

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Kevin Flynn; Chair, Academic Programs Committee

**DATE OF MEETING:** December 15, 2016

**SUBJECT:** **Curricular changes - Bachelor of Education direct entry program**

**COUNCIL ACTION:** **For information only**

**CONTEXT AND BACKGROUND:**

At its November 16, 2016 meeting the Academic Programs Committee approved curricular changes for the Bachelor of Education direct-entry program, effective September 2017.

**DISCUSSION SUMMARY:**

The College of Education already has a direct-entry program. The college has recently proposed the addition of 12 credit units of required courses that will be taught by the College of Education in the first two years of the direct-entry program. These credit units will supplant 12 credit units that were previously available for elective options, usually taken through the College of Arts and Science. The College of Education also proposed the addition of a non-credit field experience at the end of year two, which is designed to help students better understand if they are well suited for the teaching profession before they enter their upper years of study (years three and four of the direct-entry program, also referred to as the “sequential program” hereafter).

By introducing Education courses in the first two years, Education students will be able to make immediate connections to the college, to prepare students more fully for upper-year course work, and to have more meaningful and informed field experiences in their upper years. The addition of 12 credit units of required College of Education coursework also demonstrates to the Saskatchewan Ministry of Education and educational partners that we are committed to better engage students earlier in their time on campus.


An additional benefit of having College of Education students engaged in Education course work in the first two years is that the college will be in a better position to

coordinate and direct Learning Communities within the college, which helps with student support and retention.

The curricular changes proposed only apply to the students in the direct-entry Bachelor of Education program, not those who are enrolled in the sequential program (that is, those students who do qualifying course work in another college before entering the Education program). Courses will be offered in both the first and second terms of the direct-entry program to ensure accessibility for all students.

**ATTACHMENTS:**

1. Proposal for Curricular Change in the College of Education

 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>Proposal for Academic or Curricular Change</b>
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## PROPOSAL IDENTIFICATION

**Title of proposal: Direct Entry College of Education Curricular Change**

Degree(s): Bachelor of Education

Field(s) of Specialization: Elementary/Middle Years and Secondary

Level(s) of Concentration: Undergraduate

Option(s): Direct Entry Program

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail):

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## Acknowledgements

The design and development of this proposal for curricular change would not have been possible without the support and expertise of a number of faculty and staff members who offered their time and knowledge in the creation/augmentation of courses and support documentation. Appreciation is extended to the following individuals for demonstrating leadership in service to the College of Education, and for their continuing desire to improve the Bachelor of Education program so that our teacher candidates can become professional, competent, and caring educators in this province and beyond.

- Dr. Michelle Prytula, Dean, College of Education
- Arvelle Van Dyck, Undergraduate Programs Coordinator
- Yvette Arcand, Associate Director, Indian Teacher Education Program
- Dr. Jeff Baker, Department of Curriculum Studies
- Dr. Marie Battiste, Department of Educational Foundations
- Cheryl Brooke, Director of Finance
- Dr. Egan Chernoff, Department of Curriculum Studies
- Dr. Tim Claypool, Head, Department of Educational Psychology and Special Education
- Erin DeLathouwer, Learning Communities Advisor, Undergraduate Programs Office

- Kathy Pryor-Hildebrandt, Learning Communities Coordinator and Field Experiences Officer, Undergraduate Programs Office
- Dr. Gail MacKay, Department of Curriculum Studies
- Dr. Janet McVittie, Department of Educational Foundations
- Dr. Tim Molnar, Department of Curriculum Studies
- Dr. Amin Mousavi, Department of Educational Psychology and Special Education
- Irene Oakes, Field Experiences Coordinator, Indian Teacher Education Program
- Dr. Robert Regnier, Department of Educational Foundations
- Chris Scribe, Director, Indian Teacher Education Program
- Tracy Walker, Canadian Light Source
- Melanie Wilkinson, Field Experiences Coordinator, Undergraduate Programs Office
- Dr. Jay Wilson, Head, Department of Curriculum Studies

Proposed date of implementation: 2017-2018

### Proposal Document

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

#### 1. Academic justification:

***This is not a proposal for a new program. This proposal makes a request for curricula change for the direct entry Bachelor of Education program that was approved in April, 2015.***

In April 2015, University Council approved the College of Education's proposal for direct admissions, effective September 1, 2016. Direct entry students admitted for 2016-2017 are required to complete 60 credit units of external coursework in years one and two, which is consistent with the Bachelor of Education Sequential program. In this model, there are no Education courses in years one and two. Instead, the 60 credit units are comprised of Arts and Science coursework, which vary by program stream.

The Elementary/Middle Years stream includes\*:

- English (6 credit units)
- Indigenous Studies (3 credit units)
- Mathematics or Statistics (3 credit units)
- Science (3 credit units)
- Social Studies (3 credit units)
- Fine Arts (3 credit units)
- Kinesiology (3 credit units)
- Teaching Area 1 requirements (18 credit units)
- Teaching Area 2 requirements (12 credit units)
- External Electives (6 credit units)

The Secondary stream includes\*:

- English (6 credit units)
- Indigenous Studies (3 credit units)
- Teaching Area 1 requirements (24 credit units)
- Teaching Area 2 requirements (15 credit units)
- External Electives (12 credit units)

*\*Courses part of teaching areas are replaced with external electives.*

In the letter acknowledging support for the program from Dr. Lisa Kalynchuk, Chair of the Planning and Priorities Committee of Council (PPC), the following comment was made:

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

Partly in response to the Planning and Priorities Committee's recommendation to provide at least one Education course to students in year one of the program, as well as in response to advocacy by our faculty members, our students, and our Education partners, the College of Education has planned for the addition of 12 credit units of Education coursework to be included as part of the professional study component of the direct entry Bachelor of Education program. This would deepen the professional study component of the direct entry Bachelor of Education program, as it provides for introductory level coursework that builds a solid foundation for student learning in their third and fourth years of Education coursework. The proposal brings the College of Education direct entry Bachelor of Education program in line with the number of Education courses offered in the Bachelor of Education program at the University of Regina, which is our biggest competitor for recruitment. This proposal also respects the Saskatchewan Professional Teachers Regulatory Board requirements for teacher certification in the province of Saskatchewan.

The professional study component that the College of Education is proposing includes three credit units of Education coursework per term in years one and two of the program. The proposal is also proposing the inclusion of four learning community courses to become required 0-credit unit courses for years one and two, and for the re-introduction of a 0-credit unit, two-week field experience course that would take place in the spring term following year two. Finally, the proposal requests the introduction of a required assessment course in year three of the program. These courses are open to Education students only.

## **2. Admissions**

This is not a new program proposal. There are no changes to admissions.

## **3. Description of the program**

Table 1 provides an overview of the proposed required courses as they are envisioned. Course descriptions and rationale are presented below.

Table 1

	<b>Coursework</b>
<b>Year One</b>	<p>EDLC 101.0: Education Learning Community: Community on Campus (term one)</p> <p>EDLC 102.0: Education Learning Community: Community in the City (term two)</p> <p>Total of 6 credit units of coursework including:</p> <ul style="list-style-type: none"> <li>• EFDT 101.3 (required for all students, term one or two)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Elementary Stream: (one of ECUR 163.3: Mathematical Content Knowledge for Teaching School Mathematics <b>or</b> ECUR 164.3: This is a Course About Science?) (term one or two)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Secondary Stream: ECUR 165.3: Introduction to Teaching in Secondary Schools (term one or two)</li> </ul>
<b>Year Two</b>	<p>EDLC 201.0: Education Learning Community: Discovering Saskatchewan (term one)</p> <p>EDLC 202.0: Education Learning Community: Global Community (term two)</p> <p>Total of 6 credit units of coursework including:</p> <ul style="list-style-type: none"> <li>• EPSE 202.3: Psychological Foundations of Teaching and Learning (term one or two)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• One of EFDT 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning <b>or</b> ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula (term one or two)</li> </ul>
<b>Spring, After Second Year</b>	EDST 213.0: Student Teaching in Rural and First Nations Schools
<b>Year Three</b>	EPSE 348.3: Essentials of Assessing Student Learning

These courses will be offered in class sections of 75-80 students each, and will be scheduled to accommodate the time-tabling schedule of the College of Arts and Science. It is anticipated that many college instructors will utilize grouping strategies to create more intimate learning environments for students in the courses. Although scheduled as lecture-based courses, many instructors in the College of Education use a variety of delivery formats, including face-to-face, experiential, individualized, and online delivery strategies for delivery of content, resource distribution, and assessment. The design of the proposed

coursework offers some coursework that will be delivered to all students regardless of program stream (Elementary, Middle Years, Secondary) that allows for general discussions on issues that concern all educators. Some courses are targeted to students in particular streams in order to pay attention to the unique contexts of different learning environments. Some student choice in coursework has been created to accommodate personal preference or scheduling concerns. The learning objectives for each course are found in the new course forms. Each course includes general learning objectives as well as program outcome objectives that align with the Saskatchewan Professional Teachers Regulatory Board's teacher education competencies for teacher certification in the province of Saskatchewan.

These courses are intended to be ***introductory teacher education courses that lay the foundation for the upper year coursework in years three and four***. The courses reflect goals articulated in the University of Saskatchewan *Learning Charter*. In addition, the teacher education research community, students, educational partners, and the Saskatchewan Ministry of Education have consistently advocated for more Education coursework that grounds students in: the need for ***critical teacher knowledge amidst contested aims and purposes of education*** (*Learning Charter*, 2010: Citizenship Goals; ACDE Accord on Teacher Education, 2005; Batchelor, 2012; Brant, 1990; Giovacco-Johnson, 2011; Kelly, 2012; Lynskey, 2015; Ringo, 2010); ***socialization into the education profession and disposition development*** (*Learning Charter*: Integrity Goals; ACDE Accord on Teacher Education, 2005; Bercaw et al, 2012; Spangler & Fink, 2013); ***focused attention on First Nations, Métis and Inuit learning*** (*Learning Charter*, 2010: Knowledge Goals, Integrity Goals, Citizenship Goals; ACDE Accord on Indigenous Education, 2009; Battiste, 2013; Goulet & McLeod, 2002; Ladson-Billings, 2011; Truth and Reconciliation Commission, 2015); ***contemporary issues of practice*** (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Skills Goals; ACDE Accord on Teacher Education, 2005; Harris, 2011; Hildebrand & Schultz, 2015; Koch et al, 2012; Mangin & Stoelinga, 2010; McCrimmon, 2015; Voss & Bufkin, 2011); ***theory-to-practice and coursework-to-field connections*** (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Integrity Goals, Skills Goals, Citizenship Goals; ACDE Accord on Teacher Education, 2005; Flessner, 2012; Montecinos et al, 2011; Schuster, 2014; Whitney et al, 2013), and; ***building confidence and competence in curricula, instruction and assessment*** (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Skills Goals; ACDE Accord on Indigenous Education (2009; ACDE Accord on Teacher Education, 2005, Batchelor, 2012; Cappon, 2008; Goulet & Goulet, 2014; Iseke-Barnes & Jundy, 2010; Kaden & Patterson, 2014; Kanu, 2011; Kelaher-Young & Carver, 2013; McIntyre et al, 2013; Niess & Gillow-Wiles, 2013; Schick & St. Denis, 2005). See references in Appendix A.

Offering these four courses provides space for the College of Education to build a stronger teacher education program that emphasizes areas of study that were minimized with the move to the Sequential Program. Students will be introduced to major educational concepts in the first two years that will be reinforced and deepened as they move through the four-year program. They will be able to apply this learning throughout their field experiences, and “test out” constructs in ways that develop their critical thinking and problem-solving skills. As a consequence, teacher candidates will leave the Bachelor of Education program

with the knowledge, skills and confidence that enable them to lead learning in this province and beyond.

All students admitted to the direct entry Bachelor of Education teacher education program will be expected to complete this program of studies. Upper year transfer students will have to complete the 12 credit units of years one and two coursework, and the 0-credit unit field placement course. Upper year transfer students would not be expected to enrol in all four Learning Community courses, but would enrol in the 0-credit unit Learning Community course that aligns with their year in program. They would then follow the regular progression of remaining Learning Community courses.

An additional bonus of this design proposal includes the fact that the four Education Learning Communities can each be paired with the proposed Education courses for sign-up/registration purposes. By using the registration system available to students through PAWS for both the LC hours and the corresponding Education classes, the logistical and time commitment burden on departments in the College of Arts and Science and the College of Education in planning for Learning Communities will be eliminated.

It should also be noted that these changes will not affect Teaching Area 1 or Teaching Area 2 requirements, or Saskatchewan Teacher Certification requirements as mandated by the Saskatchewan Professional Teachers Regulatory Board.

### **EFDT 101.3: Introduction to Education**

Currently, the other direct entry routes available through the College of Education—the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program (SUNTEP)—include EFDT 101.3: Introduction to Education as a signature course in the first year of study. EFDT 101.3 is one of the four courses proposed for inclusion in the direct entry Bachelor of Education teacher education program. The inclusion of EFDT 101.3 allows the College of Education to respond to the recommendation of PPC to continue to find ways to align programming in the direct entry programs such that there is greater possibility to work with students across these programs. It also is a course designed to provide students with basic understandings of the aims and goals of education, and “Lays foundations for the study of education and pedagogy.” Given that this course already exists, is currently in use, and supports the intent for students to work across program routes on foundational issues in education, this is an excellent course to include in the direct entry Bachelor of Education teacher education program.

### **ECUR 163.3: Mathematical Content Knowledge for Teaching School Mathematics OR**

### **ECUR 164.3: This is a Course About Science?**

The College of Education is also proposing to increase the course credit allocations for Mathematics Education and/or Science Education, particularly for Elementary/Middle Years stream students. In this regard, the college is responding to the Saskatchewan Ministry of Education’s call in the *Education Sector Strategic Plan for 2016-2017* for increasing the Mathematical/Scientific knowledge of Saskatchewan students. The college is also responding to the request of PPC to consider the following:



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

There is a recognized need for Science and Mathematics teachers in this province and beyond, as well as a need to increase the self-efficacy of teachers of Mathematics/Science content knowledge. To this end, the College of Education is currently working with the College of Arts and Science to increase the requirements for upper level coursework in Science and Mathematics for Secondary Stream students in Teaching Area 1 and Teaching Area 2. At the Elementary/Middle Years level, the College of Education is proposing to offer two curriculum based courses offered in year one, from which students would choose either ECUR 163.3 or ECUR 164.3.

Elementary/Middle Years students would elect to take one of the two courses to fulfill the program requirement. These courses are designed to improve the knowledge, skills, and confidence of Elementary/Middle Years teacher candidates in the areas of Mathematics Education and Science Education. These courses will complement the Teaching Area coursework provided by faculty in the College of Arts and Science, and is another example of how the colleges are hoping to work together to improve programming. We also anticipate that such courses will help to improve retention in the areas of Mathematics and Science courses, as well as Mathematics Education and Science Education courses. In these courses, students receive additional support not only on Mathematics and Science topics/concepts that are aligned with Saskatchewan curricula, but also for their growing confidence as teachers of Mathematics and Science.

### **ECUR 165.3: Introduction to Teaching in Secondary Schools**

While Elementary/Middle Years students would enroll in the ECUR 163/164 option, the College of Education is proposing that Secondary Stream students would enroll in ECUR 165.3: Introduction to Teaching in Secondary Schools. This course would be the first course in which secondary students enroll that is targeted to their particular teaching level. In the results of an exit survey of B.Ed. graduates in 2015-2016, some Secondary Stream students noted that there was not always enough emphasis in the Sequential Program on the unique context of secondary school environments in the discussions of curricula, instruction and assessment. In order to address this concern, this course is meant to familiarize students with important constructs, skills, knowledge and dispositions that they will develop as teacher candidates who hope to teach in high school settings. Whereas Elementary/Middle Years stream students will deepen their knowledge of a particular discipline (Mathematics or Science), secondary students will focus on understanding an array of educational ideas/constructs as they affect teaching and learning in the unique environment of secondary schools.

### **EPSE 202.3: Psychological Foundations of Teaching and Learning**

For year two, the College of Education is proposing to include EPSE 202.3: Psychological Foundations of Teaching and Learning for all students in the direct entry Bachelor of Education program. This course is a redesigned version of EPSE 302: Situated Learners:

Contexts of Learning and Development for the Sequential B.Ed. Program, that is currently offered in the third year of the Sequential Program. The College is proposing to introduce EPSE 202.3 with the redesigned syllabus from EPSE 302.3 so that students receive instruction in learning theory, learner diversity and development earlier on in the direct entry Bachelor of Education teacher education program. The movement of EPSE 302.3 from third year to EPSE 202.3 in second year also provides space in the third year for a much-needed required course on classroom assessment (EPSE 348.3, which is being re-numbered and retitled from the elective ESPE 448.3 from the Sequential Program).

**EFDT 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning  
OR**

**ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula**

Also for year two, the College of Education is proposing to include two courses that would be cross-listed (students would elect to choose one of the two courses to meet program requirements) that focus on Saskatchewan's mandate for schools to build new relations with First Nations, Métis, and Inuit peoples. The courses will focus on the study of school purposes and practices, including teaching and learning processes, assessment, course content, and familial and community relations. The intent of these courses is to provide teacher candidates with a deep appreciation for the knowledges, experiences and perspectives of First Nations, Métis, and Inuit peoples, students in their classrooms, as well as provide them with confidence and knowledge on how to incorporate First Nations, Métis, and Inuit perspectives in curricula, instruction, and assessment. One course, EFDT 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning, would be offered by the Department of Educational Foundations, and the second course, ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula, would be offered by the Department of Curriculum Studies. These courses are a direct response to the *Calls to Action* of the Truth and Reconciliation Commission of Canada (2015) that affirm the need for teachers to be able to plan, and teach, age-appropriate First Nations, Métis, and Inuit curricula for Kindergarten to Grade Twelve students:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
  - i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

**EPSE 348.3: Essentials of Assessing Student Learning**

As a final 3 credit unit course, the College of Education is proposing to change the number and title of one of its current elective courses in the Sequential Program, EPSE 448.3: Assessing Learning in the Classroom, to EPSE 348.3: Essentials of Assessing Student Learning, and to make this a required course in year three. By making this change, the College of Education is more strategically placing a required emphasis on the nature and methods of assessment, and ensuring that teacher candidates receive direct instruction in student assessment prior to their major field experience in year four. This course is especially important since part of their field experience assessment is to demonstrate knowledge and competence in student assessment. In making this change, the College of Education is also responding to requests of Saskatchewan Learning and our educational

partner school divisions for a stronger, and earlier, focus on the assessment of student learning.

**EDLC 101.0: Education Learning Community: Community on Campus**

**EDLC 102.0: Education Learning Community: Community in our City**

**EDLC 201.0: Education Learning Community: Discovering Saskatchewan**

**EDLC 202.0: Education Learning Community: Global Community**

The direct entry Bachelor of Education program was approved with an understanding that the College of Education would include Learning Communities as part of its intent to recruit and retain first and second year students who were not enrolled in Education coursework (PPC, 2015). Although the College of Education has greatly benefited from the experience and support of the College of Arts and Science Learning Community Team, the model for Learning Communities that the College of Education chose to pursue is very different from the model used in the College of Arts and Science. The Education Learning Communities extend one hour per week over both terms in years one and two of the program.

The intent of the Learning Communities is to welcome and to engage students within the College of Education, and to infuse the College of Education with the strength of new ideas and fresh perspectives. Because the teaching profession is guided by the “lived curriculum” of those it serves, Learning Communities create flexible and supportive spaces that involve students in the life of the College, help them to recognize their own needs as learners and as teacher candidates, activate their strengths, and build a sense of belonging among Education students (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Integrity Goals, Skills Goals, Citizenship Goals). The motto of the College of Education Learning Communities is, *“Be the learner you want to teach; become a teacher of learners.”*

Each Learning Community has a particular emphasis, and focuses on movement “outward” from self as learner to a developing identity as professional educator and public intellectual. There is also embedded in the conceptualization the notion of place, from local to global. Students are focused first on personal and educational issues on campus, after which they move to issues within the city, within the province, and ultimately, internationally.

The Learning Communities are facilitated by third and fourth year Bachelor of Education student peer mentors, who gain invaluable leadership/pedagogical experience prior to graduation. These peer mentors represent students from across the College’s education programs, including ITEP and SUNTEP. Sessions are also created with input by educational partners, faculty members and alumni who share their expertise on educational issues, and who help to socialize teacher candidates into the profession. The College has also worked with the student societies to ensure that their professional growth events, and social opportunities, extend to students in the Learning Communities, and they have created executive positions on the student societies for students in years one and two. Because Learning Communities are an integral way in which the College of Education conceives of building a community of professionals, developing the leadership potential of teacher candidates across programs, and create linkages to its alumni base, it is proposed that the college recognize the value of Learning Communities by providing them with required 0-credit unit course status.

### **EDST 213.0: Student Teaching in Rural and First Nations Schools**

EDST 213.0 was an integral part of the 4-year Concurrent Program that was lost with the move to the Sequential Program. This two-week field experience placement in a rural community provided Elementary, Middle Years and Secondary level students with an opportunity to observe and participate in a field experience in the spring following their second year of study. This schedule accommodates the program schedule of the College of Arts and Science, since students are primarily working on fulfilling their Teaching Area requirements with classes offered by the College of Arts and Science. This field experience course offers teacher candidates the opportunity to engage in a formal, but time-limited, field experience opportunity that minimizes financial burden and can be completed in pairs, triplets, or small groups to provide for cost sharing and the development of a small learning community of teacher candidates. It supports a goal of ensuring that students receive diverse field experience opportunities, and will help to build significant relationships with rural and First Nations partner schools and school divisions. It also supports a goal to provide service, increased accessibility and potential teacher recruitment opportunities to all schools in the province of Saskatchewan, including First Nations communities. This course is not moribund, and therefore only needs formal approval to be made a required course once again.

### **College Statement**

Please see attached statement from Dean Prytula, College of Education (Appendix B).

### **4. Consultation**

This is a curricula revision proposal, not a program proposal. The direct entry Bachelor of Education program is a college-wide program, with courses designed and delivered by four departments: Educational Administration, Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies. The proposed coursework includes contributions from three of the four departments in the College of Education: Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies. Given the rationalized need above for coursework in particular areas, the Department of Educational Administration did not develop courses for inclusion, but members were aware and supportive of the proposal for curricular change.

A number of educational partners were consulted, and have provided letters of support for this proposal: including Julie MacRae, Deputy Minister of Education for Saskatchewan; Pat Bugler, Director of Treaty Six Education Council, Jamie Valentine, Superintendent of Human Resources for Saskatoon Public School Division; Scott Gay, Superintendent of Education, Greater Catholic School Division; Terri Fradette, Assistant Superintendent of Learning Services, Greater Catholic School Division; John Kuzbik, Director of Education, Lori Jeschke, Learning Superintendent, and, Noel Roche, Learning Superintendent, Prairie Spirit School Division; Sandy Sherwin-Shields, Acting Program Head, Saskatchewan Urban Native Teacher Education Program (Prince Albert), and; Robert Harasymchuk, President, St. Peter's College. These letters are attached as Appendix C.

The move to the four-year direct entry program offers more opportunity for student and faculty exchanges with the ITEP and SUNTEP program routes that are also four-year direct entry program routes. EFDT 101.3: Introduction to Education provides a course-based opportunity immediately for stronger connections between programs, and the remaining courses will be open to ITEP and SUNTEP students as electives. It is anticipated that students in both of these program routes will be very interested in the EFDT 165.3 and ECUR 165.3 courses focused on First Nations, Métis, and Inuit teaching and learning.

The partner college most directly impacted by this proposal is the College of Arts and Science. The proposal does not directly affect any complete programs in the College of Arts and Science (since all students implicated in this proposal are already admitted into the direct entry Bachelor of Education teacher education program), but it does eliminate up to four Arts and Science elective spaces that currently exist in the Bachelor of Education program. The remaining 48 credit units of College of Arts and Science coursework are necessary for the completion of Teaching Area 1 and Teaching Area 2 requirements in order to meet provincial certification requirements mandated by the Saskatchewan Professional Teachers Regulatory Board. There are no implications for pre-requisites or co-requisites for College of Arts and Science coursework. Currently, the College of Education receives 25% of the student tuition for students enrolled in courses offered by the College of Arts and Science. With this change, the College of Education would receive 100% tuition for the 12 credits of proposed coursework. This tuition adjustment is the most significant impact of this proposal for the College of Arts and Science. Greater detail on this change is presented in the budget section.

A meeting was held on October 6, 2016 with the College of Arts and Science to discuss this proposal, along with earlier meetings to discuss planning for this change. In attendance were: Dr. Michelle Prytula, Dean, College of Education; Dr. Peta Bonham-Smith, Interim Dean, College Arts and Science; Dr. Dawn Wallin, Associate Dean, Undergraduate Programs, Partnerships and Research, College of Education; Dr. Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science; Dr. Kristina Bidwell, Associate Dean Aboriginal Affairs, College of Arts and Science, and; Alexis Dahl, Director of the Programs Office. The proposal was presented to the College of Arts and Science, and met with much approval and positive reception. Concerns were shared related to potential prerequisite course changes; however, such changes can be done annually through calendar postings and program advising. Concerns were also noted about tuition redirection to the College of Education, with agreement to work on future opportunities in which the two colleges would collaborate on program requirements and potential upper year College of Arts and Science courses. Reciprocal benefits of working together on improved opportunities for students were discussed. A memo of consultation from the College of Arts and Science is attached (Appendix C).

No additional library resources other than those that currently exist are necessary.

## **5. Budget**

Class sizes for the 12 credit units of coursework are 75-80 students each, with enrolment projections of 300 students in year one (150 elementary/middle years, 150 secondary), and 320 in year two (projecting for some attrition but also addition of upper year transfer students). The proposal requires 16 sections of courses to be taught by an instructor paired with a teaching assistant. No courses are being eliminated, but up to four electives offered by the College of Arts and Science will no longer be required. The teaching assignments of instructors will be based on the regular distribution of Assignment to Duties. Student tuition will cover costs of instruction. Space will be booked in the College of Education or will be scheduled in other buildings that can accommodate these section sizes. The college is looking into the capacity of the Music and Kinesiology classrooms, and the possibility of using these spaces. Room paces made available by the previous College of Arts and Science electives will need to be used. No studio/practice rooms or other types of instructional spaces are necessary. Administrative support will be provided by the current administrative supports in each department, and/or the Undergraduate Programs Office of the College of Education. Additional administrative support will be necessary for the coordination of the two-week 0-credit unit field experience course: EDST 213.0. Students have access to all scholarships, bursaries, financial aid, and accessibility services available to all undergraduate students in all Bachelor of Education program routes in the College of Education—no changes are made in this regard. Courses will be assessed at standard Category 2 (\$595.00 per three credit unit course). At the post-secondary institutional level, this curricular change translates into zero-sum tuition because tuition that was flowing proportionately to the College of Arts and Science and to the College of Education will be flowing directly to the College of Education for the 12 credit units of coursework. No tuition is assessed on the 0-credit offerings: (i.e., EDLC 101.0, 102.0, 201.0 or 202.0 and EDST 213.0).

#### Estimated costs:

The first year of implementation (2017-18) will result in a budget deficit to the college because the TABBS funding model operates on a lag year principle. College reserve funds will be required in 2017-18 to cover these incremental costs. Once the tuition impact is felt in 2018-19, tuition revenues will cover the cost of program delivery, and budget allocations will be based on course requirements through a combination of ATD for faculty plus sessional instructor allocation.

The direct costs will vary depending on whether faculty or sessional instructors teach the courses and the number of sections offered;

Faculty instruction for 16 sections = \$274,304

Sessional Instruction for 16 sections = \$175,104

The indirect costs as a result of the cost bins are not known at this time as the TABBS Scenario Analysis Tool is currently being updated and not yet available for use.

There will be corresponding cost reductions in College of Arts and Science assuming fewer sections of electives will be offered.

Previous Category 1 tuition:

Year 1: 300 students x 2 courses x \$579/course =	\$347,400
Year 2: 320 students x 2 courses x \$579/course =	<u>\$370,560</u>
	\$717,960
25% to Education	\$179,490
75% to Arts and Science	\$538,470

New total tuition for Education (Category 2):

Year 1: 300 students x 2 courses x \$595.50/course =	\$357,300
Year 2: 320 students x 2 courses x \$595.50/course =	<u>\$381,120</u>
Total tuition	\$738,420

Previous category 1 tuition allocation	<u>(\$179,490)</u>
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Incremental Tuition	<u>\$558,930</u>
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New funding source will be tuition that is required to offset the incremental program costs.

The College of Education is aware of the implications that these 16 courses will have on their faculty plan, and that it has two years until full implementation of these 16 courses. A balance of faculty capacity and sessional instructors will be used (not necessarily all in these 16 courses but spread across the program offerings, undergraduate and graduate) to meet the college commitment. By ensuring a balance of faculty and sessional instructors, the College of Education will be able to meet its commitments.

## Related Documentation

This is not a new program proposal. The proposal is for curricular change only. Please find attached the letters of support from Saskatchewan Ministry of Education, Treaty Six Education Council, Saskatoon Public School Division, SUNTEP (PA) and the memo of consultation from the College of Arts and Science. These changes are being proposed as the College of Education progresses in its efforts to design the direct entry Bachelor of Education program. The direct admissions program was approved in April, 2015. This proposal is the next step in visioning a stronger foundation for teacher education in our College. The College of Education is committed to the priorities of Research, Response, and Reconciliation within the greater University of Saskatchewan mission and vision. The courses are built on a robust educational research and practice knowledge base, and respond to educational priorities and gaps in teacher education programs articulated in other provincial jurisdictions, by the Saskatchewan Ministry of Education, the Saskatchewan Professional Teachers Regulatory Board, the Saskatchewan Teachers' Federation and the League of Educational Administrators, Directors and Superintendents of Saskatchewan. Finally, the inclusion of Indigenous knowledge within the courses, as well as the deliberate focus in two of the courses on First Nations, Métis, and Inuit teaching and learning, affirms the commitment of the College of Education to continually work towards reconciliation.

## Appendix A

### References

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## Appendix B College Statement



Office of the Dean  
College of Education  
28 Campus Drive  
Saskatoon SK S7N 0X1

### M E M O R A N D U M

**TO:** To whom it may concern

**FROM:** Michelle Prytula, Dean

**DATE:** October 11, 2016

---

I fully support the development of and proposed changes within the College of Education Curricular Change proposal. This proposed change is a direct and much anticipated natural next step in the implementation of the direct entry initiative for the College of Education.

The impetus for this proposed change is four-fold. First, having moved to a direct entry program, there is much for students to gain by engaging in Education courses in years one and two. At the current time, there are no Education courses in the first two years of the program. If this proposal were to pass, there would be one Education course during each term during the first two years. Secondly, College of Education partners (school divisions and the Ministry of Education) have been calling for a greater number of, and earlier exposure to, the courses proposed. Thirdly, introducing education courses earlier in the program was a recommendation from PPC during the direct entry proposal. Lastly, through the partnership with Arts and Science, there has been interest in Education assuming some courses in the first two years, and Arts and Science taking the opportunity to offer upper year content courses in the education program, thus there are reciprocal benefits to be gained between both colleges. These additional Mathematics and Science Education courses are critical: the College of Education has, since the inception of the sequential program, historically offered fewer courses in Math and Science than what our partner school divisions in Saskatchewan considered sufficient, and fewer courses compared to the University of Regina, Faculty of Education. With the move to the direct entry program, we have the opportunity to correct this historic deficit, much to the satisfaction of our partners and students.

The processes used to arrive at this recommendation were multiple. First, we have been listening to our partners, our students, and our communities, and have heard them call for more courses with FNMI content and pedagogy, courses in Mathematics and Science, and courses in assessment. In addition, students have asked, through a variety of information sources (exit surveys, practica debrief, student society conversations, etc.) for additional coursework specifically targeted for secondary level teachers. Students have informed us of program strengths and weaknesses. School division and First Nation school leaders have told us which areas they thought our students needed as they developed their knowledge and skills to become teachers in their schools. In addition, faculty members have noted that students in their courses were lacking knowledge in particular areas of study, such as lesson/unit planning, assessment, and FNMI perspectives.

The idea of introducing additional courses in years one and two, although spurred by PPC during the direct entry proposal, was initially discussed at a Deans and Heads meeting in March of 2016. Further discussions advanced generated the current proposal. At the Deans and Heads retreat at t the

end of August 2016, direction for the possibilities and plans were provided and then brought forward at our College of Education faculty retreat. Interested faculty agreed to design the courses with much enthusiasm. The proposal is moving through faculty council for input and approval. We have consulted with the Ministry of Education, school divisions, First Nation partners, and the College of Arts and Science.

The College of Education is aware that this proposal will have an impact on the College of Arts and Science. Firstly, the College of Arts and Science may experience a reduction in revenue as a result of these new Education courses. Although the College of Education's direct entry proposal was developed to ensure that there was no net change in revenue for the College of Arts and Science, this agreement did not address curricular change, including the development of these four courses. Although the impact is not yet known, the change in revenue is expected to be minimal. Mitigating the effect on revenue are plans to revise teaching area requirements, particularly in the areas of Mathematics and Science, such that secondary stream students will engage in upper year coursework offered through the College of Arts and Science. Secondly, there are plans to engage in discussions about the development of Advanced Qualification Certificates, possibly in the areas of Mathematics and Science, in which the two Colleges could collaborate on programming. Lastly, with the development of the four education courses in years one and two, the College of Education has eliminated the need to pair Education Learning Communities with Arts and Science courses. With the proposal of these four courses, Education Learning Communities will be attached to Education courses, eliminating the need for support from the College of Arts and Science Learning Communities Team.

The College of Education consulted with the College of Arts and Science, specifically with Dean Peta Bonham-Smith, Vice-Dean Gordon DesBrisay, Associate Dean Kristina Bidwell, and Director Alexis Dahl. We are all enthusiastically in agreement that this is the right way to go and that students will benefit from the addition of these courses, and that there are reciprocal benefits for both Colleges. The Colleges are continuing to meet to collaborate on ideas to improve programming for our students.

Another issue that the College experienced in proposing this curricular change was how to respond to individual faculty and department interests in determining the content of the four courses. To resolve this, attention was paid to gaps identified through student feedback, and to the needs expressed by the Ministry of Education, school divisions or Tribal Council partners, as well as expertise available among our faculty. Individual faculty members expressed an interest in designing courses, and in teaching them in the future.

In closing, I fully support this proposed curricular change. It creates an opportunity for better, earlier learning for College of Education students; and more direct and specific learning as a result of this partnership with the College of Arts and Science. I anticipate strong improvement in our Education graduates as a result of this change.

Respectfully,

A handwritten signature in black ink, appearing to read 'MPrytula', written in a cursive style.

Dean Michelle Prytula  
College of Education

## Appendix C Letters of Support



Government  
— of —  
Saskatchewan

Ministry of Education  
Deputy Minister  
5<sup>th</sup> Floor, 2220 College Ave.  
Regina, Canada S4P 4V9

October 18, 2016

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan  
michelle.prytula@usask.ca

Dear Dr. Prytula:

Saskatchewan's Ministry of Education would like to express its support for the new course offerings planned for first and second year students in the Bachelor of Education program at the University of Saskatchewan.

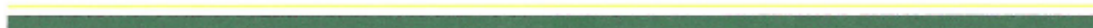
It is important to continually evaluate and improve the education offered to future teachers. These courses would be a sound addition to the Bachelor of Education program at the University of Saskatchewan. Listening to various stakeholders is essential in assuring an education system that is responsive to the needs of students and the ever-changing needs of society. The proposed courses would help support those needs.

Thank you for your continued innovation in shaping our future educators. On behalf of the Ministry of Education, I wish you continued success.

Sincerely,

A handwritten signature in blue ink that reads "Julie MacRae".

Julie MacRae





## Treaty Six Education Council

"Honour the Past, Engage the Present, Embrace the Future"

Mailing Address:

PO Box 310

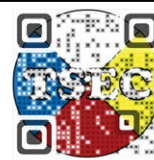
North Battleford, SK S9A 2Y3

Phone – (306) 446-1411 Fax – (306) 446-0317 Web – <http://www.tsec.ca>

Office Address:

1022 102<sup>nd</sup> Street

North Battleford, SK S9A 1E6



**To:** Dr. Michelle Prytula  
**From:** Patrick Bugler  
**Date:** October 5, 2016  
**Re:** Addition of Courses to Bachelor of Education Program

Dear Michelle,

Treaty Six Education Council is a second level education support service provider for nine First Nations in Northwest Saskatchewan. Within the nine member Nations, we number 1,800 students, 11 schools and approximately 175 professional staff. Among other supports, our organization provides communities with teacher evaluation with a focus on instructional improvement.

It is with great pleasure and excitement that I write this letter to support your efforts in proposing the addition of four courses to the Bachelor of Education Program at the University of Saskatchewan. The University of Saskatchewan has made great strides in creating a teacher preparation program that is responsive to the needs of education sector. We would like to also encourage the University in its efforts to continually look at ways of strengthening its program to ensure teachers are prepared for a success transition to the classroom.

The additional courses will provide opportunities for students to gain a sound education foundation, as well as obtain skills in specifics subjects of Math, Science and teaching in secondary schools. In today's classroom, a number of educational strategies and assessments, both traditional and non-traditional, are key in creating programs that will meet the needs of all learners. The inclusion of a course aimed at creating a deep appreciation of First Nations, Metis and Inuit peoples' experiences and knowledge with a focus on how to incorporate these perspectives in the classroom addresses the *Calls to Action* of the Truth and Reconciliation Commission's findings.

The addition of the proposed courses will begin to address the need for these types of courses and will be a great addition to the teacher preparation program at the University. All of the proposed courses, in my opinion, will be valuable in the development of educators who are prepared to meet a 21<sup>st</sup> century educational setting.

If you have any questions, please do not hesitate to contact me at (306) 446-0315 or [pat.bugler@tsec.ca](mailto:pat.bugler@tsec.ca).

Sincerely,

Patrick Bugler, Director of Education, Treaty Six Education Council  
 Priority Owner, Following Their Voices



**Saskatoon Public Schools**  
Inspiring Learning

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

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

[saskatoonpublicschools.ca](http://saskatoonpublicschools.ca)

Barry MacDougall, Director of Education

October 7, 2016

Michelle Prytula  
Dean of Education  
College of Education  
University of Saskatchewan  
3046 - 28 Campus Drive  
Saskatoon, SK S7N 0X1

Dear Dean Prytula,

I am writing this letter on behalf of Saskatoon Public Schools in support of proposed programming changes for the Bachelor of Education program at the University of Saskatchewan. As a school division which relies heavily on your graduates we are encouraged by the idea of students being introduced to education-specific courses in their first and second years of the program. The early introduction to the key concepts and techniques of teaching will better prepare students for their student teaching and internship experiences, and eventually a career in the profession.

The suggested courses represent fundamental and emergent issues in education that are of vital importance to teachers in Saskatchewan. The exposure to these topics in their first and second years will undoubtedly benefit and inspire students for what lies ahead in their program.

We are most heartened by the direction that the College of Education is taking to ensure that young teachers will be well prepared for the issues that they will face in the classrooms of our city and province.

Jaime Valentine  
Superintendent of Human Resources  
Saskatoon Public Schools

JV:clu

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GREATER  
SASKATOON  
CATHOLIC  
SCHOOLS

GREATER SASKATOON CATHOLIC SCHOOLS

ST. PAUL'S RCSSD #20

420 - 22ND STREET EAST SASKATOON SK S7K 1X3 CANADA

306.659.7000 INFO@GSCS.SK.CA WWW.GSCS.SK.CA

CELEBRATING A CENTURY OF FAITH AND LEARNING

October 12, 2016

To Whom It May Concern:

The purpose of this letter is to support the proposal of the addition of the following Education based courses: EFDT 101.3: Introduction to Education, ECUR 163.3: Math and/or ECUR 164.3: Science, ECUR 165.3: Introduction to Teaching in Secondary Schools, EPSE 258.3: Learners and Learning, EPSE 348.3: Assessing Learning in the Classroom, and EFDT 265.3/ ECUR 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning.

It is positive to see the College of Education responding to the needs of their students and our future teachers. The course descriptions reflect many of the areas that beginning teachers require to be successful as teachers and responding to the needs of their future students. The additions would support the students in being prepared for their internship and other experiences in the schools.

I fully support the addition of these courses in the first two years of a student's B.Ed. program. In doing so I believe we engage our future teachers in dialogue about instruction, assessment, curriculum, and developing rich learning environments with the learning of students as the foundation. The sooner students begin this dialogue and journey the more successful they will be in supporting students in their classrooms.

If you would like to discuss my recommendations or require clarification I would be happy to do so. I can be reached at 306-659-7128 or by e-mail at [sgay@gscs.sk.ca](mailto:sgay@gscs.sk.ca).

Sincerely,

Scott Gay

Superintendent of Education

Greater Saskatoon Catholic School




**GREATER SASKATOON CATHOLIC SCHOOLS**

ST. PAUL'S RCSSD #20

 420 - 22ND STREET EAST SASKATOON SK S7K 1X3 CANADA  
 306.659.7000 INFO@GSCS.SK.CA WWW.GSCS.SK.CA

October 13, 2016

To Whom It May Concern,

The purpose of this letter is to support the proposal of adding four courses to the Bachelor of Education program at the University of Saskatchewan. The addition of these courses within the first two years of the direct entry program allows for an opportunity for students to gain the prerequisite knowledge and understandings that would deepen their pedagogical foundation, preparing them for their experience as a teacher candidate and intern in subsequent years. The addition of these courses would strengthen and improve the current program, supporting students in building the skills and knowledge required as they transition into their role as reflective practitioners within the school environment.

The proposed additional courses reflect the needs of students entering the profession. The College of Education has engaged in dialogue with partners regarding the continuous improvement of their program. The response of additional courses demonstrates the shared needs expressed through the collection of a variety of stakeholders in education including self-reflection of students. These courses are responsive to the needs of educators today and those beginning their education as a teacher within Saskatchewan.

The course selection for the first two years demonstrates an understanding of the current needs within the education system. An understanding of being relational, responsive and reflective is a necessity in the diversity we serve in our classrooms each day. As we shift our assessment and instructional practices to meet the needs of students today, an understanding of the front matter of renewed curriculum is foundational. These courses outline the critical understandings for teachers to begin their experience in the school environment and set them up for a successful opportunity as a reflective practitioner.

I support and encourage the addition of these courses as I believe these will better prepare the teacher candidates and interns who will be working within our schools, the graduates of the College of Education and ultimately, support improved outcomes for students.

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

Terri Fradette  
 Assistant Superintendent Learning Services  
 Greater Saskatoon Catholic Schools  
 420 22<sup>nd</sup> Street East  
 Saskatoon, SK S7K 1X3  
 Email: [tfradette@gscs.sk.ca](mailto:tfradette@gscs.sk.ca) Phone: (306) 659-7059

C Greg Chatlain, Director of Education, Greater Saskatoon Catholic Schools





Box 809 • 121 Klassen St. E.  
Warman SK CAN • S0K 4S0  
Phone: 306-683-2800  
Fax: 306-934-8221  
www.spiritsd.ca

October 11, 2016

Dr. Michelle Prytula  
College of Education  
University of Saskatchewan  
3046 - 28 Campus Drive  
Saskatoon, SK S7N 0X1

Dear Dr. Prytula:

We are encouraged and support including the suggested four proposed course offerings to students as requirements for the Bachelor of Education Program at the University of Saskatchewan. University students who are entering the teaching profession are better prepared when their beliefs about learning are developed and they are able to articulate them with clarity. These beliefs will serve as the foundation to developing their pedagogy and acquiring and accessing strategies in their classrooms and future leadership opportunities. The course, *Introduction to Education*, will provide your students with an opportunity to explore their beliefs in the context of the bigger purpose of learning beyond daily lessons and units of study.

To appreciate and understand the big ideas in math and science, we ask our students to think like mathematicians and scientists. It makes sense then to have our emerging teachers to have similar experiences. The *ECUR Math and Science* courses will engage beginning teachers to explore core concepts in each subject area in preparation for their careers.

High school teachers often struggle with adopting learning practices that are inquiry and discovery based because they think they will not get through the curriculum. Their assumption is both cannot be achieved. Understanding, deep meaning and learning relevancy occurs when students are engaged in figuring things out. Figuring things out or understanding key concepts prepares students to scaffold their learning and engage them in tackling areas of interest in uncharted waters, in other words, uncovering the curriculum. The course, *Introduction to Teaching in Secondary Schools*, will introduce education students to pedagogy, including assessment practices to achieve high levels of student engagement.

The addition of the *Assessment for Learning in the Classrooms* and *Foundations for First Nations, Métis and Inuit Teaching and Learning* courses are responsive to required understanding for successful classroom experiences for our new teachers. Formative assessment in side by side conversations with students while they are engaged in learning tasks informs teachers of the specific learning needs of that student. The assessment class will be a step in preparing students to apply assessment practices that they may not have experienced as a student and will be expected of them as a teacher. Likewise, First


.../2

- 2 -

Nations perspectives, awareness of systemic racism and welcoming all students as able learners will provide our First Nations, Métis and Inuit students with positive, supportive learning environments.

We applaud and endorse these new course offerings to better prepare our new teachers for classrooms that require this groundwork to launch a successful career as teacher and learner.

Sincerely,

  
John Kuzbik  
Director of Education  
Lori Jeschke  
Learning Superintendent  
Noel Roche  
Learning Superintendent

From: Sandy Sherwin-Shields <sandra.sherwin-shields@gdi.gdins.org>  
 Subject: New Courses and Updated Syllabi  
 Date: October 11, 2016 at 11:16:57 AM CST  
 To: "Wallin, Dawn" <dawn.wallin@usask.ca>

I Dawn, Thank you for the information on some new program goals for the 4-year direct entry program. We appreciate the openness, trust and respect we have between the College and SUNTEP, Prince Albert. I have attached a response to the EDST 213.0 syllabus and hope it is helpful to you. Let me know if there is other information I could include to support your package for UPC. It would be great to have coffee and share course changes and get your feedback on our program as it stands at present. Sandy

Subject: New Courses and Updated Syllabi  
 Date: Tuesday, October 11, 2016  
 From: Sandy Sherwin-Shields  
 To: Dawn Wallin

Hi Dawn,

\* I have looked over your Course Syllabus for EDST 213.0. I believe it is very comprehensive and would be extremely valuable for your students as an introduction to teaching and learning before the third and fourth year of their Bachelor of Education Degree. In comparison, our first year students have been participating in a Professional Lab in both terms (3 hours) of their first year. This Lab is very consistent with the EDST 213 syllabus. I will pass this on to the PD instructor for consideration as I believe it will have great value to him. The students complete one week of field experience in February and one week in April in a "community" school ( although no longer designated as Community Schools but are schools with diverse student population and a diverse learning needs). They are supervised by the instructor for this course with assistance from SUNTEP faculty.

\* In the second year of our program, our students complete EDST 321.3 . This includes Lab classes as well as one week in February and one week in April. This field experience is done in First Nation Schools.

\* In the third year of our program, our students complete EDST 322.3 which includes Lab time as well as four weeks of field experience (a week in November, a week in February and two weeks at the end of April).

Sandy



# St. Peter's College

Affiliated with the University of Saskatchewan 

*Your Key to Success!*

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## President's Office

Oct. 18, 2016

Michelle Prytula  
Dean  
College of Education  
University of Saskatchewan  
3046 – 28 Campus Drive  
Saskatoon, SK S7N 0X1

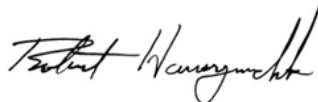
Dear Dean Prytula:

As a rural college, every day we see education at work firsthand in small communities across Saskatchewan. In delivering U of S courses, we strive for excellence, and thus we appreciate your work to continuously improve the Education program.

We believe that having Education courses (such as those you've discussed with us) in the first two years of study is something that would benefit Education students. We applaud your initiative in striving to address the learning needs of the future teachers of Saskatchewan and beyond.

We wish you all the best in your endeavours.

Sincerely,



Robert Harasymchuk  
President  
St. Peter's College

## Appendix D

### Memo of Consultation: College of Arts and Science

From: "DesBrisay, Gordon" <gordon.desbrisay@usask.ca>  
 Subject: Arts & Science Support for junior level curricular change in the College of Education  
 Date: October 11, 2016 at 4:50:49 PM CST  
 To: "Wallin, Dawn" <dawn.wallin@usask.ca>, "Prytula, Michelle" <michelle.prytula@usask.ca>, "Bidwell, Kristina" <kristina.bidwell@usask.ca>, "Elias, Lorin" <lorin.elias@usask.ca>, "Bonham-Smith, Peta" <peta.bonhams@usask.ca>, "Dahl, Alexis" <alexis.dahl@usask.ca>, "Gillis, Barbara" <barb.gillis@usask.ca>  
 Cc: "Adams, Toryn" <toryn.adams@usask.ca>, "DesBrisay, Gordon" <gordon.desbrisay@usask.ca>

Dear Dean Prytula and Associate Dean Wallin,

On behalf of the College of Arts and Science I would like to register our support in principle for the proposed curricular changes in the College of Education that we discussed in our meeting of October 6<sup>th</sup>, 2016.

We understand that Education is proposing to "repatriate" to the College of Education a total of 12 credit units of 100- and 200-level electives that direct entry students in Education currently take in the College of Arts and Science as part of the existing Education curriculum.

- We support this proposed change on academic grounds, because it promises to introduce direct-entry Education students to the academic and professional culture of their chosen profession earlier than is currently the case, enabling them to confirm early on whether that path is right for them.
- The change could negatively impact Arts and Science tuition revenues, however, and this should be discussed by our two colleges in light of the MOU between us intended to ensure that Education's switch to direct entry would be revenue-neutral for Arts and Science.

The College of Education is also proposing to couple the proposed repatriation of 12 cus of classes with a revision of their learning communities, such that Education LC's would no longer include Arts and Science courses. By building their learning communities around the proposed junior-level Education courses, this change should help foster the acculturation of Education students, noted above, and promises to reduce the administrative burden our college has assumed since the introduction of Education LC's.

- We support this proposed change to the structure and administration of the College of Education learning communities.

Best wishes,

Gordon

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