

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: June 22, 2017

SUBJECT: **Admissions Qualification Change for Educational
Administration graduate programs**

DECISION REQUESTED:

*It is recommended:
That Council approve changes to admissions qualifications
for Educational Administration graduate programs,
effective September 1, 2018.*

PURPOSE:

The *University of Saskatchewan Act* states that decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

To respond to changing demographics and interest in their graduate programs from mature students, the Department of Educational Administration is looking to reduce the admissions average to be consistent with the minimum admissions requirements of the College of Graduate and Postdoctoral Studies. Currently the academic average for admission to graduate study in Education Administration is 73%; the minimum CGPS admissions average is 70%.

In addition to this change, the department seeks to add a writing sample as a requirement for applicants to the M.Ed. thesis-based program and for the Ph.D. program.

CONSULTATION:

The Academic Programs Committee of Council reviewed these proposed admissions changes at its May 24, 2017 meeting and was pleased that the department has taken this step to align their admissions requirements with those of CGPS.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its October 2017 meeting.

ATTACHMENTS:

1. Proposed changes to the Admissions Requirements for graduate program in Educational Administration

Memorandum

To: Dr. Adam Baxter-Jones, Chair, CGPS Executive Committee

Copies: Dr. Vicki Squires, Grad Chair, Department of Educational Administration
Dr. Paul Newton, Head, Department of Educational Administration

From: Graduate Programs Committee, CGPS

Date: May 16, 2017

Re: Proposal to change admission requirements in graduate programs in Educational Administration

On May 12, 2017, the Graduate Programs Committee (GPC) reviewed requested changes to admission requirements and selection criteria in graduate programs in Educational Administration. The proposed changes are requested to bring the admission requirements in line with the CGPS minimum admission requirements. The Department of Educational Administration is requesting these changes to enhance their ability to admit mature, indigenous, and international students.

During the GPC review, members discussed how the department provides graduate-level training in education and leadership – valuable training for people employed or seeking employment in post-secondary institutions with varying background experiences.

The Graduate Programs Committee passed the following motion:

To recommend approval of the revised admission requirements in graduate programs in Educational Administration. Kulshreshtha/Pollak unanimous CARRIED

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

:kc



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic Change

PROPOSAL IDENTIFICATION

Title of proposal: **Change in Admission Requirements for graduate programs in Educational Administration**

Degree(s): **P.G.D., M.Ed., Ph.D.**

Field(s) of Specialization: **Educational Administration**

Level(s) of Concentration:

Option(s):

Degree College: **College of Graduate and Postdoctoral Studies**

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

Martha Smith-Norris/Kelly Clement 306-966-2229; kelly.clement@usask.ca

Graduate Chair: Vicki Squires: 306-966-7622; vicki.squires@usask.ca

Department Head: Paul Newton: 306-966-7620; paul.newton@usask.ca

Proposed date of implementation: **May 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:

- a. *Is there a particular student demographic this program admissions change is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The department of Educational Administration is looking to diversify enrolment. Many mature students are interested in our programming. We would like to reduce our admission

requirements to be consistent with CGPS minimum admission requirements to increase the diversity of our applicant pool.

Some of these students convoked with their undergraduate degree two or three decades earlier. Following that earlier degree, these potential students have engaged in a number of professional opportunities and made personal life choices at different points of their adult lives. When they do decide to return to postsecondary education, they sometimes lack the requisite previous experiences. Many of our potential students are leaders in their organizations and schools and now understand the desirability of further education. Additionally, we have many more Indigenous students applying to our graduate programs, and they are often leaders within their communities. Our international student applications are also increasing significantly. In order to improve access for mature students and our increasingly diverse applicant pool, we are proposing several changes to our admissions requirements. These changes would align our department's requirements with those of the College of Graduate and Postdoctoral Studies and would reduce confusion during the application process.

We are also proposing that the admission requirements for the Post Graduate Diploma be aligned with those of CGPS, as a natural extension of the changes to the Master's program.

At the same time, we would like to take this opportunity to introduce a slight change to the admission for the Master's thesis program. So that faculty may better judge the applicants' writing skills and potential; the application for the thesis program will have two additional submission documents required. Students will be asked to submit a writing sample of at least 6 pages, and a statement of intent outlining their research interests and describing their potential research. A template and instructions for this written submission will be available on the departmental home page.

In addition, we would like to align the admission requirements for the M.Ed. in Educational Administration with the admission requirements for the M.Ed. in Leadership in Postsecondary Education program in our department.

2. Admissions

a. What are the admissions requirements of this program?

This request for a change in admissions requirements would bring the Department of Educational Administration's entrance requirements into alignment with the College of Graduate and Postdoctoral Studies requirements. This change would reduce confusion for applicants and would address the concerns expressed in Section 1 a. regarding our increasingly diverse student population.

In the following sections, the proposed changes to admissions are indicated in red font.

Master of Education (M.Ed.) - Course-based

Admission Requirements

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 73% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

Master of Education (M.Ed.) - Thesis-based Admission Requirements

Successful admission into the M.Ed. Course-based Program, as outlined below

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 73% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

AND

- Submission of a letter of intent outlining research interest
- Submission of a writing sample at least 6 pages in length

Postgraduate Diploma (P.G.D.) Admission Requirements

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 65% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

Doctor of Philosophy (Ph.D.) Admission Requirements

- ~~Master of Education (M.Ed.) or equivalent from a recognized college or university~~
- A master's degree from a recognized college or university

- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~
- Submission of a letter of intent outlining research interest
- Submission of a writing sample of at least 10 pages

3. Description of the program

N/A No changes are being proposed to the programs, only the admission requirements.

- What are the curricular objectives, and how are these accomplished?*
- Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*
- Provide an overview of the curriculum mapping.*
- Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
- Explain the comprehensive breadth of the program.*
- Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
- Describe how students can enter this program from other programs (program transferability).*
- Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
- If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

4. Consultation

N/A No changes are being proposed to the programs, only the admission requirements.

- Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*
- List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
- Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please*

give special consideration to pre- and co-requisite requires when including courses from other colleges.

- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
- e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

5. Budget

N/A No changes are being proposed to the programs, only the admission requirements.

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?*
- c. How are the teaching assignments of each unit and instructor affected by this proposal?*
- d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*
- e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*
- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*
- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*
- i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*
- j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*
- k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*
- l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources*

come from to sustain the program, and what commitments define the supply of those resources?

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*
- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

College Statement

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

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

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

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

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

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

Required for all submissions:

- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms

- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form