaching and learning reconsidered: Institutional integration and impact. San Francisco, CA: Jossey-Bass.
- Kingston, E., & Forland, H. (2008). Bridging the gap in expectations between international students and academic staff. *Journal of Studies in International Education*, 12(2), 204-221.
- Kovatch, M. (2009). Indigenous methodologies: Characteristics, conversations, and context. Toronto, ON: University of Toronto Press.
- Kovach, M. (2013). Treaties, Truths, and Transgressive Pedagogies: Re-imagining Indigenous Presence in the Classroom. *The Journal of the Society of Socialist Studies, 9*(1), 109-127.
- Kovach, M. (2014). Thinking through Theory: Contemplating Indigenous Situated Research and Policy. In N. Denzin & Giardina, M. (Eds.), *Qualitative Inquiry Outside the Academy* (p.92-106). Walnut Creek, CA: Left Coast Press.
- Kovatch, M., Carriere, J., Montgomery, H., Barrett, M. J., & Gilles, C. (2015). Indigenous presence: Experiencing and envisioning Indigenous knowledges within selected post-secondary sites of education and social work. Retrieved from:

 http://www.usask.ca/education/profiles/kovatch/index.php
- Palomba, C.A., & Banta, T.W. (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco, CA: Jossey-Bass.
- Qiu, W. (2011). Language adjustment of international students in the US: A social network analysis on the effects of language resources, language norm and technology. (Ph.D., Michigan State University). *ProQuest Dissertations and Theses*. (847006575).
- Reid, J. C. (2010). *Contributing to the success of international students at CGA-BC.* (M.A., Royal Roads University (Canada)). *ProQuest Dissertations and Theses.* (791836652).
- Ritenburg, H, Young Leon, A., Linds, W., Nadeau, D., Goulet, L., Kovach, M., & Marshall, M. (2013). Embodying Decolonization: Methodologies and Indigenization. *Alternative*, *10* (1).
- St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education*, *30*(4), 1068-1092.
- Wilson, A., & Battiste, M. (2011). *Environmental scan of educational models supporting Aboriginal post-secondary education*. Prepared for the Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations. Saskatoon, SK: Aboriginal Education Research Centre.

Class Schedule

Session	Topic		Readings
1 (3 hours)	•	History of teaching and learning on campuses Lifelong learning theory	TBD
(3 hours)	•	Student engagement Learning Charter Syllabus template – key components of the "contract"	
3 (6 hours)	•	Learning outcomes Assessment of students	
4 (6 hours)	•	Academic integrity Clinical and classroom teaching, accreditation processes Environmental sustainability	
5 (7 hours)	•	Culturally responsive and decolonizing pedagogies Indigenous and community based learning	
6 (7 hours)	•	Learning technologies Non-traditional learning opportunities – Study Abroad, online, experiential Signature pedagogies	
7 (7 hours)	•	Tenure and promotion and contract teaching Assessment by students Best practices in teaching and learning (recap)	
	FINAL P	APER DUE	Two weeks after the last class

Course Schedule

Very occasionally, adjustments to the proposed schedule are required for a host of different reasons. For adjustment proposed by the course professor, it is the course professor's responsibility to bring these proposed adjustments forward for discussion promptly. For adjustments proposed by students, it is the student's responsibility to bring these forward for discussion promptly.

Course Organization

The class will consist of the equivalent of 39 contact hours. The class will be scheduled as two introductory three hour courses to establish expectations, outline assignments, and introduce readings. These shorter sessions will occur several weeks before a week long intensive class. The final paper will be due two weeks after the last class. Activities will include discussion of key readings, seminar leadership and problem-solving sessions in small groups. It should be noted that readings identified for each session should be prepared prior to the class. Members of this class will be expected to complete readings and written assignments as set out by the professor. In addition, email communication with the professor is encouraged at all times.

OR Classes will occur in six sessions on Saturdays throughout the term from 9:00am to 4:00 pm.

OR Classes will occur as 13 three hour sessions on evenings throughout one term.

Attendance Expectations

It is expected that students will demonstrate every effort to attend all classes. Should an absence be necessary, the student is responsible for ensuring that she/he understands the material missed and for completing any assignments.

Participation

It is expected that students will actively participate in the large and small group discussions, and class presentations. Completing the readings and preparing before each class will facilitate more fulsome discussions.

Student Feedback

Formative feedback will be provided as part of the evaluation of each assignment. However, if a student would like further feedback or guidance, they can contact the professor by email and/or arrange a meeting or phone call.

Grading Scheme

Component	Percentage
Leading a Focused Dialogue	15%
Participation in an Online Discussion Board	15%
Collaborative Development of a course syllabus	30%
Final paper	40%
Total	100%

Evaluation Components

Assignment 1: Leading a Focused Dialogue

Value: 15%

Due Date: Throughout the course

Type: Oral presentation and leading a discussion

Description: Students will lead a focused dialogue on a particular topic relevant to teaching and

learning in post-secondary institutions. Possible options regarding topics will be

discussed in class. Each student will orally present background information on the topic

in a 10 minute presentation. The student will then lead the class, using thoughtful

prompts and questions, in a critical analysis of that topic, including the challenges and opportunities for post-secondary institutions with regard to that topic.

Assignment 2: Participation in a Discussion Board

Value: 15%

Due Date: After the first half of the course

Type: Online posts

Description: Students will participate in an online discussion board. They will present their

perspectives on a given topic, based on personal and professional experience and situated within the context of the course content. Students will need to create two original threads, and respond to at least three other threads in a thoughtful, reflective manner. Clearly and professionally communicated responses will be emphasized.

Assignment 3: Collaborative Development of a course syllabus

Value: 30%

Due Date: The last few classes

Type: Course outline and presentation

Description: Students in groups of 3 or 4 will prepare a course syllabus collaboratively. The University

of Saskatchewan course syllabus template will be utilized and students will create a syllabus for a course of their own design. Each component of the template will be completed, keeping in mind the intended "students", the topic, and the chosen delivery format. Group members will then present their course syllabus and describe their

reflections on challenges in development, and the underlying considerations that

shaped their syllabus.

Final Paper: Inquiry and Application Paper

Value: 40%

Due Date: Two weeks after the last class

Length: 10 – 12 pages (double spaced) plus title page and reference list

Type: Final paper

Description: Students will choose one of the core topics from the course, and will develop a final

paper that is 10 – 12 pages in length, using at least 5 scholarly references. One part of

the paper will include an overview of that topic within the context of Canadian institutions, and situated within an examination of the evolution of pedagogical practices. Students will highlight the connection of their topic to the scholarship of teaching and learning, and demonstrate how this topic is important in achieving the

academic mission of the university.

^{*}Specific evaluation criteria for each assignment will be distributed in class.

Submitting Assignments

All assignments are due by 4:00 pm on the date of the deadline. They should be emailed to the professor in a Word document.

Late Assignments

Course work submitted to the course professor after the deadline discussed within this syllabus (or as amended through mutual agreement in advance) will be accepted only within seven calendar days of that date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence she/he deems appropriate for the late submission. Late work not accompanied by a note outlining consequence will not be marked.

Grading Information

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;

- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

Examinations with Disability Services for Students (DSS)

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Program Requirements

Department of Educational Administration

Student Name:		Program:	
	Student Number:	NSID:	

Certificate of Leadership in Post-Secondary Education

Beginning in May 2016, each of, and only, the following required courses lead to successful completion:

> ○ EADM 437.3. ○ EADM 438.3. ○ EADM 439.3. ○ EADM 491.3

MEd in Leadership in **Post-Secondary Education**

Beginning in September 2016, each of the following added to the required courses in **MEd in Educational Adminis**tration (Course-Based):

> ○ EADM 838.3. ○ EADM 837.3. ○ EADM 839.3

... plus 12 credit units from the EADM electives list (excluding those denoted with "*" but including 6 credit units optionally taken from another department); all other requirements per MEd in Educational Administration (Course-Based).

Beginning in September 2016, each of the following added

. . .

to the required courses in MEd in Educational Administration (Thesis-Based):

○ EADM 837.3. ○ EADM 838.3, ○ EADM 839.3

... plus 6 credit units from the EADM electives list (excluding those denoted with "*" but including 6 credit units optionally taken from another department); all other requirements per MEd in Educational Administration (Thesis-Based).

NB: Students who complete the Certificate of Leader-

MEd in Educational Administration (Course-Based)

Each of the following required courses:

○ EADM 811.3, ©EADM991.3, ○ EADM 990.x. ○ CGSR 960.x. including one of © ERES 800.3, or © ERES 810.3, or © ERES 820.3,

... plus 15 credit units from among:

EADM 812.3. EADM 813.3, © EADM 816.3,* ○ EADM 819.3. ○ EADM 820.3, ○EADM 821.3. ○EADM 824.3, ○EADM 825.3, ○EADM 826.3, ○EADM 829.3. ○EADM830.3, ○EADM834.3. ○ EADM 835.3, ○ EADM 836.3. ○EADM 892.3. ○ EADM 894.3. ○ EADM 892.3, © EADM 894.3, ○ EADM 895.3,

... plus 6 credit units from above or from another department's offerings (on the approval of the EADM Department Head):

ship in Post-Secondary Education may include only two

MEd in Educational Administration (Thesis-Based)

Each of the following required courses:

○ EADM 811.3, ○ EADM 990.x. ○ CGSR 960.x. ○ CGSR 961.x. © EADM 994.x*. including one of ○ ERES 800.3, or © ERES 810.3. or © ERES 820.3.

... plus 12 credit units from among:

○ EADM 812.3. ○EADM813.3, ○ EADM 816.3,* ○ EADM 819.3, ○ EADM 820.3. ○ EADM 821.3, ○ EADM 824.3. OEADM 825.3, ○ EADM 826.3. ○ EADM 829.3. ○ EADM 830.3. OEADM 834.3. ○ EADM835.3. ○EADM 836.3. ○ EADM 892.3, ○ EADM 894.3, ○ EADM 892.3, ○EADM 894.3, ○ EADM 895.3,

... plus 3 credit units from above or from another department's offerings (on the approval of the EADM Department Head):

or ○ EADM 898.3,

... plus, each of:

NB: CGSR Policy 5.1.9 states: "Master's course-based students are required to register continually in their pro- grams from beginning to end, in every term, including the [spring and] summer [term]."

NB: The time limit for completing a MEd program of studies is **five years** from the date of registration in the first course credited to the program.

PhD in Educational Administration

Each of the following required in the first year of study:

○ EADM 881.3. ○ EADM 884.3. ○ EADM 885.3, OERES 840.3. ○ EADM 990.x. ○ EADM 996.x*. CGSR 960.x, ○ CGSR 961.x.

... plus 6 to 12 credit units (noted at time of entry), in the first year of study, from among:

EADM 812.3, © EADM 811.3. ○ EADM 813.3. EADM 816.3. ○ EADM 819.3. EADM 820.3. ○ EADM 821.3, EADM 824.3, ○ EADM 825.3, ○ EADM 826.3. ○ EADM 829.3, EADM 830.3. ○ EADM 834.3, ○ EADM 835.3. ○ EADM 836.3, EADM 837.3, ○ EADM 838.3. EADM 839.3. ○ EADM 892.3, EADM 894.3, ○ EADM 895.3,

... with no more than 6 credit units from another department's offerings (on the approval of the EADM Department Head)

orincluding © EADM 898.3.

EADM 994.x* (in each subsequent term of study) Thesis Proposal Thesis Oral

NB: The time limit for completing a MEd program of studies is **five years** from the date of registration in the first course credited to the program.

In subsequent terms of study, each of:

EADM 996.x* Candidacy
courses at the 400-level toward a MEd in Educational
Administration or MEd in Leadership in Post-Secondary
Education.

Examination Dissertation Proposal	
Dissertation Oral	NB: The time limit for completing a PhD program
Department Head:	Student:

of studies is six years from the date of registration in
the first course credited to the program.

Date:

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Courses of the Department

EADM 437.3 / 837.3 – Role of the Student and Student Services in Post-Secondary Institutions

This course will examine the demographics of the current student population and investigate the role of student services in supporting student success in post-secondary institutions. Topics will include holistic models of student support, the increasing diversity of students, the wide range of possible student services and their role in supporting the teaching and learning mission of a post-secondary campus. This exploration will be framed as supports for students throughout the student life-cycle, from interested prospective-student through to engaged-alumni.

EADM 438.3/838.3 – Administration and Governance of Post-Secondary Institutions

This course will describe the administrative structures of post-secondary institutions, and the roles of those structures in the governance process. Overarching theories regarding organizations, leadership, and change management will be discussed. In addition, topics such as institutional, program, and student assessment, policies and procedures, integrated planning, and resource allocation in post-secondary institutions will be covered.

EADM 439.3 / 839.3 – Teaching and Learning in Post-Secondary Institutions

This course will investigate adults as learners in post-secondary institutions and discuss best methods to promote students academic success. Theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles will be explored. Topics include examining teaching approaches and different ways of knowing, student assessment and learning outcomes, and the use of technology for teaching and learning at post-secondary institutions.

EADM 811.3 - History and Development of Organizational Theory

Traces major theories through the evolution of organizational thought, and examines recent trends in the study of organizations. A variety of schools of thought are investigated and utilized as perspectives from which to view educational organizations. The content is designed to provide a basis for further in-depth study of concepts and processes in educational settings.

EADM 812.3 – Educational Finance

Financing public education; educational revenues and expenditures; principles underlying grants systems for education; alternative models for financing public education; taxation and principles of taxation; financial administration in local school systems; cost-quality relations in education; trends in educational finance; financial planning in times of retrenchment.

EADM 813.3 – Planning and Data Based Decision Making

Designed to provide individuals with a knowledge of educational planning at the Board of Education level. Includes such theoretical aspects as the nature of educational planning, planning concepts, and approaches and models. Investigates applied aspects such as data collection, demographic analysis and enrolment forecasting, school facilities, master plans, and new planning techniques.

EADM 816.3 – Instructional Leadership for the Enhancement of Teaching

Focuses on the formal and informal organization of the school. The leadership styles of principals and vice-principals, as they affect curriculum development, implementation and evaluation, will be studied. Emphasis will be placed on organizational development strategies. *Prerequisite: EADM 811*.

EADM 819.3 – Leadership and Governance in First Nation Education

Focuses on First Nation educational governance, community leadership roles in Indian Control of Indian Education and examines band operated school governance across Canada. New directions in First Nation educational governance as evidenced in the Mi Kmaq Education Act and emerging administrative mechanisms will form a major concentration of the course.

EADM 820.3-Administrative Roles in School Systems

Examines the roles of various educational administrators: vice-principal, principal, assistant director and director. The relationships and functions associated with each of these roles will be examined from several perspectives - legislation, theoretical models, role theory, and research findings. The specific content will address means by which these roles can lead to effective administrative practice. *Prerequisite: EADM 811*.

EADM 821.3-Organizational Behaviour in Education

Focuses on behaviour within the formal and informal contexts of the educational system. It includes such topics as motivation, group processes, communication, decision making, conflict management, leadership, power and authority. *Prerequisite: EADM811*.

EADM824.3-Structure and Organization of Education in Canada

Traces the historical basis and development for the present forms of education in the various provinces in Canada. It explores the current structure and organization of education in different provinces. Finally, it studies the issues and problems germane to the Canadian educational scene.

EADM 825.3-Educational and Administrative Law

Deals with constitutional law as applied to education and language, intentional wrong and defenses, the various aspects of negligence and its defenses, occupier's liability, employer's liability, administrative law, defamation, and human rights. Wherever relevant, a parallel tie-in will be made with statute law.

EADM 826.3-Human Resources Management in Education

Designed to provide a review of the literature in personnel administration in education and exposure to applications in human resources management. The topics addressed include manpower planning, recruitment of personnel, selection of personnel, placement and induction of personnel, staff development, appraisal of personnel, administration of collective agreements, legal aspects of personnel administration and supervisory practices. *Prerequisite: EADM811*.

EADM 829.3-School and Organizational Renewal

Focuses on organization development as a planned and sustained effort to apply behavioral science and school effectiveness research to school and system improvement. Strategies which involve school and system members themselves in the assessment, diagnosis and transformation of their own school organization will be studied in detail.

$EADM\,834.3-Case\,Studies\,in\,Educational\,Leadership$

Considers issues and dilemmas arising from a wide variety of educational leadership cases. Classical and contemporary moral philosophies as well as professional ethics will be utilized to examine these problematic cases. The challenges associated with developing ethical frameworks for decision-making and with promoting ethical consciousness and competencies in particular education settings will be explored. *Prerequisite: EADM 811*.

EADM 835.3 – Governance and Policy Making in Education

Deals with the use of political, jurisprudential and organizational theories to better understand and analyse educational governance at state, system,

and site-based levels. The course includes the application and assessment of various models and mechanisms of educational policy and decision making. Consideration will be given to the evolving roles and relationships of interest groups, interagency personnel, professional educators, legislators, executives, the judiciary and citizens. *Prerequisite: EADM 811*.

EADM 836.3-Leading Community Development

Deals with issues, principles and strategies used to develop and maintain learning communities and effective community relations. Topics include: community-participation theory; contemporary leadership and followership theory; stakeholder collaboration; communication and conciliation strategies; the politics of diversity and inclusion; as well as approaches taken to community and capacity building in education. *Prerequisite: EADM 811*.

EADM 881.3 – Organizational Paradigms and Analysis

Analyzes a number of organizational paradigms based upon different sets of meta-theoretical assumptions about the nature of social science and the nature of society. Emphasis will be placed on the paradigmatic shifts that are occurring in educational administration. *Prerequisites: EADM 811 (or equivalent) and acceptance into PhD Program.*

EADM 884.3 – Policy Making in Education: A Critical Perspective

An advanced doctoral level course in educational administration dealing with policy-making in education. Focuses on three main aspects of educational policy-making: building consent for educational policy; promoting deliberation, understanding, and informed action in policy-making; and synthesizing basic considerations for formulating and implementing educational policy. *Prerequisite: PhD Program.*

EADM 885.3-Research Methods

Designed to explore the various methods of research, and the problems related to research design. Special emphasis will be placed on research methods related to Educational Administration. *Prerequisite: PhD Program.*

EADM 892.3-Trends and Issues in Educational Administration

Selected current trends and issues in educational administration will be analyzed in detail. Literature, research and related developments in other areas will be examined. These courses will normally be taught during summer sessions by visiting professors with particular expertise. Note: May be taken more than once on the recommendation of the Department Head.

EADM 894.3-Laboratory in Educational Administration

Provides opportunities for students to apply theory to practice in undertaking field research projects which differ from thesis and project topics. Preparation of a scholarly report and regular consultation with faculty members are key course requirements. Note: Students may take this course more than once for credit, provided the topic covered in each offering differs substantially. Students must consult the Department to ensure that the topics covered are different.

EADM 895.3-Parents and Education: Theory Policy and Practice

Will provide opportunities for reflection on scholarship, policy and practice regarding parents' positioning in relation to and engagement with schools and education. The intent of the course is to develop an empirical and theoretical understanding of educational practice and policy aimed at engaging parents. Students will be encouraged to examine theoretical underpinnings and philosophical assumptions in the context of their own understanding and practices. Students will be encouraged to discuss, write about, and reflect on the readings within their particular school/educational contexts and professional experiences.

EADM 898.3 — Individual Reading Course

Provides an opportunity for a student to pursue a topic of personal interest. The topic studied must fall outside the scope of educational administration courses offered, although this provision may be waived with the consent of the department. The student is responsible for defining the area of interest and approval of the project must be gained prior to registration. The student undertakes intensive reading under the guidance of a staff supervisor, and submits a major paper for assessment on or before a date agreed upon in writing with his/her supervisor. An oral examination is also required. *Prerequisite: MEd (Thesis) or PhD Programs.*

EADM 899.3 - Special Topics

Offered occasionally in special situations. Students interested in these courses should contact the department for more information.

EADM 990.X - Seminar

A required non-credit seminar for graduate students in the Master's and PhD programs. Provides students with information, guidance, and some skills needed to succeed in and profit from their program of studies. Enhances skills in seminar participation, scholarly writing, library use, and computer applications. Discussions of educational issues, research opportunities, research protocols, and research funding sources are also included. Separate seminars are arranged for full- and part-time Master's students and PhD students.

EADM 491.3/991.3 – Educational Leadership: Field Based Applications

Designed to provide students with an opportunity to participate in field-based research in the area of educational leadership. Students may choose to (a) participate in a three week field-based educational leadership internship, or (b) undertake research related to educational leadership. Both options require the submission of a research paper. Prerequisite(s): 27 credit units of course work toward MEd degree including EADM 811, 990, and ERES 800. Note: Students may receive credit for only one of EADM 991, EADM 992, or EADM 994.

EADM 994.X - Research (MEd)

A student undertaking a program of study leading to the completion of a MEd (Thesis-Based) must register in this course each term until the thesis is completed. This applies to thesis work done full- as well as part-time. *Note:* Students may receive credit for only one of EADM 991, EADM 992, or EADM 994.

EADM 996.X – Research (PhD)

A student undertaking a program of study leading to the completion of a PhD must register in this course each term until the dissertation is completed. This applies to thesis work done full-as well as part-time.

Other Courses in Graduate Programs

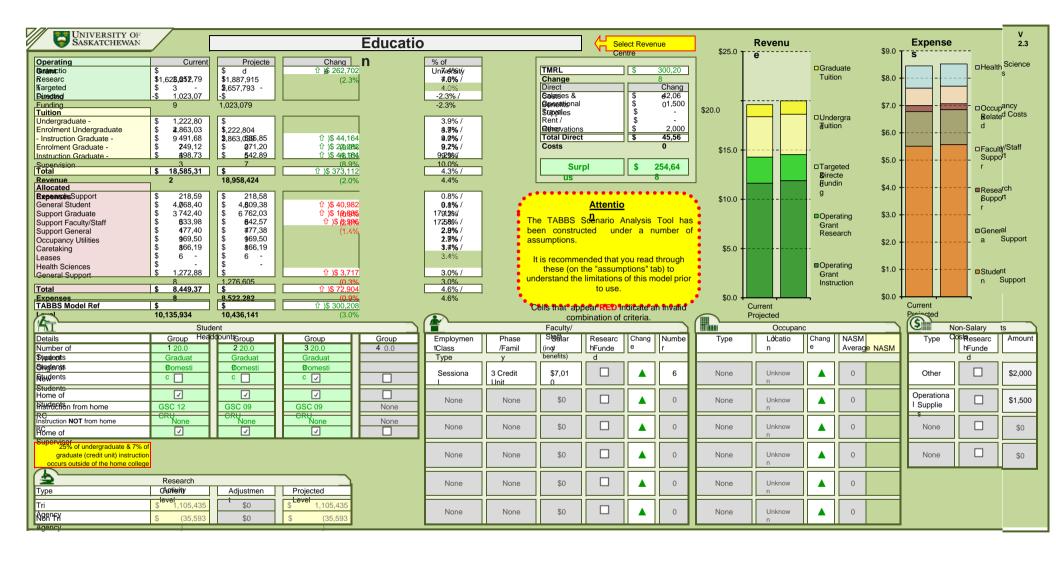
ERES 800.3 – Introductory Research Methods

ERES 810.3 – Indigenous Research Epistemology and Methods

ERES 820.3 – Action Research in Education

ERES 840.3 - Statistical Research Methods





The controllable variables in the TABBS model (which a user can adjust) are displayed at the bottom of the "calculator" tab.

They are divided into 5 groups detailed below.

Classroom space is shared space that is not owned by a particular revenue centre. It therefore can not be modelled seperately.

Classroom costs are reassigned to the student support cost bin and allocated out to revenue centres based on their student headcount.

The change in TABBS results is then weighed against the change in direct costs to forecast the net impact of the scenario on the revenue centre.

		TABBS Model Component											
Controllable Variable	Explanation	Operating Grant - Instruction	Operating Grant - Research	Tuition	Research Cost Bin	Student Cost Bin	Graduate Cost Bin	Faculty / Staff Cost Bin	General Occupancy	Utilities	Caretaking	Health Sciences Cost Bin	General Cost Bin
Student Headcount	This is where a revenue centre can forecast changes in student levels. Columns D, F & H represent 3 distinct student forecasts, the cumulative affect of which is shown in the TABBS figures. For decreases in student headcounts use negative values	х		х		Х	Х						
Research Activity	This is where a revenue centre can forecast changes in research activity. Manually enter the dollar value of tri-agency research revenue in cell F46 and/or non tri-agency research revenue in cell H46. The current research revenue for each is displayed for reference. For decreases in research revenue use negative values		Х		х							х	х
Staff / Faculty	Changes made through selections in drop down boxes. First select an employment class type (col J). Next select the phase/family (col L). Based on those two selections the average salary for the current year is populated (col N). Check the research funded box if the staff/faculty is to be paid out of a research fund. Next select either an increase or decrease arrow (col R). Finally enter the number of each staff/faculty type to be forecasted (col T). To enter a specific salary range select "other" under employment class type and the salary value under the phase/family option. Sessional and Casual staff are weighted less than standard staff when calculating the reallocation of the faculty/staff cost bin (0.33 and 0.25 respectively), ensure the "Casual" EC Type is used for such forecasts. The phase/family value will appear RED when it is not a valid employment class type option.							х				х	х
Occupancy	There are currently five space types that a user can forecast changes in, instructional lab, research lab, academic office, administrative office and animal structures. First select a space type. Then select a location for that space. Only locations where the selected space type for the given revenue centre are displayed. The changes can be set as either increases or decrease (col Z). Then manually enter the net assignable square meters (col AC). An average for that space type and location is displayed immediately to the right as a guide. The location value will appear RED when it is not a valid location for the selected space type.								х	х	х		
Non-Salary Costs	This is where a revenue centre can forecast changes in other non-salary costs. There are currently four categories for these costs, operational supplies, travel, rent/renovations and other. Selects a cost type, then check the research funded box if the costs are paid out of a research fund. The amount is manually entered (col Al).											х	х

Ke	y Assumptions	Explanation
1	Independence	Changes made to a revenue centres TABBS values are made in isolation. It is assumed that all else remains equal, by this we mean there is no allowance for any changes made by other revenue centres.
2	Fixed value for total indirect costs	The controllable variables can impact the value of a revenue centres cost drivers. The cost drivers determine the portion of the cost bins assigned to a revenue centre. The size of the cost bins however is unaffected. In essence changes in the controllable variables change the size of the pie slice not the size of the pie itself.
3	Constant research revenue to expense ratio	Research projects start and end in the same fiscal year, which means all revenue and associated costs are captured in the same time frame. An adjustment in research revenue creates the same increase in research expenses which in turn increases the units proportionate share of the research support cost bin.
4	Research funded staff / faculty & non-salary costs accounted for	Creating a link between research revenue and research expenses assumes any research funded staff/faculty and non-salary costs have been accounted for. If the "Research Funded" option is checked these costs are not added to the research expenses total as they are assumed to have been accounted for already, so this is just a way to avoid double counting.
Ę	Student headcount to FLE relationship constant	When modeling changes in student headcounts that same proportionate change is made to Full Load Equivalent (FLE) activity. For example increase student headcount by 10% and FLE activity increases by 10%. (FLE activity being a key driver in the allocation of Provincial Operating Grant Revenue). When modelling student changes it is assumed that for an undergraduate student 30 credit units = 1 FLE and for a graduate student 18 credit units = 1 FLE, any program based instruction is treated as 1 FLE.
6	Home of instructor / supervisor vs. academnic authority of course / program	When producing forecasted tuition the location of the instruction (from either within the home revenue centre or outside it) determines the allocated amounts. The instruction component of the operating grant is allocated using SUFM, which assigns FLE activity to units based on the academic authority of the course / program. The instructing unit of a course / program may not always be the same as the academic authority of that course / program, but this tool assumes that it is. For example forecasting 15 CRUs of undergraduate instruction from the home revenue centre will add 0.5 FLEs (15 / 30) to that home unit in the operating grant calculations
7	Tuition Revenue Annualization	Some courses are for multiple years for example the master of professional accounting. The TABBS scenario analysis tool is designed to show yearly forecasts. As a result multi year course tuition is annualized. By this we mean the tuition revenue displayed for multi year courses is what would we would expect to receive in a 12 month period.
8	Data timing	Data used in the S.A.T is for the most recently completed fiscal year. When modeling scenarios it is important to consider that values and therefore results may change in future.
Ş	Occupancy changes are unrestricted	In modeling occupancy it is assumed that a revenue centre can increase or decrease its current space profile without restriction. It is also assumed that changes in space do not incur any refit costs. (users can add rent/renovation costs under non-salary expenses).
1	Salary averages	When modeling changes in staff / faculty, the average salary for each employment class and phase / family for the current year is used. Users can set a specific salary using "Other" as the employment class type.



Summary of TABBS Model Inputs

NEW ACTIVITY

		Year 1	Year 2	Year 3	Year 4	Year 5
	Undergrad - Domestic					
Student Activity	Undergrad - International					
Student Activity	Grad - Domestic	15N	15C = 20N	35C + 20N	40C + 20N	40C + 20N
	Grad - International	0	0	0	0	0
	ASPA					
	Casual					
Faculty & Staff	CUPE Local 1975					
racuity & Stan	Exempt					
	Faculty Association					
	Sessional	3 x 3 cu	6 x 3 cu	6 x 3 cu	6 x 3 cu	6 x 3 cu
	Instructional Lab					
Occupancy	Research Lab					
Coccupancy	Academic Office					
	Administrative Office					
Research Activity	Tri Agency					
	Non-Tri Agency					
	Operational Supplies	\$ 375	\$ 875	\$ 1,375	\$ 1,500	\$ 1,500
Non-salary costs	Travel					
INOTITION COSTS	Rent/Renovations					
	Other	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000

Notes & Assumptions

N = new students, C = continuing students

30 cu program to be completed over 3 years

Year 1 = 9cu, Year 2 = 9cu, Year 3 = 12cu

Projections based on domestic students although it it is expected there will be a small % of international

There is already a demand for this program so although there may be a few students move to this program from existing programs, the majority will be incremental (new students)

Current faculty will be teaching these courses but it is possible sessionals will be hired to offload them from other assigned courses

No additional occupancy costs required. Classes can fit into existing classroom space

It is anticipated we will be at full capacity in year 4 with an inteake of 20 new students per year

Potential for on-line delivery exists

Operational supplies are projected at \$25/student. Other non-salary costs are related to marketting are projected to be consistent from year to year

INCREMENTAL Summary of TABBS SAT Projections

	Current TABBS	Change from Base	Change from Veer 1	Change from Veer 2	Change from Veer 2	Change from Year 4
	Model Figures	to Year 1	to Year 2	to Year 3	to Year 4	to Year 5
	woder Figures	to rear i	to rear 2	to rear 3	to rear 4	to rear 5
Operating Grant	1					
Instruction	11,625,212	59,187	78,845	98,441	26,230	0
Research	2,657,793	33,107	70,043	30,441	20,230	O .
Targeted Funding	0					
Directed Funding	(1,023,079)					
Directed Funding	(1,023,073)					
Tuition						
Undergraduate - Enrolment	1,222,804					
Undergraduate - Instruction	2,863,039					
Graduate - Enrolment	491,687	9,937	13,250	16,561	4,416	0
Graduate - Instruction	249,123	4,968	6,625	8,281	2,208	0
Graduate - Supervision	498,733	9,937	13,249	16,562	4,416	0
Total Revenues *	40 505 242	04.000	444.000	420.045	27.070	0
Total Revenues "	18,585,312	84,029	111,969	139,845	37,270	U
Allocated Expenses	1					
Research Support	218,590					
General Student Support	4,768,403	30,763	10,219	0	0	0
Graduate Support	742,403	14,748	4,887	0	0	0
Faculty/Staff Support	633,981	4,299	4,298	0	0	0
General Occupancy	477,409	,	,			
Utilities	169,508					
Caretaking	166,196					
Leases	0					
Health Sciences	0					
General Support	1,272,888	1,910	1,755	41	11	0
	· · · · · ·	,	,			-
Total Indirect Expenses	8,449,378	51,720	21,159	41	11	0
TABBS Model Surplus/(Deficit)	10,135,934	32,309	90,810	139,804	37,259	0
Direct Operating Expenses	7					
ASPA						
Casual						
CUPE Local 1975						
Exempt						
Faculty Association						
Sessional		21,030	21,030	0	0	0
Operational Supplies		375	500	500	125	0
Travel		0.0	000	000	120	Ü
Rent / Renovations						
Other		2,000	0	0	0	0
	J 7	· ·	D			
Total Direct Expenses]	23,405	21,530	500	125	0
Net Projected Surplus/(Deficit)	10,135,934	8,904	69,280	139,304	37,134	0

^{2.} year 1 = 9cu, year 2 = 9cu, year 3 = 12cu
3. projections based on domestic students although it it is expected there will be a small % of international

Appendix D: Budget for Online Format Construction

EADM Certificate of Leadership in Post-Secondary Education

Cost estimate to develop online/distributed learning versions of classes in this program:

	Subje	ct Matter	Inst	ructional	Mu	lti-Media			Cost	l Estimated to Develop ificate for
Course	Exper	t**	Des	ign*	Dev	velopment	Cop	yright	Dist	ance Delivery
EADM 427.3	\$	9,000	\$	9,000	\$	3,000	\$	500		
EADM 428.3	\$	9,000	\$	9,000	\$	3,000	\$	500		
EADM 429.3	\$	9,000	\$	9,000	\$	3,000	\$	500		
EADM 491.3	\$	9,000	\$	9,000	\$	3,000	\$	500	_	
	\$	36,000	\$	36,000	\$	12,000	\$	2,000	\$	86,000

^{*}In-kind costs for DOC, DOC has staff available for these tasks

^{**} DOC has funds available to cover SME costs



➤ Dean's Office

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September 8, 2015

Planning & Priorities Committee Office of the University Secretary University of Saskatchewan 212 Peter Mackinnon Building 107 Administration Place Saskatoon, SK S7N 5A2

Attention: Planning & Priorities Committee Members

I am writing to express my support for the Master of Education in Post-Secondary Education. This specialization addresses the growing demand from students interested in pursuing a Master of Education degree focused on leadership in Post-Secondary Education. We believe this specialization would draw interest from prospective students here at the University of Saskatchewan as well as from Saskatchewan Polytechnic, and colleges and institutions across the country. The implementation of the program will contribute not only to professionalization of the staff of the institutions, but will also lead to enhanced understanding of our increasingly diverse student body. In doing so, we address the institutional commitments of the Learning Charter.

This specialization will build on the newly approved undergraduate level Certificate of Leadership in Post-Secondary Education that will be offered beginning in May 2016. If this Master's degree level specialization is approved, students interested in Post-Secondary leadership will be able to apply to either program, depending on their personal circumstances and their eligibility to apply for graduate studies. Together, both programs will draw new students to both our undergraduate and graduate programs; in doing so, it addresses the college and university level Third Integrated Plans. Additionally, increased enrolment in the college helps us achieve our enrolment targets.

The Department of Educational Administration has been consulting with the College of Graduate Studies and Research to develop the Notice of Intent. The Department has my support for the Master of Education in Post-Secondary Education specialization.

Respectfully,

Michelle Prytula

Dean

Appendix F: Library Resources for EADM 837.3, EADM 838.3, and EADM 839.3

Selected Library Resources to Support EADM 837.3 – Role of the Student and Student Services

Print resources

CALL # LB2343.4 .L43 2007.

TITLE Learning communities and student affairs: partnering for powerful learning / Barbara Leigh Smith ... [et al.]

PUBLISHED Olympia, WA: Washington Center for Improving the Quality of Undergraduate Education, Evergreen State College, 2007.

CALL # LB1027.5 .N48 no.51 1990.

TITLE **Evolving theoretical perspectives on students** / Leila V. Moore, editor.

PUBLISHED San Francisco: Jossey-Bass, c1990.

CALL # E97 .B536 2013.

TITLE Beyond the asterisk: understanding Native students in higher education / edited by Heather J. Shotton, Shelly C. Lowe, and Stephanie J. Waterman; foreword by John L. Garland.

PUBLISHED Sterling, Virginia: Stylus, 2013.

CALL # LB2343.4 .E58 2011.

TITLE **Entrepreneurship in student services** / J. Bradford Hodson, Bruce W. Speck, editors.

PUBLISHED San Francisco: Jossey-Bass, c2011.

CALL # LB1027.5 .N48 no.134 2011.

TITLE Fostering the increased integration of students with disabilities / Marianne S. Huger, editor.

PUBLISHED San Francisco: Jossey-Bass, 2011.

CALL # LB2342.92 .M85 2011.

TITLE Multicultural student services on campus : building bridges, revisioning community / edited by Dafina Lazarus Stewart.

PUBLISHED Sterling, Va.: Stylus Pub., 2011.

CALL # LB2342.94 .C3A34 2010.

TITLE Achieving student success : effective student services in Canadian higher education / edited by Donna Hardy Cox and C. Carney Strange.

PUBLISHED Montreal: McGill-Queen's University Press, c2010.

CALL # LB1027.5 .N48 no.122 2008.

TITLE Managing parent partnerships: maximizing influence, minimizing interference, and focusing on student success / Karla C.
Carney-Hall, editor.

PUBLISHED San Francisco, CA: Jossey-Bass, 2008.

CALL # LB1027.5 .N48 no.124 2008.

TITLE Using emerging technologies to enhance student engagement / Reynol Junco, Dianne M. Timm, editors.

PUBLISHED San Francisco: Jossey-Bass, c2008.

CALL # LB1027.5 .N48 no.109 2005.

TITLE Serving Native American students / Mary Jo Tippeconnic Fox, Shelly C. Lowe, George S. McClellan, editors.

PUBLISHED San Francisco: Jossey-Bass, 2005.

CALL # LB1027.5 .N48 no.106 2004.

TITLE **Serving the millennial generation** / Michael D. Coomes, Robert DeBard, editors.

PUBLISHED San Francisco: Jossey-Bass, c2004.

CALL # LB2324 .S77 2001.

AUTHOR Strange, Charles Carney.

TITLE Educating by design: creating campus learning environments that work / C. Carney Strange, James H. Banning; consulting editor, Ursula Delworth.

PUBLISHED San Francisco: Jossey-Bass, c2001.

CALL # LB1027.5 .N48 no.87 1999.

TITLE Creating successful partnerships between academic and student affairs / John H. Schuh, Elizabeth J. Whitt, editors.

PUBLISHED San Francisco: Jossey-Bass Publishers, c1999.

CALL # LB2343 .D73 2013.

AUTHOR Drake, Jayne K.

TITLE Academic advising approaches: strategies that teach students to make the most of college / Jayne K. Drake, Peggy Jordan, Marsha A. Miller.

PUBLISHED San Francisco: Jossey-Bass, 2013.

CALL # LB2395.7 .J86 2007.

AUTHOR Junco, Reynol.

TITLE Connecting to the net.generation: what higher education professionals need to know about today's students / Reynal Junco & Jeanna Mastrodicasa; foreword by M. Lee Upcraft.

PUBLISHED [Washington, DC?]: NASPA, Student Affairs Administrators in Higher Education, c2007.

CALL # LB2343.4 .K735 2003.

AUTHOR Kramer, Gary L., 1945-

TITLE Student academic services: an integrated approach / Gary L. Kramer and associates.

PUBLISHED San Francisco: Jossey-Bass, c2003.

CALL # LB2331 .N49 no.62 1995.

TITLE Teaching through academic advising: a faculty perspective / Alice G. Reinarz; Eric R. White, editors.

PUBLISHED San Francisco: Jossey-Bass, c1995.

CALL # LC213.52 .W55 2009.

TITLE When "minorities are strongly encouraged to apply": diversity and affirmative action in higher education / edited by Darrell Cleveland.

PUBLISHED New York: Peter Lang, c2009.

CALL # LB1031 .W65 2008.

TITLE Working one-to-one with students: supervising, coaching, mentoring, and personal tutoring / Gina Wisker ... [et al.]

PUBLISHED New York: Routledge, 2008.

CALL # LB2331 .U79 2007.

TITLE Unleashing suppressed voices on college campuses: diversity issues in higher education / edited by O. Gilbert Brown, Kandace G. Hinton, Mary Howard-Hamilton.

PUBLISHED New York: Peter Lang, c2007.

CALL # RC451.4 .S7L57 2007.

TITLE Special populations in college counseling: a handbook for mental health professionals / edited by Joseph A. Lippincott, Ruth B. Lippincott.

PUBLISHED Alexandria, VA: American Counseling Association, c2007.

CALL # LC191 .G543 2005.

TITLE **Globalisation, education and culture shock** / edited by Cedric Cullingford and Stan Gunn.

PUBLISHED Aldershot, Hants, England; Burlington, VT: Ashgate Pub., c2005.

CALL # LB2343.3.U63 2005.

AUTHOR Upcraft, M. Lee.

TITLE Challenging and supporting the first-year student: a handbook for improving the first year of college / M. Lee Upcraft, John N. Gardner, Betsy O. Barefoot.

PUBLISHED San Francisco: Jossey-Bass, c2005.

Electronic books

CALL # LB2331 .E656 2013eb.

TITLE Enhancing learning and teaching through student feedback in social sciences [electronic resource] / edited by Chenicheri Sid Nair and Patricie Mertova.

PUBLISHED Oxford: Chandos Publishing, 2013.

CALL # LA417.7 .F766 2010eb.

TITLE **From postsecondary application to the labour market** [electronic resource] : the pathways of under-represented groups / prepared by Academica Group Inc.

PUBLISHED Toronto, Ont. : Higher Education Quality Council of Ontario, c2010 (Saint-Lazare, Quebec : Canadian Electronic Library, 2011)

CALL # E96.5 .H454 2010eb.

AUTHOR Helin, Calvin, 1959-

TITLE Free to learn [electronic resource]: giving aboriginal youth control over their post-secondary education / by Calvin Helin and Dave Snow.

PUBLISHED [Ottawa, Ont.]: Macdonald-Laurier Institute for Public Policy, 2010 (Saint-Lazare, Quebec: Gibson Library Connections, 2010)

CALL # E96.2 .U836 2009eb.

AUTHOR Usher, Alex (Alexander), 1970-

TITLE The Post-Secondary Student Support Program [electronic

resource] : an examination of alternative delivery mechanisms : a report to the Indian and Northern Affairs Canada / Alex Usher.

PUBLISHED Toronto, Ont.: Educational Policy Institute, 2009 (Saint-Lazare, Quebec: Gibson Library Connections, 2010)

CALL # ELECTRONIC THESIS.

AUTHOR Lanceley-Barrie, Darlene.

TITLE The devolution of post secondary student support program to First Nations - I am not the right kind of Indian [electronic resource] / Darlene Lanceley-Barrie.

CALL # LB2343.4 .A234 2011eb.

TITLE Access, engagement, retention and success of under-represented populations at Ryerson University [electronic resource]:

Bridges to Ryerson, the Tri-Mentoring Program and Road to Ryerson / prepared by Sabrina Malik ... [et al.]; for the Higher Education Quality Council of Ontario.

PUBLISHED Toronto, Ont.: Higher Education Quality Council of Ontario, c2011 (Saint-Lazare, Quebec: Canadian Electronic Library,

CALL # LB2342.94 .C2 S878 2011eb.

TITLE Supporting student success [electronic resource]: the role of student services within Ontario's postsecondary institutions / prepared by Tricia A. Seifert ... [et al.]; for the Higher Education Quality Council of Ontario.

PUBLISHED Toronto, Ont. : Higher Education Quality Council of Ontario, c2011 (Saint-Lazare, Quebec : Canadian Electronic Library,

CALL # E96.65.05 P766 2010eb.

TITLE Promising practices [electronic resource]: increasing and supporting participation for Aboriginal students in Ontario / prepared by R.A. Malatest & Associates Ltd. for the Higher Education Quality Council of Ontario.

PUBLISHED Toronto, Ont.: Higher Education Quality Council of Ontario, c2010 (Saint-Lazare, Quebec: Gibson Library Connections, 2010)

CALL# E96.2 .C655 2010eb.

TITLE Colleges serving aboriginal learners and communities [electronic resource]: 2010 environmental scan: trends, programs, services, partnerships, challenges and lessons learned / Association of Canadian Community Colleges.

PUBLISHED [Ottawa, Ont.] : Association of Canadian Community Colleges, 2010 (Saint-Lazare, Quebec : Canadian Electronic Library, 2011)

CALL # LB2342.94.C3 A34 2010eb.

TITLE Achieving student success [electronic resource] : effective student services in Canadian higher education / edited by Donna Hardy Cox and C. Carney Strange.

PUBLISHED Montreal [Que.] : McGill-Queen's University Press, c2010 (Saint-Lazare, Quebec : Canadian Electronic Library, 2010)

CALL # RA777.3 .P287 2008eb.

AUTHOR Patterson, Peggy.

TITLE Report on post-secondary institutions as healthy settings [electronic resource]: the pivotal role of student

services / [prepared by Peggy Patterson and Theresa Kline]

PUBLISHED Victoria, B.C.: Health and Learning Knowledge Centre, 2008

(Saint-Lazare, Quebec : Gibson Library Connections, 2009)

CALL # LB1607.53.C32 I533 2008eb.

TITLE Increasing learning success [electronic resource]

PUBLISHED [Halifax, N.S.]: Nova Scotia, Student Services, c2008 (Saint-

Lazare, Quebec: Gibson Library Connections, 2008)

TITLE Graduate Retention Program (GRP) [electronic resource] : Advanced Education and Student Services.

PUBLISHED [Regina]: Saskatchewan Tourism, Parks, Culture and Sport, 2007.

CALL # LB2343 .W547 2011eb.

AUTHOR Wilson, Sybil.

TITLE Alternative pathways to university admission [electronic resource]: an examination of academic advising within the Niagara College/Brock University "Partners Program" / prepared by Sybil Wilson, Kareen McCaughan and Stella Han; for the

Higher Education Quality Council of Ontario.

PUBLISHED Toronto, Ont. : Higher Education Quality Council of Ontario, c2011 (Saint-Lazare, Quebec : Canadian Electronic Library, 2011)

Student services in higher education - Selected journals

Journal of American college health (Online)

"The Journal of American College Health provides information related to health in institutions of higher education. The journal publishes articles encompassing many areas of this broad field, including clinical and preventive medicine, environmental and community health and safety, health promotion and education, management and administration, mental health, nursing, pharmacy, and sports medicine.

The Journal of American College Health is intended for college health professionals: administrators, health educators, nurses, nurse practitioners, physicians, physician assistants, professors, psychologists, student affairs personnel, and students as peer educators, consumers, and preprofessionals."

Journal of college student psychotherapy (Online)

"The Journal of College Student Psychotherapy explores significant issues in the field of college student mental health. While contributions to the journal are welcome from college staff, faculty, students or other mental health professionals, the emphasis is on articles by and for college mental health professionals. All articles are expected to be directly relevant to the clinical specialty of college psychotherapy or counseling."

Mentor (Online)

A peer-review publication about advising in higher education.

NACADA journal / National Academic Advising Association

"The NACADA Journal exists to advance scholarly discourse about the research, theory and practice of academic advising in higher education. The NACADA definition of research (NACADA Task Force on Infusion of Research, 2008) views research as "scholarly inquiry into all aspects of the advising interaction, the role of advising in higher education, and the effects that advising can have on students.""

New directions for student services (Online)

"New Directions for Student Services combines knowledge from current research and theories with the best thinking about practice to address issues of concern and interest to those who work with – or have responsibility for policies and programs regarding – college students. This quarterly publication is filled with the latest research on student services in higher education."

Selected Library Resources to Support EADM 838.3 – Administration & Governance

Print resources

CALL # LB2341 .T6815 2013.

AUTHOR Trachtenberg, Stephen Joel.

TITLE Presidencies derailed: why university leaders fail and how to prevent it / Stephen Joel Trachtenberg, Gerald B. Kauvar, and E. Grady Bogue.

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Teaching and learning in higher education - Selected journals

• Canadian Journal for the Scholarship of Teaching and Learning

"The Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL) is a peer reviewed, trans-disciplinary, open-access electronic journal created and supported by the Society for Teaching and Learning in Higher Education." Available online from 2010 to present.

• <u>Journal of the Scholarship of Teaching and Learning.</u>

"Founded in 2001, the Journal of the Scholarship of Teaching and Learning (JoSoTL) is a forum for the dissemination of the Scholarship of Teaching and Learning in higher education for the community of teacher-scholars. Our peer reviewed Journal promotes SoTL investigations that are theory-based and supported by evidence." Available online from 2001 to present.

International Journal for the Scholarship of Teaching and Learning

"International Journal for the Scholarship of Teaching & Learning is an open, double-blind peer reviewed electronic journal published twice per year by the Centers for Teaching & Technology at Georgia Southern University. The journal is an international forum for information and research about the scholarship of teaching and learning (SoTL) and its implications for higher/tertiary education." Available online from 2007 to present.

• International Journal of Teaching and Learning in Higher Education

"The International Journal of Teaching and Learning in Higher Education (ISSN 1812-9129) provides a forum for higher education faculty, staff, administrators, researchers, and students who are interested in improving post-secondary instruction. The IJTLHE provides broad coverage of higher education pedagogy and the Scholarship of Teaching and Learning (SoTL) across diverse content areas, educational institutions, and levels of instructional expertise. The specific emphasis of IJTLHE is the dissemination of knowledge for improving higher education pedagogy."

• Teaching and Learning Inquiry

"Teaching and Learning Inquiry (TLI) publishes insightful research, theory, commentary, and other scholarly works that document or facilitate investigations of teaching and learning in higher education. TLI values quality and variety in its vision of the scholarship of teaching and learning." Available through the U of S Library from 2013 to present.

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

<u>Title: Master of Education (thesis-based) in Leadership in Post-Secondary Education</u>

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

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

1	Is this a new degree, diploma, or certificate?	Yes
	Is an existing degree, diploma, or certificate being renamed?	Yes
	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.	J
	One major is required on all programs [4 characters for code and 30 characters for description]	7
9	If this is a new graduate degree, is it thesis-based, course-based, or project-based?	_
		7

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?	Yes No X
Is an existing program being revised?	Yes No X
If you've answered NO to each of the previous two questions, please continue on to the next section.	
2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?	
]
3 What is the name of this new program?	- 1
4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?	j ¬
5 What College/Department is the academic authority for this program?]
6 is this a replacement for a current program?	Yes No
7 If YES, will students in the current program complete that program or be grandfathered?	
8 If this is a new graduate program, is it thesis-based, course-based, or project-based?]
Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)	•
1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.	Yes No X Revised
2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.	-
3 What is the name of this new / revised major, minor, or concentration?]
4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.]
Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?	_
]

1	Is this a new or revised disciplinary area attached to an existing graduate degree program?	Yes X No Revised
	If you've answered NO, please continue on to the next section.	
2	If YES, what is the name of this new / revised disciplinary area?	
	Leadership [LEAD] - description/code for the Certificate of Leadership in Post-Secondary Education	
3	Which Department / School is the authority for this new / revised disciplinary area?	•
	Educational Administration	
4	Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?	•
	Master of Education - thesis based [MED-T]	
	Section 5: New College / School / Center / Department or Renaming of Existing	
1	Is this a new college, school, center, or department?	Yes No X
	Is an existing college, school, center, or department being renamed?	Yes No X
	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?	
3	If you have renamed an existing college, school, center, or department, what is the current name?	
4	What is the effective term of this new (renamed) college, school, center, or department?	
5	Will any programs be created, changed, or moved to a new authority, removed, relabelled?	
6	Will any courses be created, changed, or moved to a new authority, removed, relabelled?	
7	Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?	

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

Section 6: Course Information

	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?	
ſ	No	}
2		•
F	If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?	1
3 7	Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?] 1
4	Does the program timetable use standard class time slots, terms, and sessions?	Yes X No
Г	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.	1
	Section 7: Admissions, Recruitment, and Quota Information	
	Will students apply on-line? If not, how will they apply?	_
	Yes, same admission requirements as the Master of Education in Educational Administration (thesis-based)	
2	What term(s) can students be admitted to?	_
- 1	Same as the Master of Education in Educational Administration (thesis-based)]
3	Does this impact enrollment?	-
- 1	Slight increase]
4	How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?	-
	Refer to the Department of Educational Administration	
5	Can classes towards this program be taken at the same time as another program?	•
ſ	Not normally but could be possible for a student to take the Graduate Certificate in One Health concurrently	1
6	What is the application deadline?	•
[Same as the Master of Education in Educational Administration (thesis-based)]
7	What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required	•
(courses, etc.)	
	Same as the Master of Education in Educational Administration (thesis-based)]
8	What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is	•
	the weighting of each of these in the admission decision.)	
Ţ	Same as the Master of Education in Educational Administration (thesis-based)	1

9	What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
	Same as the Master of Education in Educational Administration (thesis-based)
0	What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
	Same as the Master of Education in Educational Administration (thesis-based)
1	Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
	Same as the Master of Education in Educational Administration (thesis-based)
2	Letter of acceptance - are there any special requirements for communication to newly admitted students?
	Same as the Master of Education in Educational Administration (thesis-based)
3	Will the standard application fee apply?
	Yes
	Will all applicants be charged the fee or will current, active students be exempt?
	Same as the Master of Education in Educational Administration (thesis-based)

Section 8: Proposed Tuition and Student Fees Information

1	How will tuition be assessed?
'	Per Course
	Per Credit Unit
	Program Based
	Standard Term
	Other *
	Current Set-Up
	* See attached documents
2	If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?
3	If program-based, will students outside the program be allowed to take the classes?
4	If YES, what should the per credit fee be?
5	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?
Ī	
6	Do standard cancellation fee rules apply?
7	Are there any additional fees (e.g. materials, excursion)?
1	Are there any additional rees (e.g. materials, excursion):
	Has IDA Book Consulted?
8	Has IPA Been Consulted?
	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?
Ξ.	If this is a new program, do you intend that students be eligible for student loans?
	Yes

Section 10: Convocation Information (only for new degrees)

1	Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?	
	No	1
2	If YES, has the Office of the University Secretary been notified?	_
]
3	When is the first class expected to graduate?	_
	Fall 2016]
4		_
	What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?	
	20]
		4
	Section 11: Schedule of Implementation Information	
	What is the start term?	_
	May 2016 [201605]	J
2	Are students required to do anything prior to the above date?	Yes No X
	If YES, what and by what date?	
]
	Section 12: Registration Information	
1	Will students register themselves?	Yes X No
	If YES, what priority group should they be in?	
	As per current set-up]
		•
	Section 13: Academic History Information	
1	Will instructors submit grades through self-serve?	Yes X No
	Who will approve grades (Department Head, Assistant Dean, etc.)?	
	As per current set-up	1

Section 14: T2202 Information (tax form) 1 Should classes count towards T2202s? Yes X No Section 15: Awards Information 1 Will terms of reference for existing awards need to be amended? No X 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards? **Section 16: Program Termination** 1 Is this a program termination? No X If yes, what is the name of the program? 2 What is the effective date of this termination? 3 Will there be any courses closed as a result of this termination? No If yes, what courses? 4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program? 5 If not, what alternate arrangements are being made for these students? 6 When do you expect the last student to complete this program? Section 17: SESD - Information Dissemination (internal for SESD use only) 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program? Yes Nol 2 Has SESD, Admissions, been informed about this new / revised program? Yes Nol 3 Has CGSR been informed about this new / revised program? Nol Yes 4 Has SESD, Transfer Credit, been informed about any new / revised courses? Nol Yes 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Nol Yes

Nol

Yes

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

Date:	MA 28,2015	
Registrar (Russell Isinger):	Mussel Linger	1 2015
		28 OCT 2015
College / Department Represe	entative(s): Juvi Cioul December 7,2015	a d

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

Title: Master of Education (course-based) in Leadership in Post-Secondary 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?	Yes	٦Νο
	Is an existing degree, diploma, or certificate being renamed?	Yes	No
	If you've answered NO to each of the previous two questions, please continue on to the next section.		_
2	What is the name of the new degree, diploma, or certificate?	_	
3	If you have renamed an existing degree, diploma, or certificate, what is the current name?		
	Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level	J	
ſ	courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?	٦	
	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 \ 6 \	Which College is responsible for the awarding of this degree, diploma, or certificate?	_	
	Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.	_	
	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]	7	
	If this is a new graduate degree, is it thesis-based, course-based, or project-based?	_	
		٦	

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?	Yes No X
Is an existing program being revised?	Yes No X
If you've answered NO to each of the previous two questions, please continue on to the next section.	
2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?	
3 What is the name of this new program?	
4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?	
5 What College/Department is the academic authority for this program?	
6 Is this a replacement for a current program?	Yes No
7 If YES, will students in the current program complete that program or be grandfathered?	
8 If this is a new graduate program, is it thesis-based, course-based, or project-based?	⊿ ¬
Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)	
1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.	Yes No X Revised
2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.	·
3 What is the name of this new / revised major, minor, or concentration?	
4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.	- -
Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to	l ?

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Revised If you've answered NO, please continue on to the next section. 2 If YES, what is the name of this new / revised disciplinary area? Leadership [LEAD] - description/code for the Certificate of Leadership in Post-Secondary Education 3 Which Department / School is the authority for this new / revised disciplinary area? **Educational Administration** 4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to? Master of Education - course based [MED-C] 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? 3 If you have renamed an existing college, school, center, or department, what is the current name? 4 What is the effective term of this new (renamed) college, school, center, or department? 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled? 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled? 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

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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?	е
No	
2	
If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area	area?
3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?	
4 Does the program timetable use standard class time slots, terms, and sessions?	Yes X No
If NO, please describe.	
NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / Attached completed "Course Creation Forms" to this document would be helpful.	major.
Section 7: Admissions, Recruitment, and Quota Information	
1 Will students apply on-line? If not, how will they apply?	
Yes, same admission requirements as the Master of Education in Educational Administration (course-based)	
2 What term(s) can students be admitted to?	
Same as the Master of Education in Educational Administration (course-based)	
3 Does this impact enrollment?	
Slight increase	
4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?	- 139
Refer to the Department of Educational Administration	
5 Can classes towards this program be taken at the same time as another program?	
Not normally but could be possible for a student to take the Graduate Certificate in One Health concurrently	
6 What is the application deadline?	
Same as the Master of Education in Educational Administration (course-based)	
7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any r	required
courses, etc.)	•
Same as the Master of Education in Educational Administration (course-based)	
8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. v	what is
the weighting of each of these in the admission decision.)	
Same as the Master of Education in Educational Administration (course-based)	

9	What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
	Same as the Master of Education in Educational Administration (course-based)
0	What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
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2	Letter of acceptance - are there any special requirements for communication to newly admitted students?
	Same as the Master of Education in Educational Administration (course-based)
3	Will the standard application fee apply?
	Yes
4	Will all applicants be charged the fee or will current, active students be exempt?
	Same as the Master of Education in Educational Administration (course-based)

Section 8: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?
·
Per Course
Per Credit Unit
Program Based
Standard Term
Other *
Current Set-Up
* See attached documents
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?
If program-based, will students outside the program be allowed to take the classes?
4 If YES, what should the per credit fee be?
Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?
6 Do standard cancellation fee rules apply?
7 Are there any additional fees (e.g. materials, excursion)?
8 Has IPA Been Consulted?
Section 9: Government Loan Information
NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.
1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?
2 If this is a new program, do you intend that students be eligible for student loans?
Yes

Section 10: Convocation Information (only for new degrees)

1	Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?		
	No	1	
2	If YES, has the Office of the University Secretary been notified?	-	
]	
3	When is the first class expected to graduate?	- 7	
	Fall 2016	1 /	
4			
	What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?		
	20]	
	Section 11: Schedule of Implementation Information	-	
1	What is the start term?		
	May 2016 [201605]]	
2	Are students required to do anything prior to the above date?	Yes No X	
	If YES, what and by what date?		
]	
	Section 12: Registration Information		
1	Will students register themselves?	Yes X No	
	If YES, what priority group should they be in?		
	As per current set-up]	
	Section 13: Academic History Information		
1	Will instructors submit grades through self-serve?	Yes X No	
	Who will approve grades (Department Head, Assistant Dean, etc.)?		
	As per current set-up]	

Section 14: T2202 Information (tax form) 1 Should classes count towards T2202s? Yes X No Section 15: Awards Information 1 Will terms of reference for existing awards need to be amended? Nol X 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards? Section 16: Program Termination 1 Is this a program termination? Nol X If yes, what is the name of the program? What is the effective date of this termination? 3 Will there be any courses closed as a result of this termination? If yes, what courses? 4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program? 5 If not, what alternate arrangements are being made for these students? 6 When do you expect the last student to complete this program? Section 17: SESD - Information Dissemination (internal for SESD use only) 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program? Yes No 2 Has SESD, Admissions, been informed about this new / revised program? No Yes 3 Has CGSR been informed about this new / revised program? No Yes 4 Has SESD, Transfer Credit, been informed about any new / revised courses? Yes No 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes No 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?

Yes

Yes

No

SIGNED

Date:	DA 28, 2015	
Registrar (Russell Isinger):	572	
registral (russett isiliger):	Journa Longy	28 0 67 2017
College / Department Representativ	ve(s): June Cioure December 01,2015	



MEMORANDUM

TO: Vicki Squires, Assistant Professor, Department of Educational Administration

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

DATE: October 27, 2015

RE: Planning and priorities committee response to a new field of specialization in

Leadership in Post-secondary education within the Master of Education

(M.Ed.)

Vicki, the planning and priorities committee was pleased to hear of the new field of specialization in Post-secondary education being developed within the college's existing M.Ed degree. Thank you once again for attending the planning and priorities committee meeting on October 14, 2015 to present the notice of intent. Members had some familiarity with this area of programming, having reviewed the Certificate for Leadership in Post-secondary Education last year. The committee recognized the potential of the new specialization to potentially ladder students into the department's graduate offerings. The synergies and efficiencies the department will achieve by mounting the new certificate program and the new field of specialization in tandem was noted.

The committee understands that the new field of specialization was developed in response to the interest identified by students during the 2011 graduate program review of the department's graduate programs. However, members were unclear as to what career path specialization in this area would open for graduates, or whether the program specialization is intended to enhance the existing career of those attracted to the program, many of whom are anticipated to be mid-career professionals.

Although the word "leadership" is already used to identify the related certificate program, this term was perceived by some members as being problematic and a less general term was suggested.

Overall, greater recognition in the full program proposal of the benefits the program is intended to bring, supported by evidence as to why the specialization is important, what impact it will have upon the university, and the benefits it will bring to graduates is recommended.

I wish you the very best as you proceed. 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
Trever Crowe, associate dean, College of Graduate Studies and Research
Kevin Flynn, chair, academic programs committee of Council
Russell Isinger, registrar and director of student services, SESD
Dave Burgess, department head, Department of Educational Administration
Sherry Pederson, director of strategic initiatives and special projects, College of Education
Laurie Hellsten-Bzovey, associate dean, graduate studies, College of Education

Planning and Priorities Committee NOTICE OF INTENT for new programs

Proposed Program: Master of Education in Post-Secondary Education

September 3, 2015

Planning and Priorities Committee Members:

The Department of Educational Administration in the College of Education is proposing the development and implementation of a specialization within its existing Master of Education program. We would like to offer the following degree specialization: Master of Education in Leadership in Post-Secondary Education.

1. Rationale

This field of specialization would present another option within an existing degree program already offered by the College of Education. As such, it addresses a gap identified in the Department of Educational Administration's Graduate Program Review (2011). Currently, the Department of Educational Administration maintains a robust cohort of graduate students; there are approximately 240 Master's students enrolled in the Department on an ongoing basis. Historically, students from a variety of post-secondary settings including Colleges and Departments across campus and beyond the University of Saskatchewan have sought out the Department for graduate study. However, in the Graduate Program Review, several participants noted a desire for more coursework focused on the post-secondary context. Specifically, some participants expressed a desire for leadership and administration program offerings that were focused on the post-secondary environment. Depending on demand, we could tailor the program further to meet specific needs of particular cohorts, such as academic advisors, faculty members, student affairs professionals, or polytechnic staff. The Department of Educational Administration is well positioned to offer programing to students who are employed full-time through flexible timetabling that is characterized by blended and on-line learning technologies in addition to face-to-face evening, weekend, and summer courses.

Additionally, this field of specialization would provide an extension of the Certificate of Leadership in Post-Secondary Education program that the Department of Educational Administration will be offering beginning in May 2016 (pending Board of Governors tuition approval). By offering the two options concurrently, the Department can take advantage of synergies between the two programs through marketing the options jointly, and cross-listing the applicable courses. The Certificate of Leadership in Post-Secondary Education would also provide an excellent bridging program into the graduate program.

The need for building our institutional capacity in this area is highlighted in literature focusing on post-secondary education. Hardy Cox and Strange (2010) emphasized that, in Canada, we need to develop programs that contribute to professionalizing our personnel who work with students. To achieve this purpose, they recommended "the development of additional programs at the graduate level (master's

and doctoral studies), through distance learning and on-campus opportunities, to prepare leaders in the various student services specialties" (Hardy Cox & Strange, pp. 243-244). Keeling (2006) reiterated that we need to be "intentional learners and reflective practitioners, learning continuously about our campus and students, thinking about the way our work addresses the demands of institutional mission and values, and committed to examining and revising our operational assumptions about student learning" (p. 59). Keeling further noted that leadership across campus is key to developing a deeper understanding of students and student learning. Through offering the two programs focused on post-secondary education, the Department of Educational Administration would serve to enhance understanding of students and student learning, as well as further develop formal and informal leaders across campus. The campus would benefit from the ability to recruit faculty and staff, including Indigenous faculty and staff, who have developed knowledge and skills specifically aligned with leadership in post-secondary environments.

2. Anticipated Student Enrolment

Other universities offer programs, primarily Master's degree programs, for post-secondary education, but each of them focuses on a particular strand or topic. Simon Fraser University focuses on Student Affairs, University of Manitoba's Centre for Higher Education Research and Development's program is centred on administration, University of Alberta's focus is on pedagogy, and Memorial University is a distance program that concentrates on student affairs and advising. Royal Roads University will be offering a Master's degree in Higher Education Leadership, starting in fall 2015. However, the structure of the program (requiring a two week residency each year) and the cost of the program make it prohibitive for many prospective students. The design of our program is unique in that it prepares students for leadership by focusing on three broad post-secondary topics: the role of the student and student diversity, teaching and learning, and administration and governance.

Currently, the Department of Educational Administration attracts some students from across campus especially from some of the Health colleges and student affairs. Although we do not collect specific information regarding interest in different levels of educational institutions, we know that approximately 20 students within our cohorts every year come from post-secondary institutions. By offering this option, we would be better meeting their needs. Some staff take courses online as there are no comparable programs in the province. It is anticipated that there will be an increase in enrolment in our Master's degree program as a result of more intentional marketing of the program and because we expect that many students will move from the Certificate program into the degree program upon completion of the Certificate. Additionally, successful completion of the Certificate program may facilitate probationary admission of a small number of students who might otherwise not be eligible to apply for graduate studies.

Although the first cohorts would be recruited primarily from the internal environment, we would hope to expand the reach of this program through blended, distance and online options to external environments, provincially, nationally and potentially internationally. Initial conversations with internal and external stakeholders, such as Saskatchewan Polytechnic, have indicated that there exists a strong interest in post-secondary administration, and potential cohorts of students for this program. We

currently draw a significant number of international students to our program, many of whom are interested in post-secondary educational institutions, as evidenced by their choice of topics in coursework (we intend to capture this data more accurately at point of admission and the Department has struck an admissions committee to look at Departmental level graduate student processes and data collection). This program would potentially draw more international students; preliminary discussions with several international institutions lead us to believe there is a strong interest in this program, especially if it can be offered online.

Additionally, some faculty within the Department provide expertise in Indigenous education and leadership. Their knowledge and leadership has significantly contributed to Departmental success with Indigenous learners. We can continue to build relationships with the Indigenous community and further develop specific skills and knowledge for Indigenous leaders in post-secondary institutions; within the Indigenous and provincial communities, there is a very strong interest in being able to recruit Indigenous employees with these skill sets.

Given this context, the Department is anticipating that the program may draw an additional 20 students/year the first two years and expand to 40 students the subsequent years.

3. Alignment with Institutional Priorities

This new field of specialization fits with the Third Integrated Plans of the university and the College of Education. Specifically, the initiative aligns with the College of Education's Priority 4: Grow and enhance our graduate programs, in that the program may attract a different set of mature students who are working, or interested, in post-secondary education. The implementation of the program will contribute to professionalizing the staff of the institutions, and to enhanced understanding of our increasingly diverse student body. By doing so, we can better support student success, and improve student retention rates; these are explicit goals stated within the university's Third Integrated Plan, specifically the two areas of focus (Aboriginal Engagement and Culture and Community). The Department can provide opportunities for improving intercultural competencies among staff and faculty through developing curricula that incorporate First Nations, Métis and Inuit perspectives, and that highlight the unique needs of international students. We can measure progress in this area through improved institutional and college-level performance regarding student satisfaction, engagement, and sense of belonging as measured by survey tools such as the Canadian University Consortium Survey, the National Survey of Student Engagement, and the Campus Climate survey. Part of our analysis can include analyzing responses from particular demographic subgroups such as First Nations and Métis students.

This need for building intercultural understanding is especially important given the emergent emphasis on indigenization and internationalization. Part of the target audience will be Aboriginal students aspiring to work in post-secondary education, both in mainstream and Aboriginal-controlled sectors. Research has identified the need to build greater administrative and leadership capacity in these sectors. The University of Saskatchewan is known as a leader in indigenizing curricula at the undergraduate level, and this field of specialization begins a shift towards indigenizing graduate level education.

In addition, the University of Saskatchewan is continuing to work on its internationalization strategies; the Department believes this specialization could become a strong draw for international post-secondary staff and faculty, especially as the online offerings of the courses are developed.

Building our institutional capacity through this program also supports the University of Saskatchewan Learning Charter; in particular, it contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge and interpersonal connections across campus serves to pull the campus together and to develop common institutional language, commitment, and ways of working. This specialization has the potential to serve a core function in developing the professional expertise of staff and in recruiting diverse staff. In addition, preparing leaders for other universities and the post-secondary education sector more broadly helps build authentic relationships between the University of Saskatchewan and other institutions, locally and internationally.

This program is connected to a particular goal of one of the areas of focus, Innovation in Programs and Services. Specifically, one project from this area of focus that was undertaken during the third planning cycle, the Strategic Enrolment Management Project, (http://www.usask.ca/plan/areas-of-focus) identified strategies that could promote recruitment of several target groups of students. This graduate level specialization would result potentially in greater enrolment of four of those groups, graduate students, Aboriginal students, international students, and mature students, and assist the university in achieving college-level enrolment targets. The proposed program and delivery model for the specialization may be especially attractive to mature students who are working professionals interested in enhancing their skills and knowledge and potentially advancing their careers.

Although this program was not envisioned during the last integrated planning process, the idea had been discussed for several years, especially after the Graduate Program Review (2011). The new circumstances that have provided impetus for the development of this idea is two-fold. First, the Department is undertaking a process of curriculum renewal and determining what best meets the needs of the large graduate population. Second, the Department and college have undergone faculty and staffing changes so that there is enhanced capacity to develop and support this program (see the Resources section).

4. Relationship to Existing Programs

This field of specialization will be strongly connected to our Certificate of Leadership in Post-Secondary Education that will be first offered in May 2016. The three core courses for the Certificate will be cross-listed with the courses for the Master's degree; there will be similar content, but evaluation components will differ. The capstone course in the Certificate program and the Master's degree course-based program would be focused on post-secondary contexts. If a student completes the Certificate and

then would like to begin the degree program, s/he would be able to count 6 cu of Certificate courses towards the completion of her/his Master's degree.

In the existing Master's program, there are 9 cu of core courses that all students are required to take; students in this specialization would also complete the core courses, but their capstone course would be focused on a topic highly relevant to the post-secondary context. To achieve the specialization they would take an additional 9 cu of courses focused on post-secondary contexts within three broad areas: student demographics and student services, administration and governance, and teaching and learning. This schedule of classes allows them to then choose 12 cu of electives. It is anticipated that the electives will be chosen from courses offered in the Department of Educational Administration; however, some of their electives may come from another Department in the College of Education or elsewhere on campus.

Although we anticipate that most students enrolling in this field of specialization would take the course-based route, students interested in the Master of Education thesis program and the doctoral program would be able to incorporate this field of specialization. We will map out the different degree routes in more detail in the full proposal.

Because there are no similar programs on campus, this program will not be drawing students from other Departments or colleges. Rather, the program better meets the needs of students who would either apply to our own Department as it is the closest fit to administration in post-secondary education, or it may attract prospective students who would otherwise apply for online types of programs. Additionally, our Master's program attracts many international students; a large portion of those students are interested in post-secondary educational leadership. In addition, this specialization appeals to many Indigenous students who are looking for leadership opportunities in post-secondary institutions.

The Department of Educational Administration is examining the curricula within its courses, and, through the committee's work during the year, will determine which courses could be deleted. Although administration in elementary and secondary education remains the key focus for the Master's program, there are some exciting ways that we hope to refresh the Master's program.

5. Resources

For these proposed courses, standard graduate student tuition will be assessed. Specifically, for the course-based Master's program, tuition for a 3 credit unit course is currently \$615.

For instructional support, two recently hired assistant professors have expertise in the field of post-secondary education. This academic year, the Department has experienced growth, resulting in larger departmental capacity to support the point people on this proposal; 80% of faculty have teaching and research related to post-secondary education, 30% are international faculty, and 20% are Aboriginal. Additionally, changes within the College of Education have resulted in more administrative support for the Department, including dedicated administrative support for our graduate programs, and some dedicated support for the recently introduced Certificate program.

This initiative is being developed as the first artefact of EADM's curriculum renewal process. We are proceeding mindfully and strategically to ensure that the success of this program does not come at the expense of other current departmental offerings that are regarded as relevant and necessary. As part of this year long process, we will be determining which courses are possibilities for elimination, for revision, and for development.

The Department has recently been working with the library to offer more resources online; this is especially important given our number of part-time graduate students, many of whom live outside Saskatoon. There are resources on post-secondary topics currently in the Education library, because historically we have supported Master's students and researchers interested in post-secondary education. We will consult with the library in developing resource lists for the three courses aligned with the Certificate program and potentially this field of specialization. Consultations are already taking place with the library to develop lists of existing resources and to determine additional needs for library resources (if any).

In terms of IT support, the initial courses are anticipated to be offered either on campus or with a blended approach using Blackboard and other technologies that are already established. However, for both the Certificate program and this proposed program, we are interested in exploring and implementing a variety of online approaches, and therefore, we will require IT support. For the Certificate program, the Department submitted an application for a Curriculum Innovation Grant through the Gwenna Moss Centre for Teaching Effectiveness; most of the requested funds are for online development of courses and for resources development. This grant application was successful, and we are working with GMCTE to develop a detailed budget for online development. The grant will cover up to \$20 000 for online development; should more resources be required, the Department will be covering those costs. Because the specialized courses will be cross-listed with the Certificate courses, additional resources specifically for the Master's specialization will not be required for these two areas. The Department will initially offer courses using available resources, including funds from the grant; any surplus funds generated by the program would then be reinvested in developing the courses online and expanding the reach of the program. To this point, the Provost's Committee on Integrated Planning has not been involved in any discussions regarding this field of specialization. We are not anticipating that further funds will be required unless there is extraordinary interest and growth in the program.

The Department of Educational Administration has traditionally offered a number of non-traditional delivery formats for its courses in order to meet the needs of its part-time, off-campus students. We have weekend, evening, blended and online courses to accommodate students who are working full-time; additionally there are many spring and summer courses offered every year. Because of this structure, these additional courses will not have a significant impact on classroom space. We currently have the infrastructure and processes in place to attract mature students who are working professionals. Students may apply for some graduate bursaries and scholarships available through CGSR and the Department if they are interested. However, the Department anticipates that almost all of these prospective students will be part-time. Additionally, if they are employees of this campus (ASPA, CUPE or faculty), they can apply for reimbursement for one 3 credit unit class per term.

6. Risks

Based on the results from the Graduate Review Program, and initial conversations with internal and external stakeholders, the Department is assuming that there will be significant interest in this program. We have not collected information on the application form previously to indicate whether prospective students are interested in administration in K-12 education or post-secondary education, but during every academic year there are at least 10-20 students in our program who work on campus. We are assuming that this program would better meet their needs.

Although the Department has not conducted a formal risk analysis regarding offering this program, we believe that the resources and course development work for the Certificate program will provide a strong foundation for this field of specialization with few extra resources required. The two programs will directly benefit the university with the recruitment of faculty and staff as well as with employee professional development and career enhancement. Additionally, offering this program should serve to enhance the Department's reputation provincially, nationally and internationally, especially as we work to establish more blended and online options for the program.

Because the Department of Educational Administration has over 200 graduate students in its programs every year, the risk of low enrolment in this proposed field of specialization does not carry significant implications for the Department in terms of instructors and faculty. We are the largest graduate program across all departments on campus; as such, we have capacity to facilitate growing enrolments. The Master's program historically attracts students interested in post-secondary educational environments; this specialization is anticipated to grow that stream of students. One potential risk is over-enrolment and potentially needing to offer larger enrolment classes than has happened in the graduate program in the past.

If we do not proceed with this program now, there are two potential drawbacks. The development of a new field of specialization will be more difficult if we have completed the curriculum renewal process, and already determined what changes are needed to address current student needs. The second risk is that other universities will recognize this need for programming at the graduate level in post-secondary education and will develop new programs that would draw from potential enrolment in a program on our campus, particularly if they target interested individuals through alternate delivery models. As previously mentioned, Royal Roads University is offering a new Master's degree in Higher Education. We have purposefully labelled our field of specialization as post-secondary education rather than higher education to ensure inclusion of all types of post-secondary institutions.

7. Anticipated Start Date

Ideally, the Department would like to start offering the program beginning in May 2016. Our Certificate of Leadership in Post-Secondary Education will be launched at that time. The Department could market the two choices of program so that prospective students could determine whether they would want to

pursue an undergraduate Certificate or a Master's degree; their choice could be affected by a number of considerations including finances, personal circumstances, or eligibility to apply to the College of Graduate Studies and Research.

However, if that timeline is not achievable, the Department would like to offer the program beginning in September 2016. If students began in the Certificate program, they could potentially transfer to the degree program and count up to 6 cu courses towards their degree. This potential option would be communicated to prospective students.

Because the Certificate program has been approved, the development of those courses is already underway. By utilizing cross-listing to offer the courses for the field of specialization, the Department can capitalize on this foundational work to further develop the 800 level classes.

We appreciate that the approval process provides collegial oversight for new courses on campus. We look forward to any feedback from the committee that can contribute to development of the full proposal, and the construction of the relevant classes.

Respectfully submitted,

Victai Agentes

Vicki Squires, Assistant Professor

On behalf of:

Department of Educational Administration

College of Education

References:

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