AMENDED AGENDA
2:30 p.m. Thursday, January 21, 2016
Neatby-Timlin Theatre – Arts 241

***The agenda was amended by a two-thirds majority vote at Council to reorder the items to place the teaching, learning and academic resources item as item 7A and to add a motion brought from the floor as item 7B.**

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2015/16 academic year marks the 21st year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of December 17, 2015
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies

    7.1 Report from the USSU

    7.2 Report from the GSA

7A. Teaching, Learning and Academic Resources

    7A. 1 Report for Information – Report on TLARC's activities regarding Indigenous content in Academic Programming

7B. Request for Decision to Support in Principle – Motion in support of Indigenous content in the curriculum

    D'EON/IRON: University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.

8. Academic Programs Committee

8.1 Request for Decision –Certificate in Professional Communication in the College of Engineering

It is recommended that Council approve the Certificate in Professional Communication in the College of Engineering, effective September 2016.

8.2 Request for Decision –Addition of the GRE as an Admission Qualification to the Master of Arts (M.A.) in Economics

It is recommended that Council approve a new admission qualification, the submission of a Graduate Record Examinations (GRE) score, for the Master of Arts in Economics, effective for students who have not completed university degrees in Canada or the United States of America and who are entering the program in or after September 2017.

8.3 Request for Decision – Master of Education (M.Ed) in Leadership in Postsecondary Education

It is recommended that Council approve the Master of Education (M.Ed.) in Leadership in Post-Secondary Education, effective September 2016.

~~9. Teaching, Learning and Academic Resources~~

~~9.1 Report for Information – Report on TLARC's activities regarding Indigenous content in Academic Programming~~

10. Other business

11. Question period

12. Adjournment

Next meeting February 25, 2016 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: February 5, 2016

UNIVERSITY OF SASKATCHEWAN

Minutes of University Council
2:30 p.m., Thursday, December 17, 2015
Arts Building Room 241 Neatby-Timlin Theatre

Attendance: See Appendix A for listing of members in attendance.

The chair called the meeting to order at 2:33 p.m., observing that quorum had been attained.

1. Adoption of the agenda

DOBSON/ZELLO*: To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

Dr. Kalra, chair, provided opening remarks and outlined the usual procedures for debate and discussion.

3. Minutes of the meeting of November 19, 2015

ZELLO/FLYNN*: That the Council minutes of November 19, 2015 be approved as circulated.*

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

President Peter Stoicheff provided remarks in addition to those in his written report on the process to develop a new university vision, mission and values document. The president spoke of the timeliness of the initiative and the various changes that have occurred since the 1993 mission statement was approved, including the aspiration to achieve international standards as articulated in the 2002 *Renewing the Dream* document. The president emphasized that to be able to represent the university as decisions are made relative to opportunities, that consensus is required on what the university is to achieve. A new vision, mission and values document is also needed to present a compelling vision to new faculty members, to assure the university's autonomy, and to clearly convey the university's aspirations to government, the media, donors, and partners. The committee will comprise seven members with the addition of a senior Aboriginal staff member. An announcement of the committee membership will be made in the coming weeks.

On December 15th, the Truth and Reconciliation Commission (TRC) released its final report. President Stoicheff indicated that his statement in response to the report could be found on the university's Building Reconciliation website. The president also referred to the op-ed piece appended to his written report which he co-authored with Chancellor Blaine Favel. The piece was published in the November 27th issue of the *Globe and Mail* and refers to the national forum hosted

by the university and the steps the nation's universities need to take to realize Aboriginal reconciliation.

The president indicated he was privileged to attend the induction of Professor Jeffrey McDonnell and Professor Ken Coates of the university as new members to the Royal Society of Canada. He also recognized Dr. Kalra as being named one of the 60 Influential Canadians Over 60.

President Stoicheff invited Greg Fowler, vice-president of finance and resources, to provide an update on the Board of Governors' decision in response to the provincial government's decision to withdraw funds it had previously committed to the university. Mr. Fowler reiterated the three actions taken by the government consisting of a one-time reduction to the Saskatchewan Innovation and Opportunity Scholarship fund, a one-time reduction in capital funding, and a deferral by a year of the province's funding commitment to the CERC Water Security Chair. In response to these actions, the Board has elected to use the university's operating reserve fund to replace the reduced funds. Mr. Fowler indicated he would report further to the planning and priorities committee and to Council in the spring on the university's budget.

Closing his remarks, President Stoicheff commented on the review of the vice-president Advancement and Community Engagement (ACE) portfolio of activities, which currently comprises six portfolios. The reporting relationships of these portfolios are being re-imagined given the number of reports to the vice-president ACE, their diversity and the importance of each. A consultant is in place who is thinking through the reorganization of ACE and who will consult with deans and their units.

The chair invited questions of the president. Concerns were raised by members that the university's resource base is being diminished at the same time that it faces challenges, such as responding to the need for distributed education and self-education of the Indigenous narrative in response to the TRC calls for action. Assurance was requested that the actions of the government would not affect the research activity of the CERC Water Security Chair or the amount available to students for scholarships. The president recognized the concerns expressed and indicated he would draw on these when addressing the premier and members of the Treasury Board about university finances. Although the university is able to replenish the resources lost from its reserve fund, the action itself places the university in a potentially precarious position and particularly so if it becomes a pattern.

Several suggestions were made for changes to the membership of the committee tasked with leading the development of the vision, mission and values document—that a GSA or USSU elected student member be placed on the committee rather than a student leader distinguished by their academic accomplishments, and that an Aboriginal elder be added to the committee. The president acknowledged both suggestions and indicated he had already been apprised of the possibility of having a GSA or USSU student member serve on the committee and that he would consider further both suggestions. Further clarification from the president was requested about the approach of having a small committee conduct this work rather than a larger committee with broader representation that would take a longer period of time to develop the document and employ more of a grassroots-based consultative approach. President Stoicheff observed that given the work undertaken for the *Vision 2025* document which was rescinded by Council last fall, there is a degree of fatigue within the university community to take on this work again. The approach outlined is intended to merge economy of effort with full consultation, and the committee will have available to it all of the documentation of the consultation undertaken for the *Vision 2025* document.

6. Report of the Provost

Ernie Barber, provost and vice-president academic referred to his written report and invited questions. A member requested more information on the initiative led by the provincial government involving the use of metrics and institutional performance indicators and asked for a more explicit description of the initiative. Dr. Barber indicated that the project is about the investment by the government in post-secondary education. The university is participating in the project and it is proceeding quite slowly. Given the question, he indicated that he would make more information on the project available to Council.

7. Student societies

7.1 Report from the USSU

Gabe Senecal, vice-president president academic of the University of Saskatchewan Students' Union (USSU), presented the report to Council. Mr. Senecal recognized the students who were attending the meeting throughout final exams and provided a brief overview of the portfolio and activities of each member of the USSU Executive and of the USSU. These include a Winter Welcome Week during the first week of January, support for engaging students in the provincial election, the USSU Annual General Meeting in November, and an upcoming special meeting to consider changes to the USSU Bylaws. He reported that a motion was passed by the University Students' Council to integrate Indigenous content into the curriculum of every college and degree and noted that discussion of the motion was planned to occur later in the meeting.

7.2 Report from the GSA

Ziad Ghaith, vice president operations of the Graduate Students' Association (GSA) presented the report to Council on behalf of the GSA president. He reported that the GSA has titled 2016 as the year of engagement and collaboration and will open the year with the development of a comprehensive strategic plan, events, and new initiatives. The GSA will host a Graduate Student Achievement Week February 29 – March 4, 2016, which will include a GSA conference and gala and a three-minute thesis event. In addition, there will be industry talks and discussion of the job market in academia. He encouraged graduate chairs and graduate students to participate in the event to enhance the success of graduate students. Other activities are preparing for the 800 Syrian refugees who will arrive in the Saskatoon community. The GSA will continue to accept donations for the refugees in the GSA Commons until December 18. The GSA is also collaborating with First Nations University and the University of Regina to reinstate the provincial component of the Canadian Federation of Students (CFS) to access resources to advocate for students at the provincial level.

In closing, Mr. Ghaith wished all present a happy holiday season and thanked the dean of the College of Graduate Studies and Research (CGSR) and the president for their continuous cooperation with the GSA and indicated he looked forward to enhancing the GSA's cooperation and collaboration with all units of the university in 2016-17.

8. Planning and Priorities Committee

Lisa Kalynchuk, chair, presented the committee reports to Council.

8.1 Request for decision – Name Change of the Department of Bioresource Policy, Business and Economics

Professor Kalynchuk described the rationale for the name change of the Department of Bioresource Policy, Business and Economics to the Department of Agricultural and Resource Economics. The name change arises from the desire of members of the department to adopt a name which will resonate with stakeholders. Although the current name describes the activities of the department well, the name is considered cumbersome and has caused some confusion among stakeholders, students, and members of the department. The planning and priorities committee considered the name change and was satisfied with the general support for the change.

KALYNCHUK/DE BOER: *That Council approve that the Department of Bioresource Policy, Business and Economics be renamed the Department of Agricultural and Resource Economics, effective September 1, 2016, and that the Council's Bylaws be amended to reflect the new name of the department.*

CARRIED

8.2 Report for Information – USSU Motion on Indigenous Content in the Curriculum

Professor Kalynchuk read the motion passed by the University Students' Council at its meeting on November 19, 2015. The motion calls on the university to commit to implementing Indigenous content into the curriculum of every college and degree and to strike a coordinating committee charged with considering the logistics and implementation of this commitment. The planning and priorities committee considered the motion at its December 2nd meeting attended by Professor Jay Wilson, chair of the teaching, learning and academic support committee (TLARC) of Council and Professor Patti McDougall, vice-provost of teaching and learning, and TLARC committee member.

Professor Kalynchuk indicated that the committee wished to bring the USSU motion and the committee's accompanying motion of support to Council for three reasons: to inform members of Council of the USSU motion; to recognize the leadership and initiative taken by the USSU in developing and passing the motion; and to provide Council with the opportunity to discuss the USSU motion. Professor Kalynchuk provided a brief summary of the committee's discussion of the USSU motion, which recognized that some colleges are well underway in incorporating Indigenous content into their curriculum. Challenges exist for other colleges regarding resources, access to qualified instructors, and space within their curriculum, particularly for professional colleges with accredited programs. Members acknowledged that having a standardized mandatory three credit-unit course option for all students was not a viable option for an institution as large and as varied as the University of Saskatchewan.

In consultation with Professors Wilson and McDougall, the committee agreed that TLARC was the Council committee best situated to work with the vice-provost of teaching and learning to review strategies around indigenization. A possibility suggested was revising the university's *Learning Charter* to include a statement on Indigenous content in the curriculum to serve as a guide to colleges. TLARC has since met and discussed this opportunity and is willing to engage to move forward this important initiative.

Mr. Senecal spoke on behalf of the USSU to the motion, emphasizing the importance of incorporating Indigenous content in the curriculum and of doing so properly and quickly as a

priority. The USSU looks to the central university to ensure coordination of this initiative so that different arms do not lag behind and is seeking champions throughout the university and feedback from Council.

Professor McDougall indicated the *Learning Charter* is an institutional statement about what every graduate of the university will be able to do while at the university. The charter was created by the Council committee to which TLARC is a successor. The implementation of the university's commitment is best carried out at the college level as that is where curriculum is built. There will be financial and curricular supports and resources available and her role is to ensure colleges have access to these to be successful.

The meaning of the word Indigenous relative to First Nations and Métis peoples was provided by a Council member, with the request that those instructors delivering Indigenous content have firm training and specialized knowledge of Indigenous issues, regardless of disciplinary area.

Other discussion and comments from Council members focused on the importance of the issue and whether Council should show solidarity by contemplating its own motion to support in principle that all students at the university engage in relevant Indigenous teaching and learning. Beth Williamson, university secretary, clarified that as the motion was deemed to be substantive by the chair, such a motion would require notice to Council and could be submitted either as an independent motion by a Council member or submitted through a Council committee.[1]

The chair of the planning and priorities committee was asked why the committee did not submit a request for decision to Council which would contain a motion that would commit Council to action in response to the USSU motion. Professor Kalynchuk clarified that the committee supported the motion as belonging to the students and wished to show support in spirit for the intent of the motion. She committed to conveying the discussion of Council approving its own motion in support of the USSU motion to the committee.

Discussion concluded with Professor Wilson speaking in support of TLARC undertaking this important work as it falls under the committee's terms of reference. The committee will consider the USSU motion at the committee's first meeting of the year in January.

9. Governance Committee

Louise Racine, chair of the governance committee presented the committee reports to Council.

9.1 Notice of Motion – Requirement that Elected Council Members Serve on the Student Academic Hearing and Appeals Committee

Professor Racine read the notice of motion as follows:

> RACINE/FLYNN: *That Council approve that all elected Council members be members of the student academic hearing and appeals committee, and that the Council Bylaws be amended to remove the requirement of the nominations committee to nominate members of Council to serve on the student academic hearing and appeals committee.*

[1] A subsequent correction to the process of submitting a motion is noted here. Council Bylaws state that notice of motion of a substantive motion may be suspended upon a vote of two-thirds of the members present and voting at a meeting (ref. Part One, sec. III, 5.g).

Professor Racine conveyed that the motion to have all elected Council members serve on the student academic hearing and appeals committee arose from the desire to ensure the committee is adequately populated for student disciplinary and academic appeal boards due to an increase in the complexity and number of student hearings and appeals. Council members will have the opportunity to decline to serve on a case-by-case basis when contacted for their service. In the future, those running for election to Council will be made aware that election also commits the member to serving on the student academic hearing and appeals committee and potential service as a member on a student hearing or appeal board. Professor Racine invited comments and questions and indicated that these could also be provided in writing to herself (louise.racine@usask.ca) or the committee secretary (sandra.calver@usask.ca).

Comments included a request for clarification of those members elected to Council and the suggestion that the governance committee consider a larger standing committee for the purpose of student hearings, which would build experience among committed members and provide a sense of continuity. Ms. Williamson clarified that every member on Council, including student members, are elected members, other than the president and the provost who serve as *ex officio* members. The change will ensure there is a larger pool of individuals to contact for student hearings as membership takes into account the availability of those asked to serve, disciplinary background, gender balance, and other considerations, such as having an international background.

Professor Racine thanked members for their comments, and indicated she would bring these back to the committee for further discussion.

9.2 Request for Decision - Student Member Terms on Council and Council Committees

Professor Racine indicated the rationale for the motion is to align the terms of the student members elected to Council with the start of their terms as elected representatives on the GSA and USSU student bodies. If approved, student member terms on Council will be from May 1 to April 30 rather than from July 1 to June 30. Consultation has occurred with the GSA and USSU executives, who in turn have consulted with their respective bodies, and both organizations are supportive of the change.

Comments from Council members on the proposed change included concern over the ability of students to attend an orientation on university governance prior to beginning their term on Council and that many students work over the May to August period. Members of the GSA and USSU executives present spoke in support of the proposed change, indicating that it was a common-sense adjustment to align the terms and that presently the terms of elected student members to Council continue past the time when these students hold office within their representative student bodies.

> RACINE/FLYNN: *That Council approve the term of student members elected to Council and appointed to Council committees be from May 1 to April 30 and that the Council Bylaws be amended as shown in the attachments.*
>
> CARRIED

10. Nominations Committee

Ed Krol, chair of the nominations committee presented the report to Council.

10.1 Request for decision – Nomination to the review committee for the Vice-Provost Faculty Relations

Ed Krol, chair of the nominations committee presented the report to Council. Professor Krol reported that the item before Council was to appoint a new member to the vice-provost faculty relations review committee due to a member resignation.

KROL/LARRE: *That Council approve that Margaret Kovach, Department of Educational Administration and Department of Educational Foundations serve on the review committee for the vice-provost faculty relations.*

11. Academic Programs Committee

Kevin Flynn, chair of the academic programs committee presented the committee reports to Council.

11.1 Request for decision – Post Degree Certificate in Career and Guidance

Professor Flynn outlined the purpose of the proposed certificate of proficiency as providing foundational knowledge, skills, and guidance at the K-12 level through special education of teachers who are employed in, or who seek employment in, career and guidance roles. There is a lack of teachers with adequate training in these roles, and consultation with school divisions has identified that these areas are in urgent need of qualified individuals. There are no programs in this area in the province at present. The certificate is tailored to the needs of teachers within the province and in response to university and college plans for innovative and community-based programs. The certificate is recognized as an Additional Qualification Certificate (AQC) and thereby enables graduates to progress a level on the provincial pay grid for teachers and also to complete the majority of prerequisites for entry to the M.Ed. in School and Counselling Psychology program.

Questions included a request for an explanation of the relationship between the certificate program and the M.Ed. in School and Counselling Psychology, and whether the M.Ed. pathway would normally have been the route to attain certification in this area. Tim Claypool, head of Educational Psychology and Special Education, responded, indicating that graduates of the M.Ed. program are eligible to register as psychologists within the province, and that the two programs represent different levels of professional training.

Other questions related to the large number of sessional lecturers that would teach in the program and the inability to double-count courses completed in the certificate program toward the program requirements of other programs. Professor Claypool indicated that the longer-term goal is to have a blend of academic faculty and professionals in the field as program instructors, and that faculty are needed to grow academic research in this area. The restriction on double-counting of courses is a restriction placed by the Ministry of Education.

FLYNN/RACINE: *That Council approve the post-degree Certificate in Career and Guidance Studies, effective September 1, 2016.*

CARRIED

11.2 Request for Decision – Post Degree Certificate in English as an Additional Language Education

Professor Flynn introduced the proposed certificate of proficiency in English as an Additional Language Education as providing foundational knowledge to teachers in teaching English as an additional language. Many of the province's EAL learners are Canadian born but live in households where English is not the predominant language. This year 15,000 school–age children will receive some type of EAL support. The goal is to provide at minimum one EAL-qualified teacher in every K-12 school in the province. Presently, there is no equivalent education in the province aimed at K-12 teachers. As is the case with the certificate in Career and Guidance, the proposed certificate is recognized as an Additional Qualification Certificate (AQC) by the Ministry of Education when completed post-degree to the B.Ed., and thereby enables graduates to progress one level on the provincially bargained pay grid for teachers.

Support for the program was expressed by Veronika Makarova, head of the Department of Linguistics and Religious Studies. Professor Jay Wilson, head of the Department of Curriculum Studies also recognized the partnership of other departments on campus in supporting the program and the efforts and support of Nadia Prokopchuk, senior program manager, EAL and Languages, Ministry of Education in developing the program.

FLYNN/RACINE: *That Council approve the post-degree Certificate in English as an Additional Language Education, effective September 1, 2016.*

CARRIED

11.3 Request for Decision – Doctor of Pharmacy (Pharm. D.) program in the College of Pharmacy and Nutrition, effective September 2017

The Doctor of Pharmacy (Pharm. D.) program will replace the Bachelor of Science in Pharmacy (BSP) as the entry-to-practice credential of the pharmacy profession. The new program reflects the increased need for interprofessional education and will result in graduates being prepared to take on expanded roles in medication therapy and patient care. Professor Flynn reported that the Pharm. D. is the entry to practice credential offered by all American pharmacy schools and that five of the 10 Canadian pharmacy schools now offer a Pharm. D. program, with the remaining Canadian schools transitioning to a Pharm. D. credential. Future accreditation standards will no longer recognize the BSP as an acceptable standard to entry to practice in the profession.

The BSP comprises one year pre-Pharmacy and a four year program; the Pharm. D. will comprise two years pre-Pharmacy and a four-year professional program. There is no duplication of program content with the BSP program, and students are therefore unable to transition to the new Pharm. D. due to the degree of experiential and interprofessional training in the new program. As the Pharm. D. program is implemented, the Bachelor's program will be phased out. The college will later develop an online flexible bridging program to offer the opportunity to licensed pharmacists within the province to earn the Pharm. D. credential.

A member observed the lack of evidence in the proposal of how the Aboriginal educational goals will be achieved and expressed concern about the underdevelopment of this fundamental educational premise. Yvonne Shevchuk, associate dean academic, within the college indicated that the proposal does not reflect the amount of discussion and work

completed with respect to indigenization within the new curriculum, and that learning objectives for this purpose have been created with the assistance of the Gwenna Moss Centre for Teaching Effectiveness (GMCTE).

FLYNN/RACINE: *That Council approve the Doctor of Pharmacy (Pharm. D.) as a replacement program for the Bachelor of Science in Pharmacy (BSP) program in the College of Pharmacy and Nutrition, effective September 2017.*

CARRIED

11.4 Report for Information – Kanawayihetaytan Askiy Certificate ("Take Care of the Land")

The new certificate program encompasses the Indigenous Peoples Resources Management (IPRM) certificate offered by the College of Agriculture and Bioresources. Changes consist of the addition of a new course to the program to enhance Indigenous knowledge and the re-naming of the certificate program to a new name in the Cree language to better reflect the goals and aspirations of the program.

11.5 Report for Information – 2016/17 Academic Calendar

This item was provided for information and Professor Flynn referred members to the changes noted in the Council agenda package.

12. Other business

There was no other business.

13. Question period

The chair invited questions from members. A member noted the GSA deadline for donations for Syrian refugees was the next day and asked if the association would consider extending the deadline. The registrar informed members that Student Central and the International Student and Study Abroad Centre (ISSAC) were additional drop-off points for donations and that these sites had an extended timeline due to the ongoing need of refugees.

14. Adjournment

With no further business, the chair wished all present a restful and enjoyable holiday break, and the meeting adjourned by motion (DOBSON/ROY) at 4:25 pm.

COUNCIL ATTENDANCE 2015-16

Voting Participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Aitken, Alec	P	P	R	P						
Allen, Andy	P	P	R	P						
Andreas, Taylor	A	A	A	A						
Arcand, Jaylynn	A	R	R	P						
Barber, Ernie	R	P	P	P						
Barnhart, Gordon	P	P	NA	NA	NA	NA	NA	NA	NA	NA
Baxter-Jones, Adam	P	R	P	P						
Bilson, Beth	P	P	A	R						
Bindle, David	A	P	P	P						
Bonham-Smith, Peta	P	P	P	P						
Bowen, Angela	P	R	R	P						
Bradley, Michael	P	R	P	P						
Brenna, Bev	P	P	P	R						
Brenna, Dwayne	P	P	P	R						
Brown, William	P	P	P	P						
Buhr, Mary	P	R	P	P						
Butler, Lorna	R	A	P	P						
Calvert, Lorne	A	A	R	P						
Carboni, Matteo	P	A	A	A						
Card, Claire	A	P	A	P						
Chakravarty, Rajat	P	P	P	R						
Cheng, Hongming	P	A	P	A						
Chernoff, Egan	P	R	P	P						
Chibbar, Ravindra	P	R	P	P						
Crowe, Trever	P	P	P	P						
Day, Moira	A	A	A	A						
De Boer, Dirk	P	P	P	P						
D'Eon, Marcel	P	R	P	P						
Deters, Ralph	P	P	A	P						
DeWalt, Jordyn	A	A	A	A						
Dick, Rainer	P	P	P	P						
Dobson, Roy	P	P	P	P						
Eberhart, Christian	A	A	A	A						
Ervin, Alexander	P	A	P	P						
Eskiw, Christopher	P	P	P	P						
Findlay, Len	P	P	P	P						
Flynn, Kevin	P	P	P	P						
Freeman, Douglas	R	R	P	A						
Gabriel, Andrew	R	R	A	A						
Ghezelbash, Masoud	A	P	P	P						
Gill, Mankomal	R	A	A	A						
Gobbett, Brian	A	A	A	A						
Gordon, John	P	R	A	P						
Gray, Richard	P	A	P	P						
Greer, Jim	P	A	P	P						
Gyurcsik, Nancy	P	R	P	R						
Hamilton, Murray	P	P	R	A						
Havele, Calliopi	A	A	A	A						
Hayes, Alyssa	P	P	P	R						
Honaramooz, Ali	A	A	A	P						
Huckabay, Alana	A	R	R	P						
Iron, Monica	R	A	A	A						
Jamali, Nadeem	R	R	P	P						
Johnstone, Jill	R	P	P	A						
Julien, Richard	A	A	A	A						
Kalagnanam, Suresh	P	P	R	P						

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Kalra, Jay	P	P	R	P						
Kalynchuk, Lisa	P	P	A	P						
Khandelwal, Ramji	P	P	P	R						
Kipouros, Georges	R	R	R	A						
Klaassen, Frank	P	P	P	P						
Koob, Tenielle	A	A	A	P						
Krol, Ed	P	P	P	P						
Langhorst, Barbara	R	R	R	P						
Larre, Tamara	P	R	A	P						
Lindemann, Rob	A	P	A	A						
Low, Nicholas	P	P	P	P						
MacKay, Gail	P	P	A	A						
Makarova, Vernika	A	P	P	P						
Marche, Tammy	P	P	P	P						
Martz, Lawrence	A	P	P	A						
McCann, Connor	A	A	P	A						
McWilliams, Kathryn	P	R	R	R						
Muri, Allison	P	P	P	P						
Nickerson, Michael	P	A	A	A						
Nicol, Jennifer	R	R	P	P						
Noble, Bram	P	R	P	R						
Ogilvie, Kevin	A	A	A	A						
Osgood, Nathaniel	P	R	R	A						
Paige, Matthew	A	P	P	R						
Pelly, Dallas	P	A	A	A						
Prytula, Michelle	A	P	P	P						
Racine, Louise	P	R	P	P						
Rangacharyulu, Chary	A	A	A	A						
Rezansoff, Evan	A	A	A	A						
Rodgers, Carol	P	A	P	R						
Roesler, Bill	P	A	P	P						
Roy, Wendy	P	P	P	P						
Sarjeant-Jenkins, Rachel	P	A	P	P						
Sautner, Alyssa	A	A	A	A						
Schwab, Benjamin	P	P	P	A						
Singh, Jaswant	R	R	P	R						
Smith, Preston	P	P	P	A						
Soltan, Jafar	P	P	P	P						
Still, Carl	P	R	R	P						
Stiocheff, Peter	NA	NA	P	P						
Tait, Caroline	P	A	P	P						
Taras, Daphne	P	R	R	R						
Tyler, Robert	R	P	P	R						
Uswak, Gerry	P	R	P	R						
Waldram, James	P	P	P	P						
Wasan, Kishor	R	P	P	R						
Watson, Erin	R	P	P	P						
Williamson, Vicki	R	R	R	P						
Willness, Chelsea	P	P	P	P						
Wilson, Jay	P	R	P	P						
Wilson, Ken	P	P	R	P						
Wotherspoon, Terry	P	P	P	P						
Yates, Thomas	R	P	P	P						
Zello, Gordon	P	P	P	P						

COUNCIL ATTENDANCE 2015-16

Non-voting participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Binnie, Sarah	P	P	P	P						
Chad, Karen	A	A	P	P						
Chapola, Jebunnessa	A	A	A	P						
Downey, Terrence	R	R	R	A						
Fowler, Greg	P	P	P	P						
Isinger, Russell	P	P	P	P						
Saddleback, Jack	P	P	P	A						
Pulfer, Jim	P	P	P	R						
Senecal, Gabe	P	P	A	P						
Williamson, Elizabeth	P	P	P	P						

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL January 2016

President's Committee on Vision, Mission and Values

As mentioned in previous Council meetings, I have put together a process that will provide the University of Saskatchewan with a proposed new vision, mission and values document building on the history of conversation and dialogue that has shaped the institution's aspirations over the past twenty-two years.

A recent attempt to produce a new vision, mission and values for the University sparked considerable constructive debate but failed to culminate in a new document. The President's Committee is intended to revisit and complete the task in an efficient and consultative manner. A small, dedicated group, co-chaired by two faculty members, that gathers and is informed by the University's planning efforts since 1993, will avoid a cumbersome and otherwise potentially repetitive process and is most likely to achieve the goal in a timely manner. As president, I will be a resource in this exercise, but will not be a member of the committee.

I am pleased to report on the membership of the committee as follows:

1. Co-chairs drawn from the permanent academic staff: ***Brent Cotter (Law) and Liz Harrison (Physical Therapy)***
2. A senior member of the University's administrative staff: ***Tom Crosson (Risk Management, Manger)***
3. A student: ***Scott Adams (3rd Year Medicine)***
4. An Aboriginal member of the administration or faculty: ***Liz Duret (Human Resources, Diversity and Inclusion Consultant)***
5. A member of the Board of Governors: ***Lee Ahenakew (Vice-Chair)***
6. A member of University Council: ***Wendy Roy (English)***
7. A member of University Senate: ***Karen Prisciak (Law Society of Saskatchewan, Senate Representative)***
8. An Elder from the community: ***To be determined***

Thank you to all members of the committee for dedicating their time to this endeavour. The committee will begin its work this month by gathering and distilling the main features of previous university documents including the 1993 mission statement, the 2002/2010 *Renewing the Dream* strategic directions document, the University's and colleges' three integrated plans and any other relevant background material.

Consultation internally and externally will take place next, as determined by the Committee. On the basis of that background and consultation work, the Committee will draft new vision, mission and values language and bring that back to the University community for further consultation. Once the Committee has agreed upon a draft statement, ideally by April 2016, it will be shared with me and, assuming I believe the Committee's work has met the high standard expected, with University Council, the Senate and the Board of Governors. After

fulsome discussion and feedback, all three bodies will be invited to endorse the new statement in late spring and fall 2016, as determined by their meeting schedules and agendas.

Presidential Transition Activity – Internal Engagement

Prior to my appointment, the board of governors established a transition committee to develop plans that focused on a successful orientation and transition into the presidential role. To date, the committee has been primarily assisting with coordinating external connections but work is underway to support activities in the first half of 2016, focusing primarily on engagement with the internal campus community.

The transition committee is planning a series of dinners with small, varied groups of faculty throughout January and February. The University of Saskatchewan Faculty Association is helping defray the cost of these dinners and their support for these transition activities is appreciated.

Meetings with colleges, schools, and administrative units are being arranged for January to June 2016. Deans, executive directors, and administrative heads have been asked to select a date and format that works best for their college/school/unit and have been encouraged to consider extending an invitation to all faculty, staff and students within their area to participate. Formats identified to date include receptions, town halls and faculty council meetings.

Opening of the Gordon Oakes Red Bear Student Centre

Due the work of many people over the life of the project, I am proud to tell you that the Gordon Oakes Red Bear Student Centre is now open to the campus community. Official opening ceremonies will occur during Aboriginal Achievement Week on Feb. 3, 4, and 5 but students, staff and faculty are able to utilise and enjoy the uniquely designed space.

The centre is a part of the university's community of supports promoting First Nations, Métis and Inuit student success. The centre helps facilitate on-campus Aboriginal engagement and the coordination and communication of Aboriginal initiatives throughout the university. The building also provides a home for Indigenous undergraduate and graduate student leadership. I hope you all have the opportunity to visit the space over the coming weeks and months.

AGENDA ITEM 6.0

PROVOST'S REPORT TO COUNCIL

January 2016

MESSAGE FROM THE VICE-PRESIDENT FINANCE AND RESOURCES

Thorvaldson Building

With the completion of the D and E Wings of the Health Sciences project and the B Wing scheduled for completion in 2016, space in the Thorvaldson Building has become available for other institutional priorities and needs, as the relocation of programs within the College of Pharmacy and Nutrition continues.

Preliminary planning (as provided to the Planning and Priorities Committee in November of 2013) noted that a Thorvaldson Building capital project:

- *Will include comprehensive renovation and rejuvenation to space where the College of Pharmacy & Nutrition was allocated that would deal with deferred maintenance in the 1966 Wing of the Thorvaldson building*
- *Preliminary consideration includes the relocation of the Department of Mathematics and Statistics from McLean Hall as well as the development of centralized multidisciplinary teaching and research facilities.*

The long term strategy for the Thorvaldson Building renewal is currently under development. The overarching intent is to de-intensify research activities due to the building's limited mechanical system and the current concept allocates space for:

- Ground floor: Instructional Centre – classrooms (STEM, interactive); undergraduate teaching labs; graduate student space
- First floor: College of Graduate Studies and Research; Instructional Centre – multipurpose teaching facilities
- Second floor: Mathematics and Statistics
- Third floor: Mathematics and Statistics; research labs and office space; decant space for RenewUS

Recent developments (such as the recent $37.2 million CFREF award which required that Office of the Vice-President Research (OVPR) staff be relocated from the NRC Building by March of 2016 in order to convert the vacated space to research laboratories) and a desire for permanent operational savings of approximately $1.0M annually necessitated the utilization of vacated space in the Thorvaldson building for an interim period. The current allocation for space is:

- Ground floor and a portion of the third floor: Advancement and Community Engagement (ACE)
- Second floor: Office of the Vice-President Research (OVPR). The re-location of the College of Graduate Studies and Research and the Department of Mathematics and Statistics is not impacted by the interim allocations.

A capital project steering committee to initiate the planning and design for the re-location of Mathematics and Statistics will be established in January of 2016.

INSTITUTIONAL PLANNING

Tuition and fees

The Board of Governors approved tuition rates for the 2016-17 academic year on December 15, 2015.

The process for setting rates this year included extensive consultation with deans, executive directors and program heads, and included a representative of Student Enrolment and Services Division for enrolment considerations. Consultations included review and discussion of the current tuition-setting processes, practices, and the university's tuition policy. Four key issues arose: the international tuition differential, standard graduate tuition rates, tuition predictability, and affordability for students. The tuition policy is currently being revised, and will be presented to the Board of Governors for approval in 2016. Revisions will be subject to extensive consultation, including the Academic Programs Committee, and Planning and Priorities Committee of Council, beginning in 2016.

Deans and executive directors engaged students between October and December 2015 to solicit feedback on tuition rates, and to communicate the importance of tuition revenue for program quality and student experience. Consultation in some colleges will continue in to January.

The fees review committee approved 2016-17 student fees in November 2015.

The 2016-17 tuition and fees announcement will be made to the campus community January 13, 2016 and more information can be found at usask.ca/tuition.

Institutional Effectiveness

Reviews

The external review team has concluded their review of the School of Environment and Sustainability (SENS) and submitted a written report of their findings to the provost's office and SENS leadership. SENS is in the process of finalizing their response to the report and once this is finished, the review will be completed and information posted on the office of Institutional Planning and Assessment's website (http://www.usask.ca/ipa/institutional-effectiveness/reviews.php).

The site visit for the review of the University Library has been confirmed for January 20-22, 2016. The external review team consists of representatives from the University of Alberta, Western University, and the Association of Research Libraries (ARL). This review is expected to be concluded in early March 2016.

Finally, planning is still underway for the review of the Johnson-Shoyama Graduate School of Public Policy. We are in the process of assembling the external review team and confirming dates for the site visit (expected to be in early April, 2016). Further updates will be provided on this and other reviews in the coming months.

COLLEGE AND SCHOOL UPDATES

University Library

The University Library is preparing for the site visit of the external review team happening at the end of January. The members of the review team are all seasoned professionals who in their own right have already made many contributions to librarianship, nationally and internationally. The members of the review team are:

External Reviewers:

Mr. Gerald Beasley – Vice-Provost and Chief Librarian, University of Alberta

Gerald Beasley was appointed Vice-Provost and Chief Librarian on July 1, 2013. His previous library experience includes leadership positions at the Canadian Centre for Architecture, Montreal; the Avery Architectural and Fine Arts Library, Columbia University, New York; and Concordia University, Montreal. He has also worked at the Royal Institute of British Architects and the Wellcome Institute for the History of Medicine in London, England. He is currently President of the Canadian Association of Research Libraries (2013-2015).

Education

M.A. English Language and Literature, Oxford University
M.A. Library Studies, University College London

Ms. Joyce Garnett – University Librarian Emeritus, Western University

Joyce Garnett is university librarian emeritus at Western University in London, Ontario, and recently served as interim dean of the University Library for Iowa State University. Ms. Garnett has 40 years of experience as a librarian, including 33 years teaching and 34 years in leadership positions both at universities and in the private sector.

Education

M.L.S. McGill University
B.Sc. McGill University

Dr. Elliot Shore – Executive Director of the Association of Research Libraries (ARL)

Elliott Shore has served as the executive director of the Association of Research Libraries (ARL) since January 2013. From 1997 to 2012, Dr. Shore served as the Constance A. Jones director of libraries and professor of history at Bryn Mawr College. Dr. Shore speaks and publishes widely, most recently with a focus on the future of research libraries and the need for coherence at scale in higher education.

Education

PhD History, Bryn Mawr College
M.S. Library Science, Drexel University
M.A. International History, London School of Economics and Political Science
B.A. History, Temple University

Internal Reviewer:

Dr. Jay Wilson – College of Education, University of Saskatchewan

Jay Wilson is an associate professor and Department Head & Graduate Coordinator of Curriculum Studies with the College of Education. He works at improving the experience of pre-service and graduate teachers and has extensive practical experience in the area of technology and its application to teaching and instruction. He is also skilled in the areas of multimedia production, program evaluation, and delivery of professional development.

Education

Ed.D., University of Southern Queensland
M.Ed. Educational Communications and Technology, University of Saskatchewan
B.Ed. Elementary Education, University of Saskatchewan
B.A. History, University of Saskatchewan

College of Arts and Science

Fourth-year music student **Megan Bauman** (saxophone) was recently named as one of the winners in the 2015 International Woodwinds and Brass Competition organized by American Protégé. As a result, Bauman will be performing at a concert in New York's Carnegie Hall on May 1, 2016.

In conjunction with the World University Service of Canada (WUSC), the U of S is taking steps to double the number of refugee students sponsored at the U of S from three to six. **Gabriela Mangano** (Geological Sciences), WUSC representative for the U of S, has been active in arranging this partnership.

Computer science professor **Carl Gutwin** was recently selected as a Distinguished Scientist by the Association for Computing Machinery (ACM), the world's largest educational and scientific computing society. The award celebrates the exceptional contributions of leading members in the computing fields. Prof. Gutwin was one of only three Canadians to make the list this year.

Award-winning hip hop artist **Lindsay Knight** (BA'10, MA'13), aka Eekwol, has joined the staff of the Saskatchewan Arts Board.

Professor Emeritus **David Carpenter** (English) has received a number of accolades for his most recent edited book, "*The Education of Augie Merasty.*" Written by Joseph Auguste ("Augie") Merasty, the book describes Merasty's boyhood experience at St. Therese Residential School at Sturgeon Landing, where he and his fellow students suffered cold, hunger, the loss of their culture and physical and sexual abuse.

A novel dedicated to emeritus professor of biology R. Jan F. Smith has won this year's Aurora award for Best English Novel. *A Play of Shadow* (published by DAW books) was by written **Julie E. Czerneda**, who did her graduate studies in biology at the University of Saskatchewan.

"Dreams and Spaces in Between," a short film directed by **John Graham** (Art & Art History), has won the Best Film Award at the 2015 Saskatchewan Independent Film Awards.

Zachari Logan (BFA'05, MFA'09), one of the college's Alumni of Influence, will be an artist-in-residence at the renowned Wave Hill Botanical Gardens in Bronx, NY.

Leona Theis (BA'80) has received American Short Fiction's first place prize for her story "How Sylvie Failed to Become a Better Person Through Yoga." Theis has been a mentor in the college's MFA in Writing Program.

Writing North is a two-day writers' festival (January 22-23) that targets Saskatoon and a wider Saskatchewan community of aspiring writers and anyone interested in writers and books. Now in its sixth year, Writing North features five established writers: http://www.skwriter.com/home/716

College of Pharmacy and Nutrition

<u>Doctor of Pharmacy Update</u>
It is with great pleasure to announce that our entry to practice Pharm D Program and new tuition proposal to support this program have been formally approved by the University Council and University Board of Governors respectively.

This is a major milestone for the college and I want to congratulate everyone for your time and efforts on making this happen. A special thank you to Linda Suveges, Yvonne Shevchuk and Shauna Gerwing for leading the process.

The proposal will now go to University Senate in April 2016 for final approval.

College Research Day

On Tuesday, November 10, the college held a Research Day at the Western Development Museum, which included 11 oral presentations, over 50 research posters, and an inspiring keynote address. The research presented during the day included applied and bench sciences in both pharmacy and nutrition, and gave our graduate students and faculty to learn more about each other's' work.

Thank you to keynote speaker **Dr. D. Lynn Kirkpatrick (BSP, 1978; PhD 1981)** for joining us for the day. Dr. Kirkpatrick's career has focussed on cancer drug discovery and development, and she now heads the biotechnology company Phusis Therapeutics.

Dr. Adil Nazarali designated Fellow of the Society

The Royal Pharmaceutical Society of Great Britain has designated **Dr. Adil Nazarali** as a Fellow of the Society. Fellowship is awarded to members who have made an outstanding original contribution to the advancement of pharmaceutical knowledge or attained distinction in the science, practice, profession or history of pharmacy.

Dean Wasan selected for Prix Galien Canada Jury

Congratulations to **Dean Kishor Wasan** who has been selected for the Prix Galien Canada Jury. The Prix Galien Canada is the most prestigious award in the field of Canadian pharmaceutical research and innovation. **Read more.**

OFFICE OF THE VICE-PRESIDENT RESEARCH

The research highlights for the month of January are reported in the attachment by the office of the vice-president, research.

UPDATE - SEARCHES AND REVIEWS

My office is currently engaged in a variety of decanal searches, as well as the review for the vice-provost, faculty relations. The search committees for the dean, College of Law and College of Kinesiology met in December 2015. The Edwards School of Business search committee will meet again in late January 2016. The review process for the vice-provost, faculty relations will begin in mid-January, with requests for feedback being sent out in early February. I am currently awaiting the report of the School of Public Health taskforce prior to determining the next steps in the executive director search. Search committees are formed for the decanal searches in the College of Arts & Science, University Library, and College of Graduate Studies. My office is in the process of determining a search consultant for each search, after which meetings will then be scheduled. The searches for the dean, College of Engineering and College of Nursing will begin later this year, once academic reviews of the colleges are undertaken.

REPUTATIONAL SUCCESSES

Dr. Dan Pennock Speaks at the United Nations

On December 4, 2015, U of S soil scientist Dr. Dan Pennock presented the Status of the World's Soils report to the United Nations (UN) as part of the official closing ceremony for the International Year of the Soils. Dr. Pennock is Canada's representative on the UN's Food and Agricultural Organization's (FAO) Intergovernmental Technical Panel on Soils.

Welcoming Dr. Jason Raine

Dr. Jason Raine has been hired as the Senior Advisor for Aquatics Research Facilities, Office of the Vice-President Research. With more than 20 years of experience, Dr. Raine will develop and maintain harmonization of management practices within all U of S aquatic facilities and provide oversight, guidance, and support on all aspects of aquatic species care and use at the U of S.

Dr. Debra Morgan Awarded SHRF 2015 Achievement Award

On December 4, 2015, Dr. Debra Morgan of the College of Medicine was awarded the SHRF 2015 Achievement Award in recognition of her leadership, excellence and achievement in the field of rural dementia health care. Dr. Morgan's research has fundamentally changed health service delivery across Saskatchewan for older adults with dementia through the establishment of her innovative Rural and Remote Memory clinic. She is an internationally recognized leader in her field who continues to successfully advance the goals of her large, multi-disciplinary research program.

Other 2015 SHRF Award Winners

Franco Vizeacoumar (Biomedical) and Corey **Tomczak** (Socio-Health) were both recognized for being awarded the Top Establishment Grant in their respective categories.

Chantal Kawalilak (Biomedical) and **Tayyab Shah** (Socio-Health) were both recognized for being awarded the Top Research Fellowship in their respective categories.

The following were recipients of **Research Team Awards** in acknowledgment of being awarded the Top Collaborative Innovation Development Grant in their respective categories:

Richard Huntsman, Jose Tellez-Zenteno, Richard Tang-Wai, Clinical

Troy Harkness, Terra Arnason, Gary Groot, John Gordon, Biomedical

Anne Leis & Leanne Smith, Gary Groot, Christine Meier, Pamela Meiers, Joan Santoro, Health Services and Population Health - Group 1

Caroline Tait, Cory Neudorf & Peter Butt, Leah Ferguson, Robert Henry, Robert Doucette, Cory Miller, Gabe Lafond, Health Services and Population Health - Group 2

Funding Successes

SSHRC grants awarded to two faculty from the College of Education

Dirk Morrison awarded SSHRC Insight Development Grant (IDG) (Curriculum Studies) for use at the University of Saskatchewan for his project titled "How Older Adults Use Virtual Personal Learning Environments (vPLEs) to Support Informal, Self-Directed E-Learning". This research will run from July 1, 2015 through June 30th, 2017. $50,000.

Marcia McKenzie awarded SSHRC Connection Grant (Department of Educational Foundations) for "Connecting Education and Environment: Mobilizing Sustainability in Education Research, Policy and Practice". $25,000.

MITACS awards U of S over $600,000 in funding through their Accelerate and Elevate Programs

Mitacs Accelerate

Raymond Spiteri (Department of Comupter Science) for "Analysis, Best Practices, and Content Creation for Mobile Learning" and Intern Saeed Ziaratgahi with industry partner Mathtoons Media, $15,000.

Akira Hirose (Department of Physics and Engineering Physics) for "Magnetic Compression and Stability of Spheromaks" and Intern Carl Dunlea with industry partner General Fusion Inc., $90,000.

Hui (Catherine) Niu (Department of Chemical and Biological Engineering) for "Drying Fuel Alcohols and Natural Gas with Biosorbents Based on Agricultural By-Products" and Interns Dr. Ravi Dhabhai, Divya Jayaprakash and Qian Huang. With industry partners, Spectrum Technologies Ltd. and Saskatchewan Canola Development Commission, $120,000.

Joyce McBeth (Department of Geological Sciences) for "Mineralogical Characterization of Ore Samples from the Cameco Resources Smith Ranch-Highlands Uranium Mine, Unit B" and Intern Samira Sumaila. Additionally with industry partner Cameco Corporation, $15,000.

David Klymyshyn (Department of Electrical and Computer Engineering) for "Multiband Phased Antenna Array Feasibility Study" and Intern Mehdi Hosseini with industry partner DragonWave Inc. $15,000.

Ajay Dalai (Department of Chemical and Biological Engineering) for "Production of Renewable Drop-In Fuel from Syngas Derived from an Ethanol Industry" and Interns Dr. Sandeep Badoga, Phillip Boahene, and Vahid Vosoughi with industry partner EAJV Technology Inc., $110,000.

Mahshid Atapour (Department of Finance and Management Science) for “Risk Analysis and Efficiency Measurement of Protocols for Missing Children in Saskatchewan” and Interns Dr. Mehdi Ghasemi and two additional interns to be determined, with partners Ministry of Justice Corrections and Policing and IRG-Informatics Inc., $90,000.

J. Dimmock (Division of Pharmacy) for "Antineoplastic Evaluation of Novel 3, 5-bis(Benzylidene)-4-Piperidones" and Intern Swagatika Das with industry partner Bertech Pharma Ltd, $45,000.

David Klymyshyn (Department of Electrical and Computer Engineering) for "Antenna Array Feasibility Study - Part 2" and Intern Mohammadreza Tayfeh Aligodarz with industry partner DragonWave Inc., $15,000.

Philip Chilibeck (College of Kinesiology) for "The Benefits of Hemp Protein Supplementation during Resistance Training" and Intern Mojtaba Kaviani with industry partner Naturally Splendid® Enterprises, $15,000.

Richard Gray (Department of Bioresource Policy, Business and Economics) for "An Economic Analysis of Improving the Grain Export Capacity at the West Coast Terminals" and Intern Mohammad Torshizi with industry partner Saskatchewan Wheat Development Commission, $30,000.

Won Jae Chang (Department of Civil and Geological Engineering) for "Development of Functionalized Clay-Based Reactive Media for Removal of Cationic Salts from Brine Effluent (Salinity Mitigation for Potash Mine Effluent)" and Interns Blain Paul, Ashley Siemens, Nick Gibb and Nicola Harris with partners International Minerals Innovation Institute, Agrium, The Mosaic Company, PotashCorp, $190,000.

Ralph Deters (Department of Computer Science) for "Patient Decision Aid for Musculoskeletal Injuries in Mild Hemophilia" and Intern Richard Kwadzo Lomotey with industry partners SAKINA Information Sciences and Bayer Healthcare, $15,000.

Ajay Dalai (Department of Chemical and Biological Engineering) for "Purification of Crude Glycerol" and Intern Asish K. R. Somidi with industry partners Milligan Biofuels and Saskatchewan Canola Development Commission, $45,385.

Ajay Dalai (Department of Chemical and Biological Engineering) for "Development of Fuel Additives for Internal Combustion Engines" and Intern Ravi Dhabai with Spectrum Technologies Ltd., $60,000.

Ralph Deters (Department of Computer Science) for "Mobile Phone Based Ionizing Radiation Detector Optimization" and Intern Gau Su with industry partner Environmental Instruments Canada Inc. $15,000.

Ralph Deters (Department of Computer Science) for "Design and Prove Rights Enforcer Cross Platform Development Strategy and SDE" and Intern Xiaodan Li with industry partners RightsX Inc. and Environmental Instruments Canada Inc., $15,000.

Francis Bui (Department of Electrical and Computer Engineering) for "Electrostatic Multi-Sensor Fusion" and Intern Yuzhe Ouyang with industry partners CNH Industrial Canada Ltd., $15,000.

Mohamed Boulfiza (Department of Civil and Geological Engineering) for "Developing a Cold Weather Admixture System for Low Temperature Masonry Construction" and Intern Ouafi Saha with industry partners Canada Masonry Design Centre (CMDC), $15,000.

Mitacs Elevate

Chris Zhang (Department of Mechanical Engineering) for “Design and Control of a Reconfigurable Packaging System” and Intern Yu Cao with industry partner DCZS Intelligent Systems Inc., $57,500.

Alan Rosenberg (Department of Pediatrics) for “Synergistic Actions of Nutraceuticals on Pain and Inflammatory” and Intern Tracy Wilson-Gerwing with industry partner Bioriginal Food & Science Corp., $57,500.

Contract Funding Successes

Craig Stephen (Canadian Wildlife Health Co-operative) has recieved $239,999 from the Public Health Agency of Canada for his project entitled "Zoonotic Pathogens in Canada".

Kirsten Bett (Department of Plant Sciences) has recieved $1,046,188 from the Saskatchewan Pulse Crop Development Board for the project entitled "Application of Genomics to Innovations in the Lentil Economy (AGILE)".

Room 110, 1 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 5A3

University of Saskatchewan Students' Union

Telephone: (306) 966-6960
Fax: (306) 966-6978
E-mail: contactus@ussu.ca
Website: www.ussu.ca

A Happy New Year to all members of the University Council!

On behalf of the USSU Executive, I'd like to extend our sincere gratitude to all of the hard work done by the University Council. We are excited for Term 2 and all of the opportunities it holds to better our institution for all peoples.

This upcoming term will seem quite short with the amount of amazing student initiatives being put on. Like the Winter Welcome Week that the USSU held from January 5th – 7th, students from all across campus came out to celebrate a new school year with games, a trivia night, a Kaiser tournament and much more. Our very own VP Senecal and VP Fu carried out the initiative in collaboration with student groups on campus.

The USSU is dedicated to creating a welcoming environment on campus and with the Campus Club Week taking place on January 18th – 22nd, we look forward to hearing how we may further our efforts in collaboration with student groups across the U of S.

One of many important issues that the University Students' Council would like to highlight has been housing issues for students. The USC is taking steps to asses the housing issues that students face. With the ever increasing cost of living, plus the cost of education, this has put pressure on the student population. For those who are interested, please feel free to contact the USSU and I look forward to reporting on the progress of this very important issue.

Last but not least, as we move into term 2 the University Students' Council is moving forward with exploring issues that female identified students face when considering running for the USSU executive with the Commission on Female Leadership. The commission is still in its underway and I, as well as the whole student body, are excited to see what can be accomplished.

University Council Report
Graduate Students' Association - Rajat Chakravarty

It has been quite a low-key month for a change in December 2015 at the Graduate Students' Association - most of which was due to finals followed by the winter break. However, we are just underway with planning and executing some of our bigger events of the year. My apologies in advance as well as I was unable to attend the December meeting due to an urgent family commitment in Mumbai, India.

The Graduate Student Week - Mark your calendars - this week is happening from February 29th - March 4th 2016. The idea isn't new, but we felt the graduate students work hard over the year and contribute to the success of academic pursuits on campus - and it is only fitting that we celebrate their achievements as their student association. It's looking packed already with 4 events already lined up that week, and possibly more to come.

- The GSA Conference 2016 - This is a graduate student research conference that allows students to present their results, or even their research proposals in front of an interdisciplinary audience. This is a golden opportunity for students to sharpen their communication skills for national and international conferences as well as give those students who may not have the chance to go to such conferences to showcase their research. These presentations are moderated by professors as well as judged for prizes at the intra-college level.

- The 3-Minute Thesis - To be able to give a tribal introduction to one's intricate research ideas and concepts to a wider audience is an art - and the 3-Minute thesis exploits just that! After the success of the event last year, the GSA in collaboration with CGSR is once again welcoming participants to the event. Winners are given handsome cash awards as well as an opportunity to advance to the regional and national competitions.

- The Industry Talk Series - continues with another set of elite panelists from another industry sector in a tete-a-tete with graduate students on how to navigate and succeed in the industry.

- The GSA Gala 2016 - This would be a culminating event to the busy week with an awards night celebrating graduate student achievements. There will be awards for best graduate student researchers in various fields, best graduate student supervisors as well as some organizational achievement recognition awards within the GSA. There will also be a dinner and some cultural performances as well.

Syrian Refugee Donation collection - Our collection drive has been a roaring success and we wish to continue this in the coming weeks as well. We have partnered with the Sustainability Office on this who will be collecting donations every other week.

AGENDA ITEM NO: 7A

UNIVERSITY COUNCIL

TEACHING, LEARNING, AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Jay Wilson; Chair, Teaching, Learning, and Academic Resouce Committee
DATE OF MEETING:	January 21, 2016
SUBJECT:	Report on TLARC's activities regarding Indigenous Content in Academic Programming
COUNCIL ACTION:	For information only

CONTEXT AND BACKGROUND:

In November 2015, the University of Saskatchewan Students' Union (USSU) passed a motion in their Student Council, calling on the University of Saskatchewan to commit to including Indigenous content into all academic programs and to strike a coordinating committee to inform and guide the implementation of Indigenous content in academic programs.

Following good and vibrant conversation of the USSU motion at the December 17, 2015 meeting of University Council, it was determined that TLARC should take a lead role in investigating how to: (1) advance on the spirit of the USSU motion and (2) identify what steps the institution can take to move towards requiring Indigenous content in all academic degree programs offered at the U of S.

TLARC dedicated a full meeting on January 7, 2016 to discussing how the USSU's motion, as well as curricular calls to action from the Truth and Reconciliation Commission report (http://www.usask.ca/reconciliation/), fits within a framework of building reconciliation and can be approached in a way that aligns with the strategic directions of the institution.

DISCUSSION SUMMARY:

TLARC has identified three important activities that the Committee will undertake to start to build and action a plan requiring inclusion of Indigenous content in all degree-based academic programs. First, the committee will undertake a process of modifying the Learning Charter (http://www.usask.ca/learning_charter/) to reflect the articulation of

learning outcomes that are directly connected to Indigenous content. Second, the committee will oversee an environmental scan designed to identify learning outcomes and academic programming work already achieved or under development in colleges and schools within the larger area of indigenous content. Such a scan will make it possible to identity and mobilize the supports and resources needed to make it possible for colleges and schools to undertake curricular development and implementation. Third, also stemming from the scan, TLARC will develop a set of strategies and examples for schools and colleges to make use of as they develop and revise their programming.

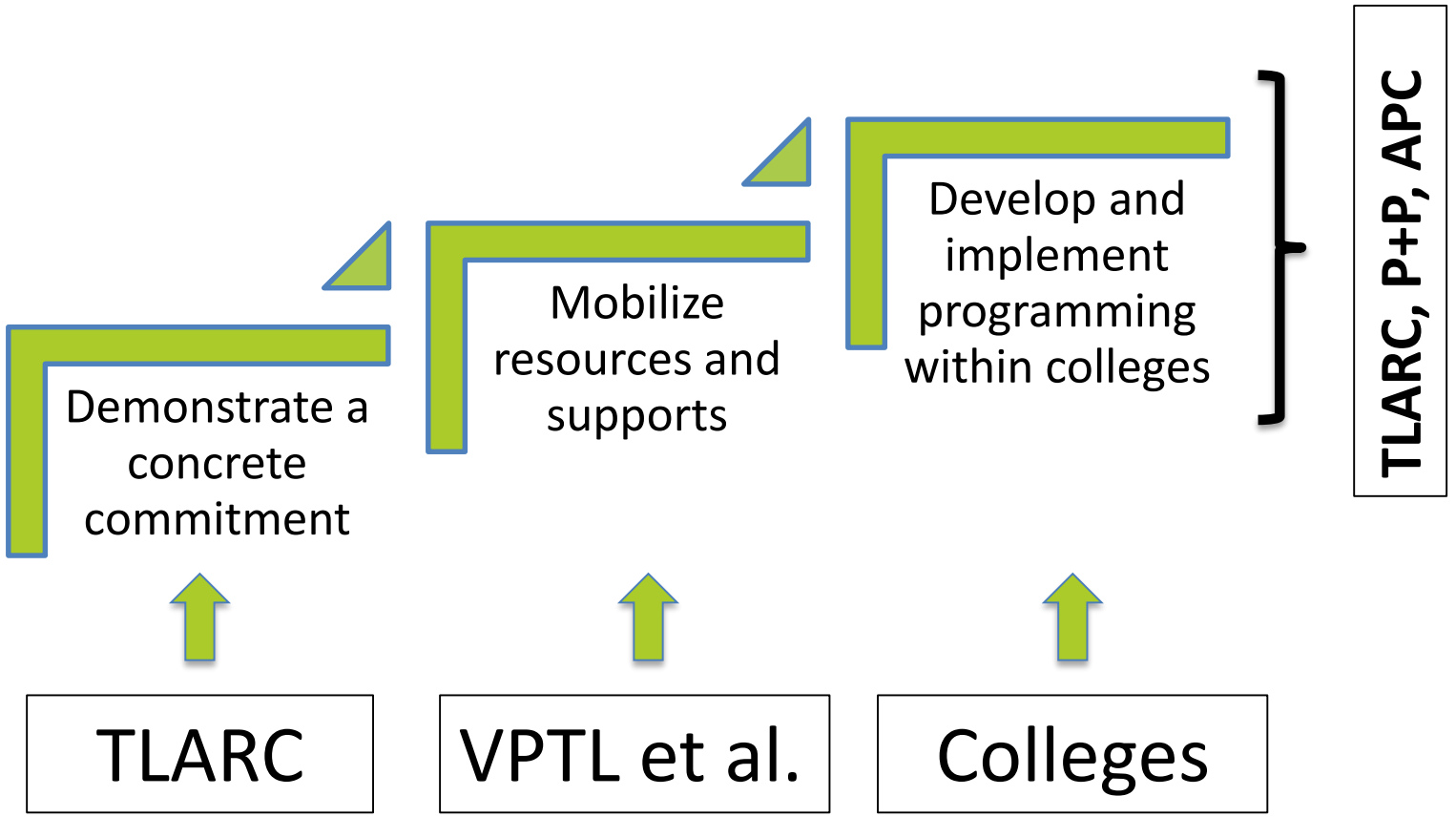
In discussing TLARC's role and mandate with respect to teaching, learning, and academic resources as well as Indigenous student success and engagement, the committee determined that an important first step that the committee can take will be to re-visit the Learning Charter to include learning outcomes related to Indigenous content that are connected to the existing goals mapped out in the Charter. The Learning Charter was developed by the Teaching and Learning Committee of Council, an earlier iteration of TLARC, and was approved by University Council on June 17, 2010. The Learning Charter is a document that colleges and departments use to develop program-level outcomes for new and revised academic programs. In amending the Learning Charter to include expected learning outcomes tied to Indigenous content in all academic programs, the university makes a concrete institution-level commitment that, in turn, guides the work of colleges and departments. TLARC wants to begin its work of revising the Learning Charter immediately and will ensure Council is kept informed of its progress.

The next two activities that TLARC will undertake (the scan of curricular activities tied to Indigenous content and learning outcomes in colleges and schools and developing strategies for schools and colleges) will help create the foundation for the programming work that is best done by colleges and schools. To do this work, TLARC will rely on resources (people and funding) provided by the Vice-Provost Teaching and Learning portfolio. The development and implementation of curriculum and any changes to program requirements will be undertaken by individual colleges and schools Ensuring that development and implementation is done at this local level will preserve the integrity of academic programs and will optimize the likelihood of introducing (or expanding) Indigenous content into programs in a meaningful way. The work required of the colleges and schools may be supported by TLARC, as well as by other committees of Council, such as Planning and Priorities and the Academic Programs committee. At a later date, TLARC plans to bring forward a recommendation to University Council about the design of an accountability mechanism to ensure that colleges and schools develop timelines and strategies that move forward in alignment with renewed learning goals in the Learning Charter that will have been approved by Council.

ATTACHMENTS:

1. Building AND Acting on a Multi-Phase Plan: Indigenous Content as a Requirement

Building AND Acting on a Multi-Phase Plan: Indigenous Content as a Requirement



AGENDA ITEM NO: 7B
UNIVERSITY COUNCIL

REQUEST FOR DECISION

PRESENTED BY: Marcel D'Eon – Member-at-large and Monica Iron - Student Member (seconder)

DATE OF MEETING:
January 21, 2016

SUBJECT:
In solidarity with the USSU Student Council's resolution of November 19, 2015 calling on the University of Saskatchewan "to commit to implement Indigenous Content into the curriculum of every University of Saskatchewan degree" [i]

In support of the calls to action of the Truth and Reconciliation Commission

In the spirit of the U of S Learning Charter

Consistent with the institutional commitment in our Third Integrated Plan ("inclusion of Indigenous Knowledge and experience in curricular offerings")

Acknowledging the significant progress that has been made in this area and to affirm our relationship with one another

DECISION REQUESTED TO SUPPORT IN PRINCIPLE

University Council emphatically endorses the inclusion of Indigenous (First Nation's, Inuit, Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: January 21, 2016

SUBJECT: Certificate in Professional Communication in the College of Engineering

DECISION REQUESTED:

It is recommended that:
Council approve the Certificate in Professional Communication in the College of Engineering, effective September 2016.

CONTEXT AND BACKGROUND:

The College of Engineering has operated the Ron and Jane Graham School of Professional Development since its founding in 2007. The Centre currently offers a Professional Communication Option, which was initially restricted to undergraduate students within College of Engineering. Though non-engineering students were not permitted to register in the option, some colleges incorporated some of the communication courses into their degree programs and members of the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) were permitted to register in the courses as a means of demonstrating ongoing professional development.

The College sees the development of a Certificate in Professional Communication as enabling a wider audience for this program. Non-engineering students would be able to receive recognition for the communications classes that they take and would allow engineering students to complete the program post-graduation. By developing the existing option into a certificate program, non-traditional clients, such as professional engineers working on professional development, could be encouraged to enroll in the program.

While most post-secondary institutions in the province offer academic or professional development programs in communication, the breadth and depth of these offerings varies greatly from that of this certificate, in that they most focus on language acquisition, journalism, or public relations or are offered in condensed modular format.

IMPLICATIONS:

With the introduction of the Certificate in Professional Communication, the existing Professional Communication Option will be phased out. It is the intention of the College

of Engineering to delete the existing option program after one year of running the two programs concurrently.

Given that the proposed Certificate program involves converting the existing option into a "stand alone" certificate of proficiency program, there are few budgetary or operational implications. With the certificate being offered as a stand-alone credential, there is the possibility of increased interest in the program, which could lead to increased tuition revenue as well as increased expenses to ensure appropriate teaching capacity, though these streams would not be investigated in the early stages of the new program.

CONSULTATION:

- Academic Programs Committee of Council
- Planning and Priorities Committee of Council
- College of Engineering Faculty Council
- College of Engineering - Interim Dean and Associate Dean Academic);
- School of Professional Development (College of Engineering)
- Department of English (Dr. Lisa Vargo, Department Head);
- College of Education (Dr. Dawn Wallin, Associate Dean Undergraduate Programs, Partnerships, and Research);
- Edwards School of Business (Professor Noreen Mahoney, Associate Dean Students and Degree Programs); and
- College of Kinesiology (Dr. Kent Kowalski, Acting Associate Dean)

SUMMARY:

The Certificate in Professional Communication in the College of Engineering is being proposed to better meet the needs of students, both in the College of Engineering and beyond, as it allows all students who enroll in the program to receive a recognizable credential in the form of a certificate of proficiency. It allows students more flexibility in enrolling in the program, as it can be completed outside of their degree and will allow non-traditional clients, such as working professionals, to enroll as well.

The Certificate in Professional Communication will build upon the existing expertise that has been developed in the Ron and Jane Graham School of Professional Development and will focus on rhetoric and professional communication. The proposed certificate will help students enrolled in the program better understand and utilize communication tools in oral and written communications.

FURTHER ACTION REQUIRED:

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

ATTACHMENTS:

1. Proposal –Certificate in Professional Communication

INTEROFFICE MEMORANDUM

TO: MS. AMANDA STOREY
COMMITTEE COORDINATOR, OFFICE OF THE UNIVERSITY SECRETARY
SECRETARY, ACADEMIC PROGRAMS COMMITTEE OF COUNCIL

FROM: DR. BRUCE SPARLING
INTERIM DEAN AND ASSOCIATE DEAN ACADEMIC, COLLEGE OF ENGINEERING

SUBJECT: PROGRAM PROPOSAL – CERTIFICATE IN PROFESSIONAL COMMUNICATION

DATE: DECEMBER 1, 2015

CC: DR. JOHN MOFFATT
DIRECTOR, SCHOOL OF PROFESSIONAL DEVELOPMENT

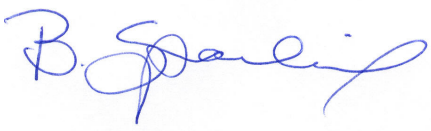
Ms. Amanda Storey:

At the recommendation of the Faculty Council within the College of Engineering, I am pleased to submit to the Academic Programs Committee of Council a proposal for the Certificate in Professional Communication program.

In addition to the letters of support contained within the proposal, this memorandum also serves to certify that senior leadership within the College of Engineering supports the establishment of this program in its entirety.

Should you have any questions or concerns regarding this program proposal, please do not hesitate to contact me directly via telephone or email.

Sincerely,



Bruce Sparling, Ph.D., P. Eng., FCSCE
Interim Dean and Associate Dean Academic
College of Engineering
Phone: 306-966-5366
Email: engr.academicdean@usask.ca

BS/cm
Encl: 1

PROPOSAL OVERVIEW

Established in January 2013 by the Planning and Priorities Committee of Council, the *School of Professional Development, College of Engineering*, has achieved many of its initial objectives. In addition to advancing undergraduate studies and research in written, oral, and rhetorical communication, the unit has developed and offered a *Professional Communication Option* to students in the College of Engineering since 2007.

In its current form as an academic option, the *Professional Communication Option* consists of six courses that focus on professional and rhetorical communication. Since its inception, registration into the option has been restricted to undergraduate students registered in the College of Engineering although undergraduate students from other colleges have completed many of the courses as well.

In response to student feedback and industry demand, the *School of Professional Development, College of Engineering* is requesting the approval of University Council to convert the existing academic option into a certificate of proficiency program, effective May 2016. The enclosed proposal describes in greater detail the historical content, motivation, justification, and implications of the request.

TABLE OF CONTENTS

HISTORICAL CONTEXT 1

Ron and Jane Graham School of Professional Development 1
Professional Communication Option 1

ACADEMIC JUSTIFICATION 2

Motivation 2
Target audience and anticipated demand 2

PROGRAM DESCRIPTION 4

Draft calendar entry 4
Course information 4
Program requirements 4
Program Admissions 5

ENVIRONMENTAL SCAN 6

Comparable programs within Saskatchewan 6
Comparable programs within Canada 6
Competitive Advantage 7

ALIGNMENT WITH INSTITUTIONAL PRIORITIES 8

School of Professional Development 8
College of Engineering 8
University of Saskatchewan 8

RESOURCE IMPLICATIONS 10

Current Delivery Model 10
Incremental Revenues 11
Incremental Expenses 11

CONSULTATIONS 13

List of parties consulted 13

APPENDICES 14

Registration Statistics – Total Enrollment in RCM Courses 14
Registration Statistics – Completion of Multiple RCM Courses 15

Convocation Statistics – Professional Communication Option 16
Environmental Scan – Post-Secondary Institutions Within Saskatchewan 17
Environmental Scan – Post-Secondary Institutions Within Canada 19
Course Outlines – required courses in the program 21
letters of support 58
Faculty Council Approval – college of engineering 69
dr. john moffatt, director, school of professional development 72
dr. lisa vargo, department head, department of English 73
dr. dawn wallin, associate dean, college of education 74
professor noreen mahoney, associate dean, Edwards school of business 75
dr. kent kowalski, acting associate dean, college of kinesiology 77

HISTORICAL CONTEXT

Ron and Jane Graham School of Professional Development

Approved by the Planning and Priorities Committee of Council on February 22, 2007, the *Ron and Jane Graham Centre for the Study of Communication* was founded to "establish the University of Saskatchewan as a national leader in the study of communication, while also addressing the demands of engineering and other professions for superior communication skills as well as sound technical skills."

With respect to administration, historically, the "Type-A Centre" was housed within the College of Engineering and both administrative as well as academic authority rested with the Dean. It was not until January 24, 2013 that the Planning and Priorities Committee of Council approved the establishment of the *School of Professional Development, College of Engineering* and that administrative authority of the centre was transposed to the newly established school.

Since its inception, the *Ron and Jane Graham Centre for the Study of Communication* has realized many of its strategic endeavours, including the advancement of undergraduate studies in written and oral communication, the development of an undergraduate option in professional communication, and furthered academic research in rhetorical communication. These accomplishments have been made possible by a faculty complement whose expertise lay in rhetorical and professional communication. Industry demand for improved communication and technical skills of professionals have also propagated the academic success of the centre.

Professional Communication Option

As one of four initial strategic priorities associated with the establishment of *Ron and Jane Graham Centre for the Study of Communication*, the Engineering Communication Option was presented to and approved by the Academic Programs Committee of Council on September 20, 2006. Three years after being established, the Academic Programs Committee of Council supported renaming the option to the *Professional Communication Option.*

Initially, registration into the option was restricted to undergraduate students within the College of Engineering and the option consisted of eighteen credit units of courses covering the "principles of communication". While non-engineering students were not permitted to register in the option, various colleges, including the College of Agriculture and Bio-resources and the College of Kinesiology, have incorporated some of the communication courses into their degree programs. Similarly, members of the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) were allowed to register in the courses as a means of demonstrating ongoing professional development.

ACADEMIC JUSTIFICATION

Motivation

The *School of Professional Development, College of Engineering* has been offering a *Professional Communication Option* to students in the College of Engineering since 2007. This program was sponsored and created in response to industry demand for employees who were effective at communicating not only with colleagues and management within their own organization, but also with clients, government agencies, and the general public. The proposal to convert the *Professional Communication Option* into a Certificate of Proficiency program has been influenced by student demand for increased recognition, a need for improved marketability, and the possibility of delivering the program to non-traditional markets.

Initially, the *School of Professional Development* fielded numerous enquiries from recent graduates who were interested in completing the *Professional Communication Option* post-graduation. While the students were permitted to register in the required courses, the inability of these students to receive formal recognition for completing the option post-graduation dissuaded many from completing the option. Subsequent consultation with the Office of the Registrar confirmed that student records can be modified to include the option post-graduation, albeit through performing non-standard administrative processes.

The proposed conversion of the existing *Professional Communication Option* to a Certificate of Proficiency program will not only reassure prospective and registered students of their ability to complete the program post-graduation, it will also provide graduates with a more distinct and reputable form of recognition. As an academic option, graduates of the *Professional Communication Option* are only formally distinguished from other students by a notation on their academic transcript. Regardless of whether or not the proposed Certificate of Proficiency program is completed in tandem with another degree program or on its own, graduates will receive formal recognition for their efforts by being provided a parchment from the University of Saskatchewan. This is anticipated to improve the marketability of the program, both from a student and programmatic offering perspective.

In the long-term, offering a Certificate of Proficiency program will allow the *School of Professional Development* to strengthen its presence as a provider of professional development services in the local market. By appealing to non-traditional clients, such as public and private-sector organizations, the unit will be able to generate additional revenues to sustain current operations and investigate opportunities for further professional development programming. Given that the program will initially be targeted towards full-time undergraduate students, courses will be delivered during normal business hours. Prior to targeting non-traditional clients, The *School of Professional Development, College of Engineering* will research and identify ways to deliver the curriculum in ways that will be feasible and attractive to local organizations, such as alternative course delivery methods.

Target Audience and Anticipated Demand

Over the past eight years as an academic option, the *Professional Communication Option* has maintained a steady level of student interest and enrolment, and the *School of Professional Development* hopes to better serve its current students and modestly increase the level of student participation by offering a Certificate of Proficiency program. For further information on historical enrolment statistics, please see Appendix I.

In the short-term, the proposed Certificate of Proficiency program will be targeted towards current undergraduate students at the University of Saskatchewan. Historically, registration into the academic option has only been open to undergraduate students registered within the College of Engineering and, as a result, a comparable level of demand is expected from these students. The *School of Professional Development* anticipates a strong demand for the proposed program from undergraduate students registered within the College of Agriculture and Bio-resources, given that the unit has offered many service-delivery courses to this college in the past and there has been consistently high registration from their students. Finally, the *School of Professional Development* intends to promote the Certificate of Proficiency program to faculty, staff, and students within the College of Kinesiology as well as the College of Arts and Science as a means to generate further interest in the program.

In the long-term, the *School of Professional Development* plans to promote the Certificate of Proficiency program to non-traditional clients, such as public and private-sector organizations. Prior to doing so, the unit intends to conduct an industry feasibility survey to identify the general interest for the program, as well as to better understand the delivery format and timing that would best meet the needs of working professionals. The success of the proposed Certificate of Proficiency program is not contingent upon acceptance of this market; however, such adoption would allow the unit to strengthen its presence as a provider of professional development services in the local market.

PROGRAM DESCRIPTION

Draft Calendar Entry

The Certificate in Professional Communication (CPC) program is a certificate of proficiency program that prepares students for a professional career by cultivating communicative judgment in professional practice. The program consists of six courses (18 credit units). All courses within the program have a rhetorical foundation and are delivered by the *School of Professional Development, College of Engineering*.

Registration into the Certificate in Professional Communication is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program.

The prescribed schedule for courses required to earn the Certificate in Professional Communication is flexible; however, RCM 300.3 is a prerequisite for the program and students are strongly recommended to complete RCM 400.3 before other RCM 400-level courses. Finally, students are required to complete RCM 495.3 as a capstone course.

Course Information

All required courses in the Certificate in Professional Communication (CPC) program are offered on an annual basis during the fall and winter terms. While most elective courses are also offered on an annual basis, due to resource limitations, the *School of Professional Development, College of Engineering* may not offer every elective course. Select courses will be offered during the spring and summer terms.

In its current form, all courses in the Certificate in Professional Communication (CPC) program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Saskatoon Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the *School of Professional Development, College of Engineering* via telephone (306-966-7830).

Please note that students can receive credit for only one of the Professional Communication Option or the Certificate in Professional Communication. Double-counting of courses toward both of these programs is not allowed.

Program Requirements

Required Courses (9 Credit Units)

RCM 400.3: Rhetorical Theory and Practice of Persuasion
RCM 401.3: Oral Rhetoric
RCM 495.3: Rhetorical Peer Mentorship

Elective Courses (9 Credit Units)

Student must select and complete three of the following courses:

RCM 402.3: Interpersonal Communication and Rhetoric
RCM 403.3: Professional Document Design and Editing

RCM 404.3: Leadership as Communication
RCM 405.3: Ethics and Technical Communication
RCM 407.3: Rhetorical Editing
RCM 408.3: Writing for the Public
RCM 409.3: Negotiation as Rhetorical Practice
RCM 498.3: Special Topics

For further information on course content and descriptions, please see Appendix VI.

Program Admissions

In its current form as an academic option, there is no formal admission process for the *Professional Communication Option*. Prospective students are required to contact the Engineering Student Centre and indicate that they wish to be enrolled in the option, at which time an administrative staff member will add the concentration to the individual student record.

Once the academic option has been converted into a certificate of proficiency program, prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). Support has been received from the Office of Recruitment and Admissions indicating that their office will receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet four criteria: they must be able to demonstrate the successful completion of high school, have completed RCM 300.3 or an approved equivalent, have maintained a 60% average in the most recent 18 credit units of completed coursework, and have completed at least 60 credit units of post-secondary studies. With respect to admission quotas, the *School of Professional Development, College of Engineering*, anticipates initial enrollment in the program to be between 35 and 50 students. Initially, a maximum of 50 students can be admitted into the certificate of proficiency program in any given year.

Once institutional approval has been received for the development and offering of the Certificate in Professional Communication program, the 36 students currently registered in the *Professional Communication Option* will be contacted and asked if they wish to remain in the current academic option or if they wish to be migrated into the certificate of proficiency program. In the event that they wish to migrate into the certificate program, the Academic Programs Coordinator within the College of Engineering will coordinate the administrative processes required to administer such changes.

ENVIRONMENTAL SCAN

Comparable Programs within Saskatchewan

Having conducted an environmental scan of post-secondary education institutions in Saskatchewan, the development and offering of a *Certificate in Professional Communication* program is anticipated to generate little to no curricular duplication within the province.

While most post-secondary institutions in the province offer academic or professional development programs in communication, the breadth and depth of these offerings varies greatly from that of the proposed *Certificate in Professional Communication*. With respect to academic programs in languages and communications, most curricula focus exclusively in language acquisition, journalism, or public relations. Professional development offerings within the province also greatly differ from the proposed certificate program, given that many courses and programs are offered in condensed modular format and focus exclusively on business or interpersonal communication.

For further information on related and/or comparable programs within Saskatchewan, please see Appendix IV.

Comparable Programs within Canada

Having conducted an environmental scan of post-secondary education institutions across Canada (university-level only), the development and offering of a *Certificate in Professional Communication* program is anticipated to generate some degree of curricular duplication in the national context.

In Western Canada, approximately twelve post-secondary education institutions offer academic or professional development programs in communication or related fields. Of these institutions, six operate in British Columbia, three in Alberta, one in Saskatchewan, and two in Manitoba. While the depth of content greatly varies, the majority of these programs focus solely on communication studies as it pertains to media, journalism, and interpersonal communication. Only the University of British Columbia and Capilano University offer certificate programs in professional communication; however, the content of these programs greatly differs from that of the proposed *Certificate in Professional Communication* program at the University of Saskatchewan.

In Central and Eastern Canada, approximately eighteen post-secondary education institutions offer academic or professional development programs in communication or related fields. Much as in Western Canada, the majority of these programs focus solely on communication studies as it pertains to media, journalism, and interpersonal communication.

While the development and offering of a *Certificate in Professional Communication* program would result in an incremental degree of curricular duplication within Canada, the value of the proposed program is not diminished. In its current form as an academic option, there has been a constant demand for the option from undergraduate students since its inception. As a certificate program, such demand is, at minimum, expected to remain constant. With the absence of competitive offerings in Saskatchewan and Alberta, converting the existing option into a Certificate of Proficiency program is expected to allow the *School of Professional Development* to serve an unmet need in the local market.

For further information on related and/or comparable programs within Canada, please see Appendix V.

Competitive Advantage

The proposed Certificate in Professional Communication's competitive advantage lies in its rigour as an academic programme. It features a diverse suite of full-term credit courses, taught by fully qualified Graham School faculty who have demonstrated records in teaching and research. Moreover, the courses explore complementary facets of a unified theoretical approach grounded in the traditions of rhetorical communication, which allows students to establish a solid foundation for ongoing assessment and improvement of communication practice as they experience it in their careers.

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

School of Professional Development

As previously articulated, the *School of Professional Development, College of Engineering* (formerly, *Ron and Jane Graham Centre for the Study of Communication*) was founded to "establish the University of Saskatchewan as a national leader in the study of communication, while also addressing the demands of engineering and other professions for superior communication skills as well as sound technical skills."

In the short-term, the conversion of the existing *Professional Communication Option* to a certificate of proficiency program will allow the unit to further the study of communication in both a provincial and national context, as well as to provide undergraduate students registered in the program with greater recognition for their accomplishments.

In the long-term, the conversion of the existing *Professional Communication Option* to a certificate of proficiency program is anticipated to assist the unit in more fully engaging with industry through the offering of professional development programming. Prior to doing so, the unit has committed to conducting an industry feasibility study on this option to identify industry demand, propensity to pay, and preferred delivery formats.

College of Engineering

As articulated in the *College of Engineering Strategic Plan (2012-2016)*, in its second century, the three defining features that the College of Engineering will be known for are high quality programs, innovation, and relevance to industry.

Converting the existing *Professional Communication Option* to a Certificate of Proficiency program will allow the *School of Professional Development, College of Engineering* to continue offering a high quality program that "prepare students for professional and academic careers, graduate studies, and leadership roles". As a Certificate of Proficiency, graduates of the program, many of which work in local, regional, and international industries, will receive greater recognition for their academic accomplishments. Additionally, those that wish to either continue or complete studies in professional communication post-graduation will be able to do so more easily.

University of Saskatchewan

In addition to complementing unit and college-level planning and priorities, the proposed *Certificate in Professional Communication* program aligns well with both the *Third Integrated Plan: Promise and Potential* as well as *the Learning Charter for the University of Saskatchewan*.

In its current form as an academic option, the *Professional Communication Option* provides undergraduate students with a foundational knowledge in the theory and practice of professional communication, and persuasion in particular. While the primary objective of the option is to prepare students to negotiate the rhetorical, political, ethical, and interpersonal challenges of communicating in a professional environment, the option also allows undergraduate students to develop superior technical communication skills, such as writing technical correspondence, reports, and preparing presentations. The innovative nature of this curriculum directly contributes to "innovation in academic

programs and services" articulated in the *Third Integrated Plan* and, as a Certificate of Proficiency program, assist the University of Saskatchewan in developing relevant, learning-centred programming.

Converting the existing *Professional Communication Option* to a Certificate of Proficiency program will allow undergraduate students to continue demonstrating the discovery, knowledge, integrity, skills, and citizenship goals set forth in the *Learning Charter for the University of Saskatchewan*. Alignment with this foundational document is described as follows.

The Discovery Goals indicate that students will be able "to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation," and will "be adept at learning in various ways, including independently, experientially, and in teams" (2). Many of the courses require students to analyze scenarios and work in groups to discuss and resolve difficult communication situations.

The Knowledge Goals state that students will "understand how their subject are may intersect with related disciplines" and "utilize and apply their knowledge with judgement and prudence" (2). The discipline of rhetoric shares a body of theory with sociology, psychology, and linguistics, and professors frequently refer to research conducted in these disciplines. While the certificate program courses provide much grounding in rhetorical theory, our ultimate goal is to help students develop their judgement; thus, the purpose of the program is ultimately a practical one, since students are required to demonstrate their skill in using rhetorical theory to assess and remediate difficult situations.

According to the Integrity Goals, students will "exercise intellectual integrity and ethical behaviour" (2); the Certificate in Professional Communication program includes an elective course in Ethics and Technical Communication, in which the ethical dimensions of rhetorical theory and professional communication are carefully explored. Furthermore, the faculty continually emphasize the fact that ethical considerations are a crucial element of the application of rhetorical theory, and they require students to demonstrate their ethical reasoning through the practice of ethical persuasion both in and outside of class. Students will be able to "communicate clearly, substantively, and persuasively" (2) as the Skills Goals state, and this goal is at the heart of our program. Also, students learn how "to locate and use information effectively, ethically, and legally" (2) through collaboration with the university library, and through frequent research assignments and instruction in research techniques and citation methods.

The final goals, the Citizenship Goals, indicate how university programs are designed to serve the larger society: students will "value diversity and the positive contributions this brings to society"; "share their knowledge and exercise leadership"; and "contribute to society, locally, nationally, or globally" (2). In essence, the program prepares students for the responsibilities of corporate citizenship. One of the program electives examines leadership from a communication perspective. Many RCM students are involved with Engineers without Borders and other socially-conscious organizations, and the training they receive in the proposed Certificate in Professional Communication program prepares them for important administrative roles in such organizations. Ultimately, all of our courses prepare students for the communication requirements of engaging with colleagues, management, clients, and the general public, and provide them with the opportunity to pursue all of the goals outlined in the university's learning charter.

RESOURCE IMPLICATIONS

Current Delivery Model

In its current form as an academic option, the *Professional Communication Option* can be taken concurrently with a Bachelor of Science in Engineering program at the University of Saskatchewan. Registration into the courses that comprise the option is not restricted to students registered in the option (many students take RCM 400-level courses for program electives) and, as a result, developing an accurate costing model for program delivery is quite complex.

With respect to personnel resourcing requirements, the academic option is currently delivered by seven faculty members (USFA), each of whom deliver rhetorical communication courses to undergraduate students both registered and not registered in the academic option. The option is indirectly supported by three academic advisors (ASPA) who provide counsel to undergraduate students as needed (including on academic matters outside of the option). Additionally, select administrative staff (CUPE) also indirectly support the option, given that they seldom provide information or referral pertaining to the option as needed. Having been offered as an academic program since 2006, initial start-up costs and operating expenditures have already been incurred or are supported by existing unit resources.

In terms of physical resourcing requirements, the academic option is currently delivered in a traditional lecture format and classes are held in existing classroom spaces within the College of Engineering. Given that registration in the option is currently restricted to undergraduate students registered within the College of Engineering, class scheduling considerations focus exclusively on engineering timetables. Existing space allocations have proven adequate for current enrollment levels and program delivery methods.

In terms of library and technological resourcing requirements, each of the courses within the academic option heavily rely on the University Library to provide students with access to academic journals and articles. Little assistance is requested from the University Library to acquire printed materials for the courses within the academic option; however, requests are occasionally made. Finally, few technological resources are required to support the delivery of the academic option, with the exception of standard administrative tools such as Blackboard Learn, University Library search engines, and email communications. Each of these technological resources are routinely provided to instructors and students at the University of Saskatchewan regardless of whether they are registered in the option. In sum, existing library and technological resources have proven adequate for current program delivery methods.

Given that the proposed *Certificate in Professional Communication* program simply involves converting an existing academic option into a certificate of proficiency program, in the short-term, the *School of Professional Development, College of Engineering* projects nominal incremental revenues and expenses to be realized. Forecasting incremental revenues and expenses in the long-term is more complex, given that an industry feasibility study has not been conducted to identify how best to deliver the program to local industry.

Incremental Revenues

The primary source of revenue generated by the *Professional Communication Option* (and proposed Certificate in Professional Communication program) are tuition revenues. Each of the courses contained

within the certificate program are three credit unit, tuition category 7, courses. As a result, the total tuition revenue generated by each student who completes the proposed program ranges from $4,085 (for domestic students) to $12,255 (for international students).

Developing a revenue forecasting model for the proposed certificate program in its current form as an academic option is quite complex. Between 2011-12 and 2014-15, an average of ten undergraduate students completed and graduated with the academic option per year. Given that many students complete between three and five rhetorical communication classes (but not the required six), they are ineligible to graduate with the academic option, yet tuition revenue is still generated from the classes. For further information on the number of rhetorical communication classes completed between 2011-12 and 2014-15 per student, please see Appendix II.

Based upon these graduation statistics listed above, the average tuition revenues generated per year by the *Professional Communication Option* ranges from $40,851 (for domestic students) to $122,553 (for international students). By permitting undergraduate students from colleges aside from the College of Engineering to complete the option, as well as providing students with the ability to complete the program post-graduation, the propensity for the proposed certificate program to generate additional revenues is strengthened.

Given that the initial enrollment target for the *Certificate in Professional Communication* program is thirty students per year, the forecasted tuition revenues generated by each cohort of students who complete the program ranges from $122,553 (a cohort of all domestic students) and $367,659 (a cohort of all international students). In the short-term, the actual figure is expected to be closer to the minimum in the range, given that domestic students are the primarily subscribers to the program in its current form as an academic option. Provided the enrollment targets are met, the tuition revenues generated by each cohort of students is triple current levels.

In the long-term, the *School of Professional Development, College of Engineering* intends to conduct market research to substantiate anecdotal claims from industry that there is demand for professional development offerings in communication. To do so, an industry feasibility survey will be conducted to identify the magnitude of demand, potential clients, and the propensity to pay for such professional development offerings, as well as the preferred method of course delivery. Based upon the feedback received, the *School of Professional Development, College of Engineering* will determine if and how the Certificate in Professional Communication can be promoted to local industry. In doing so, the unit will also investigate the potential of differential tuition rates for the program as a whole or based upon market segment. Consultation with various university-level and college-level offices will be sought throughout this process.

Incremental Expenses

The primary sources of expenses generated by the *Professional Communication Option* (and proposed Certificate in Professional Communication program) can be categorized into two categories: start-up costs and permanent operating expenditures.

Given that the *Professional Communication Option* has been offered by the School of Professional Development, College of Engineering since 2006, initial start-up costs associated with the program have already been incurred and borne by the unit. Incremental costs are expected to be incurred as a result of converting the current academic option into a certificate of proficiency program. For instance,

promotion materials will need to be developed to market the program to prospective students. Initial ideas for this purpose include working with the Communications Officer within the College of Engineering to develop such materials as well as with Printing Services to print the materials. With respect to requesting the assistance of a Communication Officer, incremental costs are indirectly incurred; however, the unit anticipates incurring a total of $500 which will be spent to print materials through Printing Services. Additional human, physical, library, and technological resources will not be required.

With respect to permanent operating expenditures, the primary expenses associated with the delivery of the *Professional Communication Option* (and proposed certificate of proficiency program) are the faculty salaries and time committed to delivering the program. Given that the courses have and will continue to be delivered to undergraduate students both registered and not registered in the option, these expenses have already been incurred by the unit. Based upon initial enrollment targets for the certificate program, additional human, physical, library, and technological resources will not be required to support the program in the short-term (due to the fact that the program is currently offered as an academic option).

Should *the School of Professional Development, College of Engineering* decide to market the Certificate in Professional Communication program to industry in the long-term, incremental expenses may be incurred to support additional teaching capacity (such as hiring additional instructors) or to develop alternative delivery methods for the courses. Given that the primary intent of converting the existing academic option to a certificate of proficiency program is to provide graduates of the program with greater recognition, the unit does not anticipate an incremental increase to permanent operating expenses in the short-term.

CONSULTATION

To ensure transparency as well as to elicit constructive feedback, the following offices were consulted throughout the planning of the proposed conversion of the Professional Communication Option to the Certificate in Professional Communication Program:

- Planning and Priorities Committee of Council (Dr. Lisa Kalynchuk, Chair)
- College of Engineering (Dr. Christopher Hawkes, Chair of Faculty Council);
- College of Engineering (Dr. Bruce Sparling, Interim Dean and Associate Dean Academic);
- School of Professional Development (Dr. John Moffatt, Director);
- Department of English (Dr. Lisa Vargo, Department Head);
- College of Education (Dr. Dawn Wallin, Associate Dean Undergraduate Programs, Partnerships, and Research);
- Edwards School of Business (Professor Noreen Mahoney, Associate Dean Students and Degree Programs); and
- College of Kinesiology (Dr. Kent Kowalski, Acting Associate Dean);

Please find attached correspondence which indicates support of these individuals in Appendix VII.

REGISTRATION STATISTCS
Rhetorical Communication Courses
Appendix I

Total Registration in RCM-Series Courses, Per Academic Year
Academic Years: 2011-12 through 2014-15

Course Code	2011-12	2012-13	2013-14	2014-15
RCM 300	469	505	499	549
RCM 400	57	32	42	43
RCM 401	51	41	37	31
RCM 402	21	18	12	22
RCM 403	0	17	0	0
RCM 404	24	24	26	27
RCM 406	48	15	16	0
RCM 407	19	18	10	14
RCM 408	10	8	6	7
RCM 409	0	0	0	18
RCM 498	0	0	11	0
Grand Total	699	678	659	711

Data Source: Data Retrieve from Individual Class Lists PAWS (Advisor Services, Class List Download).
Report Prepared by Christopher Martin, Academic Programs Coordinator

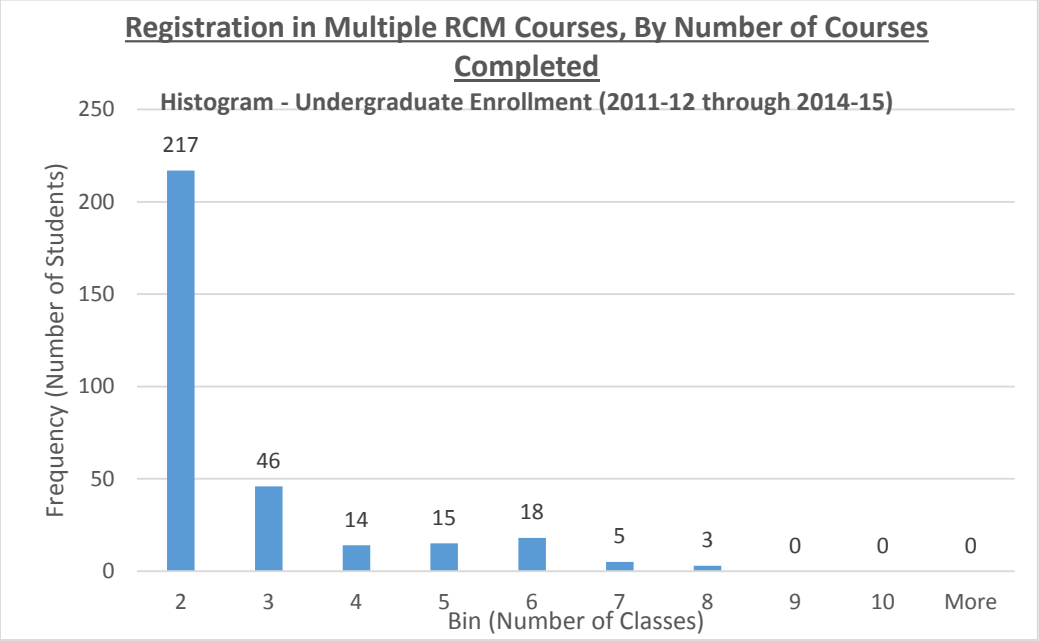
REGISTRATION STATISTCS
Rhetorical Communication Courses
Appendix II

Number of Students Who Completed Multiple RCM Courses, By Number of Courses (Table)
Academic Years: 2011-12 through 2014-15

Bin (# of Courses)	*Frequency*	% of Total
1	1863	85%
2	217	10%
3	46	2%
4	14	1%
5	15	1%
6	18	1%
More	0	0.3%

Data Source: Data retrieved from Individual Class Lists in PAWS (Advisor Services, Class list download)
Report Prepared by Christopher Martin, Academic Programs Coordinator

Number of Students Who Completed Multiple RCM Courses, Buy Number of Courses (Histogram)
Academic Years: 2011-12 through 2014-15



Data Source: Data retrieved from Individual Class Lists in PAWS (Advisor Services, Class list download)
Report Prepared by Christopher Martin, Academic Programs Coordinator

CONVOCATION STATISTCS
Professional Communication Option
Appendix III

Academic Year	Number of Graduates with PCO (Spring Ceremony)	Number of Graduates with PCO (Fall Ceremony)	Number of Graduates with PCO (Total)
2014-15	6	0	6
2013-14	8	0	8
2012-13	18	0	18
2011-12	9	0	9
2010-11	11	0	11

Data Source: Internal Reporting (College of Engineering), Graduation Statistics

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N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2014 Convo
N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2013 Convo
N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2012 convo
N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2011 convo

ENVIRONMENTAL SCAN
Post-Secondary Institutions Within Saskatchewan
Appendix IV

Universities

Institution	Related Programs
University of Saskatchewan	Professional Skills Certificate (SENS) Communication Programs (ESB, Executive Education)
University of Regina	Journalism Studies

Federated Colleges

Institution	Related Programs
Campion College	None identified.
Luther College	None identified.
St. Thomas More College	None identified.
First Nations University of Canada	Indian Communication Arts

Affiliated Colleges

Institution	Related Programs
St. Peter's College	None identified.
Briercrest College and Seminary	None identified.
College of Emmanuel and St. Chad	None identified.
Horizon College and Seminary	None identified.
Lutheran Theological Seminary	None identified.
St. Andrew's College	None identified.

Polytechnics

Institution	Related Programs
Saskatchewan Polytechnic	None identified.

Aboriginal and Northern Education

Institution	Related Programs
Gabriel Dumont Institute	None identified.
NORTEP/NORPAC	None identified.
Saskatchewan Indian Institute of Technologies	None identified.

Regional Colleges

Institution	Related Programs
Carlton Trail College	None identified.
Northlands College	None identified.
Great Plains College	Select Communication Classes
Cumberland College	Interpersonal Communications (Prof. Development)
Parkland College	None identified.
North West College	None identified.
Southeast College	None identified.

Career Colleges

Institution	Related Programs
Saskatoon Business College	Business Writing & Communication (Prof. Development)

ENVIRONMENTAL SCAN
Post-Secondary Institutions Within Canada
Appendix V

British Columbia

Institution	Related Programs
Capilano University	Advanced Professional Communications Program (Certificate)
Capilano University	Professional Communications Program (Certificate)
Capilano University	Communication Studies (Bachelor)
Capilano University	Communication Studies (Diploma)
Royal Roads University	Professional Communication (Bachelor)
Simon Fraser University	Communication Studies (Bachelor)
Trinity Western University	Communication (Bachelor)
Trinity Western University	Corporate Communication (Bachelor)
University of British Columbia	Communication and Negotiation (Certificate)
University of British Columbia	Professional Development (Certificate)
University of Fraser Valley	Communications (Bachelor)

Alberta

Institution	Related Programs
Athabasca University	Communication Studies (Bachelor)
MacEwan University	Communication Studies (Bachelor)
University of Calgary	Communication Studies (Bachelor)

Saskatchewan

Institution	Related Programs
First Nations University of Canada	Indian Communication Arts (Certificate)

Manitoba

Institution	Related Programs
Canadian Mennonite University	Communications and Media Studies (Bachelor)
University of Winnipeg	Rhetoric and Communications (Bachelor)

Ontario

Institution	Related Programs
Algonquin College	Media and Communication Studies (Certificate)
Brock University	Business Communications (Bachelor)
Carleton University	Communication and Media Studies (Bachelor)
McMaster University	Communication Studies (Bachelor)

Ryerson University	Business Communication (Bachelor, Certificate)
Trent University	Communications and Critical Thinking (Bachelor)
University of Ottawa	Communications (Bachelor)
University of Toronto	Professional Writing and Communication (Bachelor)
University of Western Ontario	Professional Communication and Management (Diploma)
University of Windsor	Communication Studies (Bachelor)
Wilfrid Laurier University	Communication Studies (Bachelor)
York University	Communication Studies (Bachelor)
York University	Professional Writing (Bachelor)
York University	Technical and Professional Communication (Certificate)

Quebec

Institution	Related Programs
Concordia University	Communication Studies (Bachelor)
McGill University	Communication Studies (Minor)

New Brunswick

Institution	Related Programs
Saint Thomas University	Communications and Journalism (Bachelor)

Nova Scotia

Institution	Related Programs
Cape Breton University	Communication Studies (Bachelor)
Saint Mary's University	Business Communication (Certificate)

COURSE OUTLINES
Certificate in Professional Communication Program
Appendix VI

The following pages contain detailed course outlines for the following courses:

RCM 300.3: Effective Professional Communication
RCM 400.3: Rhetorical Theory and Practice of Persuasion
RCM 401.3: Oral Rhetoric
RCM 402.3: Interpersonal Communication and Rhetoric
RCM 403.3: Professional Document Design and Editing
RCM 404.3: Leadership as Communication
RCM 405.3: Ethics and Technical Communication
RCM 407.3: Rhetorical Editing
RCM 408.3: Writing for the Public
RCM 409.3: Negotiation as Rhetorical Practice
RCM 495.3: Rhetorical Peer Mentorship
RCM 498.3: Special Topics

Ron & Jane
GRAHAM CENTRE
for the Study of Communication

COURSE OUTLINE

COURSE TITLE: **Effective Professional Communication**
COURSE CODE: **RCM 300**
TERM: **Fall 2015**

COURSE DESCRIPTION

The purpose of this course is to prepare students to negotiate the rhetorical, political, ethical, and interpersonal challenges of communicating in a professional environment. Although it addresses the practical demands of writing technical correspondence and reports, the primary focus of the course is on the development of the student's communicative judgement. Students will be asked to assess and respond appropriately to a variety of case studies and to present their analyses in acceptable oral and written formats. This course is also intended to provide a foundation for further study in communication through the Professional Communication Option.

LEARNING OUTCOMES

By the end of the course, you should be able to demonstrate the ability to do the following:

1. Articulate the communicative purpose of professional messages
2. Assess the constraints of the communicative situation
3. Balance the sometimes competing needs of audience, message, and speaker
4. Establish and maintain professional credibility through appropriate tone, content, and format
5. Address audience appropriately at all times in a variety of written and oral media
6. Employ a standard documentation method

Attribute Mapping:

Level of Performance‡

Learning Outcome	Attribute†											
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**A11**	**A12**
1		4					4	3				
2		4					4	3				
3		4					4	3				
4		4					4	4				
5		4					4	4				
6		4					4	3		4		

†Attributes:

A1 A knowledge base for engineering
A2 Problem analysis
A3 Investigation
A4 Design
A5 Use of engineering tools
A6 Individual and team work
A7 Communication skills
A8 Professionalism
A9 Impact of engineering on society and the environment
A10 Ethics and equity
A11 Economics and project management
A12 Life-long learning

‡Levels of Performance:

1 - **Knowledge** of the skills/concepts/tools but not needing to directly apply them to solve problems.
2 - **Using** the skills/concepts/tools to solve directed problems. (*"Directed" indicates that students are told what tools to use.*)
3 - **Selecting** the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have a definite solution.*)
4 - **Applying** the appropriate skills/concepts/tools for open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.*)

METHODS AND REQUIREMENTS

The course will combine lecture, class discussion, recorded lessons, in-class exercises, and written and oral assignments. Because the material covered in this course is new to most of you, you will need to keep up with your reading and attend classes regularly**.** All course material, including required readings from the textbook and required downloads from Blackboard, will be covered on examinations.

You are encouraged to do the following:

- Consult Blackboard regularly for assignment information, required downloads, course supplements, announcements, and recorded lessons
- Attend class regularly
- Complete the appropriate research, writing, and reading prior to class
- Ask questions about anything you do not understand
- Participate in class discussions

All RCM 300 sections will cover the same topics, require the same major assignments, and grade using the same standards and expectations. We will do our best to keep the sections consistent, but with multiple sections operating simultaneously, absolute identity between them is impossible to ensure and, given the nature of communication, not even desirable. Thus, the sequence and emphasis of topics covered may vary slightly from section to section, as each instructor draws upon his or her particular experience with professional communication. However, unless you are advised otherwise, readings and assignments are due when specified in the schedule. All sections will write common midterm and final exams.

ATTENDANCE

Because this is a course in communication, participation in classroom discussion is important. If circumstances require that you miss classes, please speak to your instructor. This is your chance to practise professional communication skills that you will need in your career. Remember that a portion of your final grade is based on the professionalism you exhibit in your conduct.

For the oral part of the course, part of your involvement is the discussion and analysis that follow the speeches; everyone is expected to participate. You will be expected to provide a critical and supportive audience for your classmates' speeches**. For the public speaking portion of the course, attendance is mandatory; a minimum of 10% will be deducted from your oral presentation grade for arriving late on a speech day, missing speeches, or missing a speech-day class.**

MIDTERM EXAM

All sections of RCM 300 will write a common midterm exam. Please check your course schedule to determine when the exam will be written.

If you have an appropriate academic conflict with the scheduled writing time, you must inform your instructor at least **one week** in advance of the exam in order to be considered for an alternate writing of the exam.

A missed midterm will be given a grade of "0" unless prearranged approval from the instructor is given in writing, or an adequate reason for the absence is supplied with supporting documentation. Declaration of Absence forms are available at the Engineering Student Centre.

ELECTRONIC DEVICES

Please turn off your phones when you enter the classroom. Remember that an important aspect of professionalism is knowing when to multi-task and when <u>not</u> to. If you are

expecting an emergency call, work out an appropriate way to handle the situation with your instructor.

No portion of a class may be recorded electronically.

ACADEMIC DISHONESTY (Plagiarism)

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result of your own effort and be created for this specific section of the class. A confirmed plagiarism will result in your case being handled according to university policy.

Instructors will be scrutinizing assignments carefully for evidence of undocumented use of source material. If you are feeling overwhelmed about any required assignment, see your instructor or the course coordinator. There are always better solutions than risking the loss of the course or expulsion from the university. If you do not understand what academic dishonesty and plagiarism are, you should acquaint yourself with the university's policy and definition, available on-line at http://www.usask.ca/honesty.

Unless otherwise instructed by your instructor, all assignments must be submitted both electronically using BlackBoard and in hardcopy in class.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are late. Any assignment more than five days late (without an approved extension) will not be accepted for grading. Extensions are not granted as a matter of course and will only be considered if you have made arrangements with your instructor prior to the due date. If you are having a problem with your assignment, please see your instructor before the work is due. **Remember that this is a class in professional communication; handle your issues with deadlines in a professional manner.**

TEXTS (You can buy these two texts at the bookstore bundled for a reduced price.)

MacLennan, J. 2009. *Effective Communication for the Technical Professions.* 2nd ed.. Don Mills, ON: Oxford University Press.
(The first edition of this textbook is acceptable, but some of the material is missing. However, there are copies of the new edition of the textbook on the Reserve shelves of the Engineering and Natural Sciences libraries.)

Messenger, William E., Jan de Bruyn, Judy Brown and Ramona Montagnes. 2012. *The Canadian Writer's Handbook: Essentials Edition.* Don Mills, ON: Oxford University Press.

COURSE ASSIGNMENTS

Your final grade will be calculated on the basis of the following:

ASSIGNMENT	DESCRIPTION	VALUE
Job Application Package	Résumé, cover letter, CACEE form, oral interview	10%
Regular Term Assignments	Assignment 1 (Bitzer) Assignment 3 Speech Planner	5% 5%
Midterm Test	**Wednesday October 7** **6:00 – 7:15 pm** **Arts 241**	10%
Professionalism	Contribution to class discussion and environment; management of deadlines; interactions with instructor	5%
Oral Presentation	Extemporized delivery of a persuasive speech	10%
Writing Portfolio	Reflection on your progress during the term using your self-introduction memo and at least one other written assignment as evidence	5%
Report	Presentation of research findings	15%
Final Exam	**You must pass the final exam to achieve a passing grade in this class**	35%

GRADING SCALE

90 – 100	Exceptional
80 – 89	Excellent
70 – 79	Good
60 – 69	Satisfactory
50 – 59	Minimal Pass

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

RCM 400 – Rhetorical Theory and the Practice of Persuasion

Ron and Jane Graham School of Professional Development, College of Engineering
University of Saskatchewan
T1 2015-2016 (Fall 2015)

Instructor: Burton Urquhart **Office: 2A18 Engineering**
Email: burton.urquhart@usask.ca **Phone: (306) 966-1386**
(I'm happy to discuss any questions or concerns you have about course concepts or assignments. Please email me to set up office appointments. Alternatively, feel free to drop by my office and check if I'm available to meet with you.)

COURSE OBJECTIVES

- To become aware of the role of language and how language is used in society for particular ends; in other words, how language is used persuasively, or rhetorically, and how language persuades
- To become acquainted with the discipline of rhetoric
- To develop sensitivity to rhetorical strategies and methods used in texts in order to become more effective readers
- To develop analytical or critical, as well as practical and persuasive, skills through the basic methods of rhetorical criticism

COURSE DESCRIPTION

This course is meant to serve as a brief introduction to the aims and scope of the art of rhetoric. However, this introduction, including a section on language, will be used to provide the background required to enhance your skill in close reading, or improved comprehension, and the use and detection of rhetorical devices and methods. These analytical and critical skills are not only useful for your own development a professional, but also as a "consumer" of messages. I want you to leave this class with an understanding of the breadth of rhetoric and its influence on your everyday experience.

METHODS AND REQUIREMENTS

You will complete four written assignments (three shorter assignments to develop and exercise your analytical and rhetorical skills, and one major analysis essay). There will also be in-class quizzes throughout the term (short answer questions and brief analyses of artefacts) and a final examination (3 hour exam that will combine elements of the quizzes and formal assignments). There will be no mid-term exam.

A professionalism grade will be determined based on your participation in and contribution to class discussions, your interactions with other students and me, and the professionalism you exhibit in your conduct. Therefore, I expect you to actively participate in discussions of the materials we are reading, and to listen and respond to lectures on class material. I encourage and expect you to ask questions about the readings, and offer your insights and comments. Make sure that you **come to class with your assigned readings *read***.

CLASS PROTOCOL

- Bring rhetorical objects (signs, messages, ads, notes, emails) to class with you if you find things that pique your interest. We can then discuss them as a class.
- Bring the textbook and/or a printed hard copy of each reading to class with you.
- Turn off your cell or smartphone. This courtesy also means no texting.
- Do not use your electronic devices for any purpose not related to the course material.
- Do not disrupt the class by coming in late, wandering in and out during class time, or engaging in private conversation.
- Do not record, electronically or otherwise, any portion of the class, without prior instructor consent.

ATTENDANCE

Because the course material is new to most of you and the readings are foundational, your regular attendance is crucial in this course. Missing classes will greatly affect your success in this course. The discussions we have in class about the readings and artifacts that we are studying will help you understand the unfamiliar disciplinary context in which some of the readings were written. Therefore, the course lectures and discussions will be crucial to your understanding of the course material. Please join in our discussions and explorations of the concepts and ideas presented in the course. Quizzes and exams will draw on both assigned readings *and* classroom discussions and lectures.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are overdue. I will not allow extensions unless you have made arrangements with me prior to the due date. If you are having a problem with your assignment, please see me before the work is due as I am generally quite flexible with deadlines.

ACADEMIC DISHONESTY

Please read and understand U of S policy on plagiarism and academic misconduct. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition contained in the calendar and on the web. You should also consult the information on plagiarism you were given in RCM 300.

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to plagiarism or other academic dishonesty. PLEASE come see me. I will be happy to help you with any part of the course that is troubling you.

REQUIRED TEXTS

Brummett, Barry. Rhetoric in Popular Culture. 4th ed. Los Angeles: Sage, 2015.

You will also be responsible to find and print several other articles and essays that we'll be discussing throughout the term. I will provide further information in class.

FINAL GRADE DISTRIBUTION

Three written assignments **30%**
(10% each, varying between 3 – 5 pgs.)

Final essay **25%**
Writing planner 5%
Essay (7 – 8 pgs. min.) 20%

In-class quizzes and writing **10%**
(4 throughout the term; one every 2 – 3 weeks)

Professionalism and participation grade **5%**
(based on your participation in and contribution to class discussions, and therefore overall attendance, your interactions with other students and me, and the professionalism you exhibit in your conduct)

Final examination **30%**
(short answer, matching, essays)

Ron & Jane
GRAHAM CENTRE
for the Study of Communication

COURSE OUTLINE

COURSE TITLE:	**Oral Rhetoric**
COURSE CODE:	**RCM 401 (01)**
TERM:	**Fall 2015**
COURSE INSTRUCTOR:	**Debbie Rolfes**

Office: Eng 2A20.6 Office phone: 966-2893
Email: debora.rolfes@usask.ca Office hours: TBA

COURSE DESCRIPTION

RCM 401: Oral Rhetoric focuses on application of the fundamentals of rhetoric to oral presentations. This is not primarily a course in performance; thus, in addition to developing skills in delivery, it will concentrate on applying theoretical understanding in four other areas: understanding and adapting to audience; using rhetorical strategies to develop a well-structured, engaging, and convincing argument; accommodating to situational constraints; and establishing speaker credibility.

LEARNING OUTCOMES

By the end of the course, you should be able to demonstrate the ability to do the following:

1. Articulate the communicative purpose of professional presentations
2. Assess the constraints of the communicative situation
3. Balance the sometimes competing needs of audience, message, and speaker
4. Establish and maintain professional credibility through appropriate tone, content, and delivery
5. Address audience appropriately at all times
6. Develop a logical and well-supported argument
7. Identify and suggest remedies to weak or illogical arguments
8. Provide substantive and appropriate feedback to peers

METHODS AND REQUIREMENTS

This course is equally divided between oral assignments (including speeches and analysis) and written analyses (including brief responses to the readings, a formal essay analysis, and a final written examination). Since developing understanding and skill in public speaking depends on practice, much of the class time will be devoted to presenting and analysing speeches. You will prepare three well-researched presentations, each 5 minutes long, and will select one of the three to recast for your final oral assignment. As well, you will be expected to provide a critical and supportive audience for your classmates' speeches; everyone is expected to participate in this process of observation and analysis that follows the speeches. As well, you will be required to keep extensive written records of the speeches you hear as a foundation for writing a formal analytical paper and final examination.

ATTENDANCE

Part of your responsibility in this course will be to provide an audience for your classmates who are speaking. Attendance is, therefore, mandatory on speech days, and you must be in class on time. **If you are late or absent for any part of any speech round, you will lose 5 marks per incident from your speech mark in that round.** However, each of you may miss one speech day with no penalty. I don't like deducting marks from speeches, but I need to emphasize your obligation to come to class and to be there on time.

ELECTRONIC DEVICES

Please turn off your phones when you enter the classroom. Remember that an important aspect of professionalism is knowing when to multi-task and when not to. If you are expecting an emergency call, work out an appropriate way to handle the situation with me.

No portion of a class may be recorded electronically except with the permission of the instructor and student-speaker. If we decide that it would be helpful, we might consider recording selected speeches if the speaker agrees.

ACADEMIC DISHONESTY (Plagiarism)

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort and be created for this specific section of the class. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy.

I will be scrutinizing assignments carefully for evidence of undocumented use of source material. If you are feeling overwhelmed about any required assignment, see me. There are always better solutions than risking the loss of the course or expulsion from the university. If you do not understand what academic dishonesty and plagiarism are, you should acquaint yourself with the university's policy and definition, available on-line at <www.usask.ca/university_secretary/honesty/academic_misconduct.php>.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements with your instructor prior to the due date. Speech strategy reports and responses to the readings will receive a grade of zero and will not be marked if they are late. If you are having a problem with your assignment, please see me before the work is due. **Remember that this is a class in professional communication; handle your issues with deadlines in a professional manner.**

TEXTS

There is no required text for this course. However, there will be required readings posted on Blackboard.

GRADING SCALE

90 – 100	Exceptional
80 – 89	Excellent
70 – 79	Good
60 – 69	Satisfactory
50 – 59	Minimal Pass

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

COURSE ASSIGNMENTS

Your final grade will be calculated on the basis of the following:

ASSIGNMENT	DESCRIPTION	VALUE
Speech Round One	Strategy Report Speech Self-evaluation	5% 5%
Speech Round Two	Strategy Report Speech Self-evaluation	5% 7%
Speech Round Three	Strategy Report Speech Self-evaluation	5% 8%
Speech Round Four	Strategy Report Speech Self-evaluation	5% 15%
Responses to Readings	Short memos about theoretical Readings	10%
Analytical Report	Assessment of another student's progress	10%
Participation	Provide effective feedback to peers in speech rounds	5%
Final Exam		20%

USEFUL BACKGROUND

The normal prerequisite for RCM 401 is RCM 300; any additional course in rhetoric would also be helpful. As our emphasis will be on the *rhetorical* nature of public speaking, you will need to be comfortable with basic concepts of rhetorical discourse as a pragmatic and situated art. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM 300, I can provide you with copies of these readings. You will be expected to call upon these concepts both in your own speaking strategies as well as in your critique of your colleagues' speeches.

RCM 402 (01): Interpersonal Communication & Rhetoric (T1 2015)

Dr. J. Wills
966-5360
Office Hours: Monday 2:30 – 4:00
& by appointment

jeanie.wills@usask.ca
Engineering 2A20.4

DESCRIPTION
This course is a survey of foundational concepts and theories in interpersonal communication. Topics include the nature of communication, self-concept, face and politeness, ethics, listening, context and situation, human motivation, identity formation, and persuasion. The course will incorporate rhetorical theories and introduce social-scientific theories, and its goal will be to encourage students to think about the dynamic and shifting nature of human interaction, and to develop strategies for managing their own interactions in more effective ways.

HOURS PER WEEK: 3

METHODS AND REQUIREMENTS
This course combines theoretical understanding with practical application, focusing on mastery of the interpersonal and relational dynamics of human interaction, particularly in a professional context. The class will be a mixture of discussion and lecture, but is highly interactive. You can expect to participate in several exercises, written and oral, designed to develop your skill in reading and responding to the relational elements in the messages and self-presentation of others. I will take attendance and will test for class content and reading material. I will also expect you to come to class prepared to discuss the readings.

OBJECTIVES
- To develop an understanding of the role of interpersonal-relational dynamics in human interaction
- To improve understanding of human motivation as it informs communication
- To understand the nature of symbolic representation
- To understand the role of situation in creating and managing relationships
- To develop skill in listening and responding to content and relation in messages
- To develop skill in managing interpersonal dynamics in professional communication
- To increase the number of interpretative strategies available in response to interpersonal communication situations

ASSIGNMENT REQUIREMENTS

Regular assignments (3-4)…….……..……..…….15 %
Icon ……..……..……..…...10%
Icon Strategy report ……..……..……..…10%
Pop quizzes ……..……..…5%
Major Report…….……..……..…….....25%
Final exam.....35%
TOTAL.……..……100%

While I hope that you will develop effective communication skills that you can use in your personal life, I will not ask or expect you to share any information that you feel would violate
your privacy. All members of the class will be expected to participate respectfully in the discussions.

CLASS PROTOCOL:

- Attendance is expected.
- Missed quizzes **CANNOT** be made up and the grade recorded will be "Zero." All quizzes must be written in class on the day they are scheduled
- DO TURN OFF YOUR CELL PHONE!. (If you are expecting an emergency call, please let me know.)
- **!!!! DO NOT TEXT DURING CLASS!!!**
- Do come to class prepared to contribute to class discussion: prepare by doing the reading
- Do not disrupt the class by coming in latebor wandering in or out during class time.

EXTENSION POLICY

I am not averse to granting extensions ***if*** you discuss them with me a day prior to assignment deadlines. If you do not hand in an assignment by the deadline, expect a 10% reduction per day. Assignments will be submitted on BlackBoard.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at http://www.usask.ca/university_secretary/dishonesty.shtml> If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

USEFUL BACKGROUND

The normal prerequisite for RCM 402 is RCM 300; any other courses in the RCM 400series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

TEXTS

MacLennan, Jennifer. *Interpersonal Communication for Canadians*. Toronto: Oxford UP, 2008.

Supplemental material will be available in Blackboard.

RCM 403: Professional Document Design and Editing

Ron and Jane Graham Centre for the Study of Communication
School of Professional Development – College of Engineering, University of Saskatchewan
T2 2012-2013 (Winter 2013)

Course Outline

Instructor: Burton Urquhart **Office: 2A21.2 Engineering**
Email: burton.urquhart@usask.ca **Phone: 966-1386**
(I'm happy to discuss any questions or concerns you have about course concepts or assignments. Please email me to set up office appointments. Alternatively, feel free to drop by my office and check if I'm available to meet with you.)

Course Description

This course briefly and broadly introduces the history and theory of technical and professional communication. A major emphasis is placed on applying this theory to the practice of professional communication. Designing, producing and formatting various genres of professional documents, adapting to various audiences, and improving style and clarity will be discussed and practised. This goal of this course is to develop your ability and judgement in making, and understanding, the rhetorical choices necessary in creating effective professional documents.

Course and Learning Objectives

- To gain greater mastery and understanding of the theory and practice of rhetorical communication
- To develop skill in understanding, identifying, and navigating the rhetorical, social, ethical, and political dimensions of professional communication
- To improve skill in producing effective professional communication, and making appropriate and effective rhetorical choices in the design and production of professional documents
- To develop skill in situational analysis, and audience analysis and adaptation

Methods and Requirements

In order to combine theory and practice in this course, we will read and discuss numerous texts (ie. articles, essays and textbook chapters) and practise the principles and concepts of effective professional communication gained from the readings by completing written assignments. Written assignments will include the production of professional documents, as well as the analysis and critique of the rhetorical strategies and design choices found in professional documents. Please come to class with the assigned readings **read**. There will also be scheduled quizzes and in-class writing exercises and a final examination.

Evaluation

Participation and professionalism **5%**
(based on your attendance and participation in and contribution to class discussions, your interactions with other students and me, and the professionalism you exhibit in your conduct)

Quizzes and in-class writing **10%**
(3-4 scheduled quizzes and in-class writing exercises)

Written assignments **35%**
(memos/short reports/various proferssional documents)

Final project **20%**
(Revision of a previously produced document, including a report on the rationale of your revisions and rhetorical strategies)

Final exam **30%**

Texts

There is no textbook for this course. Course readings will be distributed through Blackboard.

Course topics, reading and assignment schedules and details will be announced on Blackboard.

UNIVERSITY OF SASKATCHEWAN

Ron & Jane GRAHAM CENTRE for the Study of Communication

RCM 404 – Leadership as Communication

Term (Date)

Dr. John Moffatt
Email: john.moffatt@usask.ca
Office Hours: TBA

Office: 2A20.3 Engineering
Phone: 966-2912

OBJECTIVES

- To understand leadership as a rhetorically grounded mode of communication
- To increase skill in listening and responding to both content and relation in human interaction
- To develop skill in managing the interpersonal dynamics of leader-audience interaction
- To develop skill in recognizing and defusing conflict
- To develop skill in motivating and persuading others

DESCRIPTION

This course studies leadership as communication, and in particular as a form of rhetorical activity. Drawing on both traditional and contemporary scholarship, it will combine theoretical understanding with practical strategies for improving skill across several dimensions of the leadership dynamic: interpersonal, rhetorical, social, ethical, and political. Through reading, discussion, and a variety of practical case studies and exercises, students will be challenged to assess their own understanding and experience of leadership, in order to develop their ability to guide, motivate, and support others toward common goals.

HOURS PER WEEK 3

METHODS AND REQUIREMENTS

The class will employ a mixture of discussion and lecture, combined with demonstration and analysis of leadership communication skills through practical exercises. You can expect to participate in the discussion of a number of case studies designed to develop your ability to recognize and respond to issues that confront leaders in managing and interaction with others. Your instructor will take attendance and will test for class content in regular quizzes and on exams. You will be expected to come to class prepared.

REQUIREMENTS

Regular assignments (3 x 10%)	30%
Mid-term test	10%
Quizzes (4)	10%
Final Course Project	20%
Professionalism	5%
Final Exam	25%
TOTAL	**100%**

PROFESSIONALISM

5% of your grade will be based on the instructor's assessment of your professionalism as a member of the class. In this context, professional practice includes attendance, attentiveness, punctuality, and general courtesy, as well as effective management of all coursework, including both formally assigned and graded work, and informal classroom exercises.

CLASS PROTOCOL

- ***TURN OFF YOUR CELL PHONE*** during class time.
- Bring your course text and materials.
- DO NOT disrupt the class by coming in late, chatting, texting, reading the paper, doing homework for other courses, or wandering in or out during class time.
- Feel free to contribute relevant media items, personal experiences, or other rhetorical-leadership situations to class discussion.

EXTENSION POLICY

Late written assignments will be deducted 10% for each day they are overdue. Extensions will only be granted if you consult with me **before the due date**. If you are having problems with your assignment, please see me earlier rather than later.

USEFUL BACKGROUND

The normal prerequisite for RCM 404 is RCM 300; any other courses in the RCM 400 series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work

submitted for this course – both written and oral – must be the result exclusively of your own effort.

A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and online at http://www.usask.ca/university_secretary/dishonesty.shtml> If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course which is troubling you.

TEXTS

Humphrey, Ronald. H. *Leadership: Theory, Cases and Applications.* LA: Sage, 2014.

Schedule

The following is an overview of what we will be doing in the course; I will, however, reserve the right to make alterations to this schedule to accommodate the progress and needs of the class. Readings are from Humphrey, Ronald. H. *Leadership: Theory, Cases and Applications* (LA: Sage, 2014), unless otherwise indicated.

Week	Tuesday	Thursday
1	Introduction; leadership and rhetoric	Humphreys Chapter 1
2	Chapter 2, Traits-based leadership	(cont'd)
3	Chapter 3,4: Characteristics of Leaders	(cont'd) **Quiz**
4	Chapter 5: Behavioural/Gender	(cont'd) **Assignment 1 due**
5	Chapter 6, 7: Situational; Path-Goal; Leader-Member Exchange Theory	(cont'd) **Quiz**
6	Chapter 8: Affect and Emotion Chapter 9: Self-, Shared, Team Leadership	(cont'd); **Assignment 2 due**
7	Chapter 10: Authentic, Servant Leadership; Midterm Exam Review	**Midterm**
8	Chapter 11: Identity Processes	(cont'd) **Quiz**

9	Chapter 12: Authority, Power and Persuasion	(cont'd)
10	Chapter 13: Charisma, Rhetoric and Impression-Management	(cont'd) **Assignment 3 due**
11	Chapter 14: Transactional Leadership	(cont'd) **Final Quiz**
12	Chapter 15: Transformational Leadership	(cont'd)
13	Review for Final Exam **Final Assignment due**	

RCM 405 – Ethics and Technical Communication

Ron and Jane Graham Centre for the Study of Communication
College of Engineering, University of Saskatchewan
Spring 2011

Instructor: B. Urquhart Email: burton.urquhart@usask.ca
Office: 2A21.2 (Engin) Graham Centre Phone: 966-1386

DESCRIPTION

Because rhetorical communication is persuasive in nature and urges change in an audience's beliefs and actions, ethics are central to the study and practice of rhetoric. In order to be able to analyse and develop communication strategies to deal with ethical situations in your future careers, an understanding of how rhetoric and ethics intersect is crucial. We will gain this understanding by exploring how the academic disciplines of rhetoric (including its historical tradition) and technical communication discuss, integrate, and manage ethical issues. An emphasis will be placed on ethical concerns that arise in technical and professional communication. Common ethical systems will also be briefly introduced.

Because the study of rhetoric is both theoretical and practical, we will also examine **case studies** in technical and professional contexts to gain further understanding of ethical and rhetorical dilemmas in the technical workplace. By understanding the ethical implications of rhetoric and discussing the ethical challenges in the practice of technical communication, you will learn to apply rhetorical methods and theory to delicate situations where effective and ethical communication is required.

COURSE REQUIREMENTS

This course has a fairly heavy reading component and you will need to stay on top of the readings as they're assigned. My lectures and our class discussions will be critical to your understanding of the readings. Therefore, regular attendance and class participation is expected. **I also expect you to come to class prepared (with your assigned readings *read*).**

Your final grade will consist of:

15% Reading journals (2) and essay proposal
10% Midterm assignment (take-home "exam")
25% Essay (7-8 pg min.)
15% Quizzes (3-4)
30% Final exam
5% Participation

TEXTS

Dombrowski, Paul M. Ethics in Technical Communication. Boston: Allyn and Bacon, 2000.

I will also distribute additional readings in electronic format (pdf). It is your responsibility to print out the readings and bring copies to class.

CLASS PROTOCOL

DO TURN OFF YOUR CELL PHONE!

Do not disrupt the class by coming in late, or wandering in and out during class time.

Do bring a printed hard copy of each reading to class with you. You will want to assemble your readings into one binder, or folder of some sort, as we progress throughout the term.

Do bring rhetorical objects of an ethical nature (newspaper or magazine articles or editorials, ads, notes, emails) to class with you if you find things that pique your interest. We can then discuss them as a class.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are overdue. However, I am quite flexible if you have reasonable constraints *and* you see me *before* the deadline. I will not allow extensions unless you have made arrangements with me prior to the due date. If you are having a problem with your assignment, please see me before the work is due.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at http://www.usask.ca/university_secretary/dishonesty.shtml If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

Guiding Questions for RCM 405; List of Readings; Final Exam review questions (for your information)

Dombrowski, Ethics in Technical Communication

Chapter 1 – Nature of Ethics

What are some general assumptions about ethics that Dombrowski makes?
What is technical communication? (Define and discuss.)
Why is it important to study ethics, generally? Specifically, why study ethics in a context of rhetoric and technical communication?
How is ethics both a personal and a social matter? Define ethics.

Chapter 2 – Survey of Ethics in Communication and Rhetoric

How is ethics and rhetoric linked?
Summarise, or identify key features of, each of the theorists' position on ethics.
Which category of normative ethics might Plato and Socrates fit into? Aristotle?
What is social constructionism?
How is this point of view linked to ancient Greek times and the Sophists?
How did the Sophists characterise language, especially in relation to ethics and rhetoric?
Describe how the Sophists and Plato views on rhetoric and ethics differ.
How do the modern theorists' (including Perelman, Burke, Weaver, and Foucault) view ethics, rhetoric, and language?

Chapter 3 – The Ethics Tradition

How does Aristotle view ethics? How does his conception of ethics fit into his system of rhetoric?
What are a couple features of Kant's ethics? What are the paradoxes inherent in his system? Why is his understanding of ethics important for ethics in technical communication?
What is utilitarianism? What relationship does it have to the rise of science and industrial technology? How do some feminists view ethics?
What is an "ethics of care"?
* The section on other views of ethics (p. 65-74) will *not* be covered in the exam.

Chapters 4-7 – Case Studies

Be able to identify some of the key issues presented in these chapters concerning the intersections between ethics, rhetoric, technical communication, and science. Also be able to discuss the uses of language and the rhetorical analyses of technical documents that Dombrowski provides.

Fieser – Ethics (from the Internet Encyclopedia of Philosophy)

3 areas of study in ethics: metaethics, normative, applied
Focus on the three types of normative ethics: virtue, duty, and consequentialist
Recall the charts we assembled as we discussed this article.

Ornatowski – Between Efficiency and Politics: Rhetoric and Ethics in Technical Writing

What is Ornatowski's purpose and thesis in this article?
Why is the typical or original conception of technical communication problematic?
What are the incompatible claims inherent in this view?
What are two premises that Ornatowski presents in order to "find a way towards dealing with the problem of ethics realistically and effectively" in technical communication?
Explain bureaucracy and bureaucratic rationality.
Explain the title of the article and its significance.

Crowley – Ethical Proof

What is ethical proof?
What are the two kinds of ethical proof that Aristotle identifies?
What are three ways that Aristotle argues we can make ethical mistakes?
What are three ways things we can do to make sure we don't commit these mistakes?
Explain voice and rhetorical distance.
What is situated ethos? How is it different from invented ethos?
What is a key concept that Crowley discusses in her description of situated ethos?

Griffin – When Do Rhetorical Choices Become Ethical Choices?

What does Griffin mean by "fittingness"?
What is the difference between ethos and ethics?
Explain rhetorical choices. What does one judge when making a rhetorical choice? What are the two "grounds for evaluating rhetorical choices"?
What are ethical choices?
Describe rhetorical-ethical choices.
Be able to describe the differences between these three types of choices.
What is role commitment, especially in giving expert advice?
Explain rhetorical commitment (include a discussion of "performatives" and "intensity of purpose"). What are two steps that are useful in determining how to help technical writers improve their communication? (1. making word choice decisions to "give a sentence performative force" or "using performatives to establish intention" and 2. determining "who benefits from the doing of the action indicated by the performative")

Jones – A Question of Ethics: Materials and Methods

Be able to summarise the ethical nature of this seemingly neutral report section.

UNIVERSITY OF SASKATCHEWAN

Ron & Jane GRAHAM CENTRE for the Study of Communication

RCM 407: Rhetorical Editing

DETAILED COURSE OUTLINE (Date, Term)

Professor: Dr. John Moffatt
Phone: 966-2912
Office #2A20 Office Hours: TBA
john.moffatt@usask.ca

OBJECTIVES

• To deepen understanding of the structure and nature of natural languages—and in particular of the English language.
• To understand how linguistic choices shape and constrain professional communication.
• To acquire sufficient technical mastery to discuss and critique issues of style and usage.
• To understand the political and cultural implications of the concept of "standard" English.
• To cultivate skill in analytical thinking in the preparation and reception of messages.

DESCRIPTION

This course examines the structure of present-day English as spoken and written in contemporary Canada, with an emphasis on the idea of “standard” English in a professional context. Students will acquire the necessary technical vocabulary to discuss and critique issues of acceptable style and usage in their speech and writing, particularly with respect to word formation, sentence structure, and word choice. The course will provide students with an awareness of the linguistic options available to them in the practice of clear and effective communication.

HOURS PER WEEK: 3

METHODS AND REQUIREMENTS

Through lecture, group discussion, and exercises, students will combine a theoretical understanding of language structure with the practical application of the linguistic structure of English, particularly as it influences the effectiveness and clarity of professional communication. Students will prepare and discuss, on a weekly basis, a variety of written documents, and will participate in the critical appraisal of the messages of others. I will take attendance and will test for class content on exams. I will also expect all students to come to class prepared.

REQUIREMENTS

Regular term assignments and quizzes (see details below)…….... 50%
Major assignment 20%
Final exam 30%
TOTAL 100%

USEFUL BACKGROUND

The normal prerequisite for RCM407 is RCM300; any other courses in the RCM400-series would also be helpful. At a minimum, students should be familiar with the Aristotelian modes of appeal (ethos, logos, and pathos), and with Bitzer's concept of the rhetorical situation. The course will emphasize the role of language structure in establishing and maintaining relationship with the audience of a written message.

TEXTS

Handouts provided by instructor and/or posted on BlackBoard. I will also recommend reference texts you may wish to consult.
Students should have access to a good Canadian dictionary of the English language. I prefer the *Oxford Canadian*, but the *Gage Canadian* is a reliable and inexpensive text.

ASSIGNMENT DESCRIPTIONS

Regular Term Assignments **50*%***
Includes*:*
Review Quizzes (4): 10%
Short answer, definitions, structure identification and corrections

Short Assignments (4): 20%
Take-home assignments, including 2 annotated memos (1-2 page memos on a professional theme, accompanied by a page of commentary on the language structures used in the memos), and 2 short text analyses (identification and discussion of language structure in examples of professional writing). *Detailed instructions to follow.*

Midterm Examination: 15%
Structural identification and correction; short text analysis
In-class

Discussion Assignments /Participation/Professionalism 5%
Provision of examples from your own writing and from published sources, with commentary on nature of structural issues to be addressed in class discussion. Examples must be provided 24 hours in advance of scheduled discussion; schedule will be circulated in mid-January.

Annotated Report: **20**%
Semiformal report of roughly 3-4 pages on professional topic of your choice (subject to instructor approval), accompanied by a detailed analysis of the language structures used to convey your information. *Detailed instructions to follow.* Due on last class.

Final Examination: **30**%
Definitions, identification of structures, composition of sentences according to specification, short text analysis. **Date TBA**.

COURSE TOPICS/ASSIGNMENT DUE DATES

All assignments are due on the Thursday class of each week unless otherwise indicated.

Week 1	Introduction to language structure; Phonology (sound structure); Morphology (word formation); Syntax (word order); Semantics ("meaning").
Week 2	Introduction (cont'd); Words and Word Classes; Morphology.
Week 3	Sentence Structure and Sentence Patterns; **Review quiz Tuesday**.
Week 4	Verbs. **Annotated Memo 1 due**.
Week 5	Coordination and Subordination. **Review quiz Thursday**.
Week 6	Cohesion. **Text Analysis 1 due**.
Week 7	Cleft structures.
Week 8	Structure and Voice. **Annotated Memo 2 due.**
Week 9	Word choice: Adverbials. ***In-class midterm exam Thursday***.
Week 10	Word choice: Adjectivals. **Review quiz Thursday.**
Week 11	Word choice: Nominals. **Text Analysis 2 due**.
Week 12	Punctuation review. **Review quiz Thursday**.
Week 13	Final review. **Annotated report due.**

September 2014

RCM 408: Rhetorical Composition

Instructor: Corey A. Owen
Office: Engineering 2A20.5 (Office hours: TBA)
Phone: 966-1855
E-mail: corey.owen@usask.ca

Calendar Description:
The written word is the basic currency of both the academic and industrial economies. Not only must professionals write reports and proposals for communities of their peers, but they must also communicate often with non-specialist audiences. This course equips students with classical and contemporary rhetorical principles in order to help them appreciate the purpose, audience, and constraints of the rhetorical situation. It then provides them with various contexts for practicing descriptive, expository, narrative, and persuasive elements of academic, professional, and technical writing, all of which types they may expect to encounter during the course of their careers as students and professionals. **Note**: This course does not provide specialised instruction for ESL students

Course Outcomes:

At the end of this course, students will have:

- a stronger understanding of the rhetorical situation
- an awareness of the various genres of writing
- an ability to compose messages according the requirements of the various genres of writing
- an improved ability to apply the principles of grammar and punctuation
- a stronger comprehension of, and capacity to determine, the structural requirements of effective composition
- considerable practice adapting technical information for non-specialist audiences
- more effective editing and critiquing skills.

Evaluation:
Evaluation will consist of six short writing assignments, five of which will receive a grade, one long writing assignment, class participation, and a final exam. **Regular attendance and participation are essential for your success in this course.**

Assignments 2-5: 10% each
Assignment 6: 30%
Final Exam: 20%
Participation: 10%

N. B. Your participation grade will be determined by three criteria:
1. Regular attendance and contributions to class discussions

2. The class discussion you lead
3. The selection of an article for discussion in class (**optional)**
4. The quality of your presentation at the end of the term

Required Texts:

Kane, Thomas S., Leonard J. Peters, and Maurice R. Legris. *Writing Prose: Techniques and Purposes*. 3rd Ed. Toronto: OUP, 2003.

Keith, William M. and Christian O. Lundberg. *The Essential Guide to Rhetoric*. Boston: Bedford/St. Martin's, 2008.

Recommended Text:

Messenger, William E., Jan de Bruyn, and Ramona Montagnes. *The Concise Canadian Writer's Handbook*. Toronto: OUP, 2009.

OR

Messenger, William E., Jan de Bruyn, and Ramona Montagnes. *The Canadian Writer's Handbook*. 5th Ed. Toronto: OUP, 2007.

Anticipated Schedule (subject to modification)**:**

Wednesday, September 3rd: **Introduction**
Friday, September 5th: Booth (RCM 300 textbook); Keith 1-10 and 35-40

Monday, September 8th: Bitzer (RCM 300 textbook); Keith 11-31
Assignment #1 due (self-introductory memo)
Wednesday, September 10th: the Process of Composition
Friday, September 12th: Tools of Writing: Punctuation, Metaphor, and Perspective

Monday, September 15th: (**Tools of writing**) Thomas 441; Iyer 86
Wednesday, September 17th: Rushin 444; Branden 446; Keith 62-70
Friday, September 19th: Zinsser 437; Sanders 424

Monday, September 22nd: (**Description**) Berton 300; Twain 305
Wednesday, September 24th: Orwell 317
Friday, September 26th: Schneider 321; Wilkins 356 (discussion led by a student)

Monday, September 29th: (**Definition**) Haig-Brown 184; Anderson 187
Asssignment #2 due (circulate your assignment among your classmates)
Wednesday, October 1st: Fairlie 190 (discussion led by a student)
Friday, October 3rd: Grady 196; Forster 181

Monday, October 6th: Discuss description assignments
Wednesday, October 8th: Discuss description assignments
Friday, October 10th: (**Narration**) Boyle 399

Monday, October 13th: **Thanksgiving Holiday**
Wednesday, October 15th: White 411 (discussion led by a student)
Assignment #3 due
Friday, October 17th: Atwood 364

Monday, October 20th: (**Exposition**) Tuchman 4; Grady 7
Wednesday, October 21st: Davidson 18 (discussion led by a student)
Friday, October 24th: Johnston 31
Assignment #4 due (circulate your assignment among your classmates)

Monday, October 27th: Vontobel 40; Myers 69
Wednesday, October 29th: Weissman 75 (discussion led by a student)
Friday, October 31st: Sagan 117

Monday, November 2nd: Long 144
Wednesday, November 4th: Allen 155 (discussion led by a student)
Friday, November 6th: Discuss narration assignments
Assignment #5 due

Monday, November 10th: **Break Week**
Wednesday, November 12th: **Break Week**
Friday, November 14th: **Break Week**

Monday, November 17th: Discuss narration assignments
Assignment #6 due
Wednesday, November 19th: (**Argument/Persuasion**) Keith 47-50
Friday, November 21st: Harlow 208; Taylor 291 (discussion led by a student)

Monday, November 24th: Trefil 228; O'Rourke 246
Wednesday, November 26th: **Student Presentations**
Friday, November 28th: **Student Presentations**

Monday, December 1st: **Student Presentations**
Wednesday, December 3rd: **Student Presentations**
Friday, December 5th: REVIEW

Plagiarism:
Please familiarize yourself with the University's policies concerning plagiarism (http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf).

N.B. Please be sure to turn off your cell phone before class!

UNIVERSITY OF SASKATCHEWAN

Ron & Jane GRAHAM CENTRE for the Study of Communication

RCM 409.3 (01)

Negotiation as Rhetorical Practice

Instructor: Dr. J. Wills
Office #2A20.3 Graham Centre, Engineering
jeanie.wills@usask.ca

Phone: 966 - 5360
Office Hours: M 1- 2:30
& 3:30 – 4:30

OBJECTIVES

- To gain greater mastery and understanding of the theory and practice of rhetorical communication
- To learn how rhetorical skills translate into negotiation skills
- To introduce fundamental elements of the negotiation process
- To foster understanding of the human and psychological processes that underpin negotiation
- To become familiar with negotiation styles
- To understand role of interpersonal and intercultural communication in negotiation

DESCRIPTION

Using rhetorical theories and methodologies, as well as organizational models, this course introduces students to effective negotiation as rhetorical practice. Designed to foster a rhetorical understanding of the most fundamental elements of the negotiation process, the course teaches theories of identification and common ground as well as persuasion, power, and ethics. It focuses on the tools necessary to examine communication processes and motivations that underpin the principles of negotiation, and it teaches how to do a rhetorical analysis of the negotiation context and audience as well as how to do strategic planning. The course also recognizes the interrelationship between language theories and the ability to frame negotiation communication. The ability to conduct research will be crucial to your success.

HOURS PER WEEK 3

METHODS AND REQUIREMENTS

The course assignments consist of response papers, a research project, a group presentation, and a final exam; in addition, a portion of your mark will be assigned based on professionalism, which includes attendance, participation, and the ability to meet deadlines. Since developing understanding and skill in negotiation will depend on practice, you will be asked to participate in negotiation scenarios with the rest of the class. You will also be required to read the course materials as they are assigned. You are expected to have the readings done before the class in which they will be discussed.

REQUIREMENTS:

Regular assignments	20%
Major research paper (8-10 pages)	20%
Group presentations.....	25%
Professionalism	5%
Final Exam	30%

ASSIGNMENT POLICY

- Assignments are generally due in class on their due dates.
- If an assignment is late, you may not receive the benefit of my comments, and marks will be deducted at a rate of 10% per day unless you have requested and been granted an extension.
- In addition, if an assignment is more than three (3) days late (and you have not asked for and been granted an extension), the assignment will receive an automatic zero (0).
- It is your responsibility to follow instructions on the assignments and make use of scholarly sources as directed. If you DO NOT know how to do research, take notes, cite material, visit a U of S library branch, the U of S main library website, or the University Learning Centre to seek help.
- It is your responsibility to make use of the "Assignment Requirements Sheet" that I have provided which clearly outlines MINIMUM expectations for your work.

Professionalism

- The mark for Professionalism will be based on attendance, participation, courtesy, punctuality, and the ability to meet deadlines.

ATTENDANCE

This class in negotiation will depend heavily on class discussion, and you will be asked to participate in class negotiation exercises, so attendance is expected.

CLASS POLICY

Cell phones **MUST BE** turned off and kept out of sight! **No texting**, no computers, no recording devices. If you have questions about any of these policies, please come and see me. If there is some pressing need for you to have your cell phone visible, such as that you are expecting a call regarding a family emergency, please let me know before class. If you text in class, expect your professionalism mark to reflect your lack of professionalism and courtesy.

USEFUL BACKGROUND

The normal prerequisite for RCM 409 is RCM 300; any additional course in rhetoric would also be helpful, particularly RCM 402 Interpersonal Communication. Because our emphasis will be on the *rhetorical* nature of negotiation, you will need to be comfortable with basic concepts of rhetorical discourse as a pragmatic and situated art. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's Rhetorical Stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM 300, I can provide you with copies of these readings.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at http://www.usask.ca/university_secretary/honesty/. If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

TEXTS

Various journal articles and book chapters will be posted on Blackboard.

RECOMMENDED

A writing guide.

COURSE TOPICS/MAJOR READINGS/ASSIGNMENT DUE DATES

A week-by-week outline will be posted. The outline is tentative and will be updated as the class progresses.

Ron & Jane
GRAHAM CENTRE
for the Study of Communication

COURSE OUTLINE

COURSE TITLE: **Rhetorical Mentorship**
COURSE CODE: **RCM 495**
TERM: **Winter 2015**

Instructors

Debbie Rolfes
Engineering 2A20.6
966-2893
debora.rolfes@usask.ca

Corey Owen
Engineering 2A20.5
966-1855
corey.owen@usask.ca

Course Description

In this course, students will further develop their understanding of rhetorical and learning theory, and will work collaboratively, under the supervision of the instructors, to apply the rhetorical skills they have learned in this class, and other Rhetorical Communication classes, in order to complete a mentorship project. Students, working in groups, will propose their project, implement (at least partially) their project, write a report on their project, deliver a PowerPoint presentation on the report, and participate in peer assessment. Suggested projects include mentoring students in RCM 300, or researching the culture of a particular professional organization or corporation and organizing a students' group that aims to prepare students for such an environment. In addition, students will be responsible for preparing and presenting a seminar on selected readings.

Learning Outcomes

Students completing this course will be able to:

1. Understand rhetorical and learning theory as it applies to professional communication
2. Apply these bodies of theory in group-work and in mentoring situations
3. Exhibit peer-mentoring skills
4. Work effectively and efficiently in collaborative professional environments
5. Exhibit advanced oral and written communication skills

Evaluation

Evaluation will consist of a seminar presentation, a proposal, progress report, final report, PowerPoint presentation, and peer assessment. (A student must participate in the presentation to receive any marks for the assignment.)

Seminar Presentation	5%
Proposal:	10%
Annotated Bibliography:	5%
Progress Report:	10%
Report:	40%
Final PowerPoint presentation:	20%
Peer Assessment:	10%

Attribute Mapping:

Level of Performance‡

Learning Outcome	Attribute†											
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**A11**	**A12**
1						1	1	1				1
2						4	4	4			4	4
3						4	4	4			4	4
4						4	4	4			4	4
5						4	5	4				

†Attributes:

- **A1** A knowledge base for engineering
- **A2** Problem analysis
- **A3** Investigation
- **A4** Design
- **A5** Use of engineering tools
- **A6** Individual and team work
- **A7** Communication skills
- **A8** Professionalism
- **A9** Impact of engineering on society and the environment
- **A10** Ethics and equity
- **A11** Economics and project management
- **A12** Life-long learning

‡Levels of Performance:

1 - **Knowledge** of the skills/concepts/tools but not needing to directly apply them to solve problems.

2 - **Using** the skills/concepts/tools to solve directed problems. (*"Directed" indicates that students are told what tools to use.*)

3 - **Selecting** the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have a definite solution.*)

4 - **Applying** the appropriate skills/concepts/tools for open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.*)

LETTERS OF SUPPORT
Certificate in Professional Communication Program
Appendix VII

The following pages contain letters of support, as well as a signed "Consultation with the Registrar" form, from the following individuals:

- Consultation with the Registrar Form;
- College of Engineering (Dr. Bruce Sparling, Associate Dean Academic);
- School of Professional Development, College of Engineering (Dr. John Moffatt, Director); and
- Department of English (Dr. Lisa Vargo, Department Head)

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: Bruce Sparling, interim associate dean academic, College of Engineering
Richard Evitts, director, Ron and Jane Graham School of Professional Development

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

DATE: March 10, 2015

RE: **Planning and priorities committee response:**
Notice of Intent for a Certificate of Proficiency in Professional Communication
Notice of Intent for a Certificate of Proficiency in Engineering Entrepreneurship

---

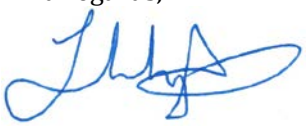
Thank you again for attending the planning and priorities committee meeting on February 4, 2015, to present the notice of intent for a Certificate of Proficiency in Professional Communication and a Certificate of Proficiency in Engineering Entrepreneurship within the College of Engineering.

The committee recognizes the efforts of the college to mount the two certificate programs as a reconceptualization of the existing program options in entrepreneurship and professional communication. The intent is to increase enrolment by enhancing the visibility of the two programs and to raise program quality. The Certificate in Professional Communication also responds to The Association of Professional Engineers and Geoscientists (APEGS) request to enhance communication skills of practicing engineers by enabling them to take the certificate for professional development credits. The planning and priorities committee supports the college's goals in this regard.

A concern of the committee is whether the classes comprising the Certificate in Professional Communication could be offered at a time of day when practicing engineers could realistically take them (i.e., in the evenings or on weekends), based on the fact that the college intends to initially offer the certificate to its own undergraduate students, and then, if there is sufficient demand and tuition revenue, it will offer additional sections of courses. Further thought and communication with the college's professional association body regarding facilitating the registration of professional engineers in the certificate program is suggested.

I wish you the best as you proceed to develop the full program proposal for these programs. 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
Georges Kipouros, dean, College of Engineering
Roy Dobson, chair, academic programs committee of Council
Russell Isinger, registrar and director of student services

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

Title: Certificate of Proficiency in Professional Communication and Termination of Professional Communication Option

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 [X] No [ ]
Is an existing degree, diploma, or certificate 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 degree, diploma, or certificate?
Certificate in Professional Communication [CPC]

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?
Degree level

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?
Certificate in Professional Communication [CPC]

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

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.
0000 [Undeclared]

9 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

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

1 Is this a new program? Yes [X] No [ ]

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?

Certificate in Professional Communication [CPC]

3 What is the name of this new program?

Certificate in Professional Communication [CPC]

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?

Engineering [EN] / School of Professional Dev [SPD] (built in Banner in 2014)

6 Is this a replacement for a current program? Yes [X] No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?

Transferred to new program, will be given option, 36 currently in program

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? Yes [ ] No [X] Revised [ ]

If you've answered NO, please continue on to the next section.

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.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes [ ] No [X] 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?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

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 6: Course Information

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

No

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐

If NO, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 7: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Available to students enrolled in any degree program, student could be taking this at the same time as another degree

2 What term(s) can students be admitted to?

September or January

3 Does this impact enrollment?

Slight increase

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Refer to the School of Professional Development, College of Engineering

5 Can classes towards this program be taken at the same time as another program?

Yes

6 What is the application deadline?

June 30 and November 15

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

High school completion, RCM 300 or equivalent

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.)

Average solely, ranked competition, minimum 60%, 35 to 50 students, 60 cu completed of post-secondary towards a degree

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Post-secondary

10 What is the application process? (IE. Online application and supplemental information through the Admissions Office or sent to the College/Department?)

Online and through Admissions Office

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Admissions Office in consultation with College

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

Standard

Section 8: Tuition Information

1 How will tuition be assessed?

Per Course	
Per Credit Unit	
Program Based	
Standard Term	
Other *	
Current Set-Up	X

* 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?

NOTE: RCM 400 to 409 courses attract tuition at the TC07 rate

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?

No

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

2 When is the first class expected to graduate?

Fall 2016

3 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

25

Section 11: Schedule of Implementation Information

1 What is the start term?

201605 [May 2016]

2 Are students required to do anything prior to the above date? Yes [ ] 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?

Will be determined by Registrarial Services

Section 13: Academic History Information

1 Will instructors submit grades through self-serve? Yes [X] No [ ]

2 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? Yes [?] No [ ]

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? Yes [X] No [ ]

If yes, what is the name of the program?

Professional Communication Option [PCO] on the BE [Bachelor of Sc Engineering] and EPIP [EN Professional Intern Prog] programs

2 What is the effective date of this termination?

201605

3 Will there be any courses closed as a result of this termination? Yes [ ] No [X]

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes [X] No [ ]

If yes, will they be able to complete the program?

New program or given option to complete

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

Spring 2016

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?	Yes ☐ No ☐
3	Has CGSR been informed about this new / revised program?	Yes ☐ No ☐
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?	Yes ☐ No ☐
7	Has ISA been informed of the CIP code for new degree / program / major?	Yes ☐ No ☐

SIGNED

Date: April 14, 2015

Registrar (Russell Isinger):

College / Department Representative: APR 28 2015

FACULTY COUNCIL

MINUTES
November 27, 2015
9:30am
Engineering 2C01

CHAIR: C. Hawkes

PRESENT: M. Aghbolaghy (EGCC), O.-D. Baik, W.-J. Chang, D. Cree, B. Daku, R. Evitts, C. Hawkes, G. Hussey, J. Kells, S.B. Ko, J. Labrecque (SESS), Y.H. Lin, D. Lynch, S. Maw, K. McPhedran, D. Milne, J. Moffatt, C. Niu, S. Noble, N. Osgood (A&S-CompSci), C. Owen, A. Phoenix, R. Retzlaff, D. Rolfes, H. Soliman, J. Soltan, B. Sparling, D. Sumner, D. Torvi, S. Vanderby, L. Wegner, R. Welford, J. Wills, L. Zhang

GUESTS: D. Gaudet

REGRETS: S. Alam, G. Ferguson, L. Klassen (GeoE UG SS), M. Nemati, A. Odeshi, G. Patrick (A&S M&S), K. Wahid, H. Wang, K. Willoughby (ESB)

SECRETARY: H. Balaberda

AGENDA ITEM		SUPPORTING DOCUMENTATION
1	**Approval of Agenda –** *C. Hawkes (Chair)*	*9:35am*
	MOTION: To approve the agenda of November 27, 2015. Seconded: S. Maw	***CARRIED***
2	**Approval of Prior Minutes –** *C. Hawkes(Chair)*	
	MOTION: To approve the minutes of October 5, 2015. Seconded: S. Noble	*2.a. Draft minutes from CoE Faculty Council October 5, 2015* ***CARRIED***
3	**Items Arising from Prior Minutes –** *C. Hawkes(Chair)*	
	a. May 11, 2015 – Approval of Graduand Process – *Nominations & Bylaws Committee* *-Return to faculty council once the approval of graduands process is reviewed and an alternative process is identified and revised in the constitution.* It was recommended that the Nominations & Bylaws Committee review the current process for approving graduands in the College of Engineering Constitution and identify an alternative approval process for future years in the event quorum is not reached in a meeting. It was suggested that this approval process takes place electronically, or the authority is delegated to the Associate Dean Academic.	***ACTION ITEM: Nominations & Bylaws Committee*** STATUS: In progress; return to Faculty Council at the 1st term two meeting
4	**New Business**	
	a. Program Proposal – Certificate in Professional Communication *– J. Moffatt* *~For decision~* The School of Professional Development is proposing to convert the current Professional Communication Option into a certificate of proficiency program. This requires the creation of a new program: the Certificate in Professional Communication.	*4.a. Program Proposal – Certificate in Professional Communication (attached as separate document)*

DRAFT

Offering a certificate program allows for several benefits:

- Students from other colleges can receive the certificate with their degree – previously there was no official recognition for these students.
- Additional flexibility – the program is now open to those who have already completed their Engineering program.

Questions and discussion regarding the certificate followed. A question was raised if 7 faculty members are sufficient for the program going forward. It was indicated that in the short term, 7 are sufficient, and as the scope and revenue of the program grows, additional sessionals may be hired. This remains an ongoing discussion and SOPD will be making delivery adjustments.

MOTION: To recommend to University Council the establishment of a certificate of proficiency program entitled the "Certificate in Professional Communication Program".
Moved: J. Moffatt
Seconded: D. Lynch

CARRIED

b. Policy Proposal – Academic Accommodation Policy – *B. Sparling*
~For decision~

4.b. Examination Accommodation Policy – DRAFT

The Student Academic Affairs Committee has reviewed and approved a college-level policy which governs deferred, special-deferred, supplemental, and special—supplemental examination applications in the college. This is part of SAAC's ongoing process of formalizing academic policies.

Highlights of the policy were provided. Changes from the existing process include that the instructor is notified of the application and has an opportunity to provide feedback to the Associate Dean Academic before the deferred exam is granted, and a college medical form asks for more specificity in the doctor's opinion. The application form also indicates if a student sat for the initial exam or not.

Brief discussion of the new process followed, including a few suggestions for improvements to the application form: that the form clearly state that students found to be providing untruthful information will be referred to the Academic Misconduct and Appeals Committee, and that SAAC consult doctors for feedback on the form.

MOTION: To approve the college-level Academic Accommodation Policy and its implementation, effective immediately.
Moved: B. Sparling
Seconded: J. Moffatt

CARRIED

DRAFT

5	**CoE Faculty Council Committee Updates**	
	No updates were provided at this meeting.	
6	**CoE Student Society Updates**	
	SESS – The Winter Formal is November 27 at the Farmers' Market. **EGCC** – A Graduate Town Hall will be held in January 2016. – A social for graduate students will be held in February 2016.	
7	**Question/Comment Period –** *C. Hawkes (Chair)*	
	As of September 1, 2016, the Department of Civil and Geological Engineering will become the Department of Civil, Geological and Environmental Engineering. This change was approved at University Council on October 22, 2015.	
8	**Next Meeting**	
	March 2, 2016 10:00am Engineering 1C70	
9	**Meeting Adjourned –** *C. Hawkes (Chair)*	*10:18am*

DRAFT

UNIVERSITY OF SASKATCHEWAN

Ron and Jane Graham School of Professional Development
College of Engineering
2A20 - 57 Campus Drive Saskatoon Saskatchewan S7N5A9 Canada
Ph: 306-966-7830
Email: graham.centre@usask.ca Web: http://engineering.usask.ca/

October 7, 2015

I am pleased to write this letter to indicate that the Ron and Jane Graham School of Professional Development, College of Engineering supports the establishment of the Certificate in Professional Communication (CPC). The CPC, as a credential recognizing students' proficiency in key communication skills necessary to success in professional life, builds on the foundation of the Professional Communication Option (PCO) which it replaces, in a form intended to be accessible to students from other Colleges and also to working professionals. The CPC thus also represents an important step in the Graham School's efforts to fulfil its mandate to offer high quality communication training to the academic and professional communities.

Sincerely,

John Moffatt
Acting Director

UNIVERSITY OF SASKATCHEWAN
College of
Arts and Science

Department of English
522 Arts Building, 9 Campus Drive Saskatoon SK S7N 5A5 Canada
Ph: 306-966-5559 Fax: 306-966-5782
Email: english@usask.ca Web: artsandscience.usask.ca/english

28 July, 2015

Dr. Bruce Sparling
Associate Dean Academic
College of Engineering

Dear Associate Dean Sparling,

I am writing a letter of support for the Graham Centre's program proposal for an Undergraduate Certificate of Proficiency in Professional Communication. The proposal was shred with the Department of English and I met with Dr. Corey Owen about the proposal in early July. I then shared the proposal with the Department of English Undergraduate Chair, Dr. Wendy Roy. As it is summer we were not able to consult with the Department Undergraduate Committee, as would be our practice during the fall and winter, but do not feel that this well-considered proposal would cause concern. Dr. Roy and I agree that it makes good sense to move the present Professional Communication Option (PCO) to a Certificate of Proficiency. It offers students the opportunity for better recognition for the skills gained and offer students outside of the College of Engineering the opportunity to access the program. It does not overlap with any course offerings in the Department of English. The proposed Certificate in Professional Communication might well enhance a Degree in English, so we would welcome further information as the proposal moves through the appropriate channels towards adoption.

I am happy to supply any further comment should you require it.

Yours sincerely,

Lisa Vargo
Professor and Head of Department

UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

November 9, 2015

Dear Dr. Moffat

Please consider this a letter of support for the program proposal for the Certificate in Professional Communication program for the College of Engineering at the University of Saskatchewan. My comments are based upon my review of the program proposal submitted to me via email on October 30, 2015.

It is clear in the rationale that the scope of the program will help to fulfill a niche that allows the College of Engineering to better meet the needs of undergraduate and post-graduate students, as well as offer a mechanism for professional growth and service to traditional and non-traditional public and private sector markets. Those students who work on these kinds of skills will be better served with the formal recognition that a Certificate provides. The College benefits from the creation of the relevant and timely professional development opportunities it can now provide to the public and private sector.

The provision of a less restrictive open registration to undergraduate students enrolled in any undergraduate degree program at the University of Saskatchewan provides for access and opportunity to larger and more diverse enrolments. The program also aligns with current vision and programming aspirations of the College of Engineering and the University of Saskatchewan.

It is apparent that the design of the program will not incur significant additional costs given that courses have been created and offered within an existing structure. The College of Engineering is primarily "repackaging" existing opportunities in order to better market the collection of courses, to provide for a larger enrolment opportunity, and to serve industry partner needs in a targeted, more nimble, fashion.

All the best to the College of Engineering in its efforts to strengthen and innovate its program possibilities.

Sincerely,

Dr. Dawn C. Wallin
Associate Dean, Undergraduate Programs, Partnerships and Research

From: Mahoney, Noreen
To: Martin, Christopher
Subject: RE: Feedback Request - Certificate in Professional Communication Program
Date: Wednesday, November 11, 2015 4:54:11 PM
Attachments: image006.png
image007.png
image008.png
image009.png
image010.png
image011.png
image012.png

Hi Christopher,

I have read your attached proposal and commend you on an excellent document. This is well researched and articulated. I have no objection to your proposal and wish you success in implementing the Certificate.

If I can be of any assistance please let me know.

Kind regards,
Noreen

Noreen Mahoney, MBA, CPA, CA
Associate Dean, Students & Degree Programs

Edwards School of Business | University of Saskatchewan
PotashCorp Centre | 25 Campus Drive | Saskatoon, SK S7N 5A7
edwards.usask.ca | T 306.966.2556 | F 306.966.2514

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From: Martin, Christopher
Sent: Friday, October 30, 2015 10:08 AM
To: Mahoney, Noreen <mahoney@edwards.usask.ca>
Cc: Moffatt, John <gjm613@mail.usask.ca>
Subject: Feedback Request - Certificate in Professional Communication Program

Good morning Dr. Mahoney:

My name is Christopher Martin. In my current capacity, I am the Academic Programs Coordinator

for the College of Engineering at the University of Saskatchewan. I am writing to you today on behalf of Dr. John Moffatt, Director of the School of Professional Development, College of Engineering.

In late 2014, the School of Professional Development began investigating ways of improving access to the existing Professional Communication Option offered in the College of Engineering, as well as ways of providing graduates of the program with enhanced recognition for completing the program. In early 2015, the unit determined that converting the existing academic option into a standalone certificate of proficiency program would meet this objective. In turn, a program proposal has been developed (attached) for university consideration.

Prior to submitting the proposal for a *Certificate in Professional Communication program* to the Academic Programs Committee of Council in December 2015, I am contacting various units across campus who may have a stake or concern in the program proposal. In doing so, it is my hope to solicit either a letter of support from each stakeholder or address any concerns that arise prior to November 15, 2015.

At your earliest convenience, can you please respond to this email and indicate if you either support or have any concerns with the proposed development of the Certificate in Professional Communication program?

Should you have any questions, comments, or concerns, please do not hesitate to contact Dr. John Moffatt (john.moffatt@usask.ca) or myself directly.

I hope all is well on your end and look forward to your response.

Sincerely,

Christopher Martin, BBA
Academic Programs Coordinator
College of Engineering
Ph: (306) **966-3201**

Confidentiality Warning
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From: Kowalski, Kent
To: Martin, Christopher
Cc: Moffatt, John
Subject: RE: Feedback Request - Certificate in Professional Communication Program
Date: Thursday, November 12, 2015 3:59:41 PM
Attachments: image001.png
image002.png
image003.png
image004.png
image005.png

Hi Christopher,

Thank you for the email and opportunity to provide feedback. The College of Kinesiology is, in principle, highly supportive of your program proposal; as it seems to have much to offer many students across campus, including our students.

We do have a couple of quick questions that we hope are considered moving forward for future discussion:

1. Is there the possibility in the future to explore the potential option of having Professional Communication offered through your program as a minor for students in the College of Kinesiology? This would obviously require some significant curriculum discussions within our own college prior to formally pursuing, but we do wonder if that might be an opportunity through this program from your perspective?

2. Historically, I believe that there was a section of RCM 300 reserved for Kinesiology students (with any remaining seats not filled released to other students). Would this opportunity still be available to us in the current plan?

Needless to say, neither of the above questions have a significant impact on your current program proposal; but we do hope that they are considered either prior to formal approval or in future discussions as the program evolves.

Thank you again.

Kent

From: Martin, Christopher
Sent: Friday, October 30, 2015 10:19 AM
To: Kowalski, Kent
Cc: Moffatt, John
Subject: Feedback Request - Certificate in Professional Communication Program

Good morning Dr. Kowalski:

My name is Christopher Martin. In my current capacity, I am the Academic Programs Coordinator for the College of Engineering at the University of Saskatchewan. I am writing to you today on behalf of Dr. John Moffatt, Director of the School of Professional Development, College of

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At your earliest convenience, can you please respond to this email and indicate if you either support or have any concerns with the proposed development of the Certificate in Professional Communication program?

Should you have any questions, comments, or concerns, please do not hesitate to contact Dr. John Moffatt (john.moffatt@usask.ca) or myself directly.

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Christopher Martin, BBA
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AGENDA ITEM NO: 8.2

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: January 21, 2016

SUBJECT: **Addition of the Graduate Record Examination (GRE) as an Admission Qualification to the Master of Arts (M.A.) program in Economic**

DECISION REQUESTED:

It is recommended:
That Council approve a new admission qualification, the submission of s Graduate Record Examination (GRE) score for the Master of Arts in Economics, effective for students who have not completed university degrees in Canada or the United States of America and who are entering the program in or after September 2017.

PURPOSE:

The Department of Economics is proposing a new admission qualification for their Master of Arts (M.A.) program—the submission of the Graduate Record Examination (GRE). By implementing this new requirement, the department will be better informed when recommending students be admitted to the program.

CONTEXT AND BACKGROUND:

With the substantial differences in student evaluation systems used at international post-secondary institutions, the Department of Economics seeks to implement this new admission qualification to help identify and recruit top students from the large pool of international applicants.

Though the department will recommend the submission of the GRE for all students, this proposal is to require the submission of the GRE by students who have not completed university degrees in Canada or the United States of America. There is no minimum cutoff score for the GRE as it will be used in conjunction with other indicators of potential academic success.

By adding this admission requirement, the U of S's admissions qualifications will be consistent with other Canadian economics departs.

FURTHER ACTION REQUIRED:

This admissions change will require Senate confirmation and will be presented at their April 2016 meeting.

ATTACHMENTS:

1. Proposal for Additional Admission Requirement for M.A. in Economics

UNIVERSITY OF SASKATCHEWAN

Memorandum

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

CC: Dr. Nazmi Sari, Graduate Chair, Department of Economics
Dr. Don Gilchrist, Head, Department of Economics

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

Date: December 7, 2015

Re: Request to implement a new admission requirement in the Master of Arts in Economics

---

The Department of Economics would like to implement a new admission requirement in the Master of Arts (MA) program; submission of the Graduate Record Examination (GRE). The proposal is to require submission of the GRE by students that have not completed university degrees in Canada or the United States of America, though submission of the GRE will be recommended for all students. The Department of Economics receives many applications from students who have earned undergraduate degrees from institutions where the quality of preparation is difficult to assess. The proposal for implementing this requirement uses language consistent with other comparator institutions in Canada. By implementing this new requirement, the Department will be better informed when recommending students be admitted to the program.

Attached please find:

- A memo from the Executive Committee of CGSR recommending implementation of the GRE admission requirement
- A copy of the memo from the Graduate Programs Committee recommending implementation of the GRE
- The Proposal Form for Curricular Change
- Documentation of the GRE admission requirement in comparator Economics graduate programs

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

TC:kc

UNIVERSITY OF SASKATCHEWAN

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. Don Gilchrist, Head, Department of Economics
Dr. Nazmi Sari, Graduate Chair, Department of Economics
Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

Date: November 27, 2015

Re: Master of Arts in Economics – new admission requirement: Graduate Record Examinations (GRE)

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 that a new admission requirement, submission of a GRE score, be implemented in the Master of Arts in Economics.

Members of the Committee were satisfied with responses from the members of the Graduate Programs Committee that the quality of the applicants would be better assessed by implementing this new admission requirement. It was noted that this proposed change was in-line with comparator institutions.

The following motion was carried:

"Approve the implementation of an admission requirement in the Master of Arts degree in Economics."
Pohler/Crowe Carried

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

ABJ:br
Attachments

UNIVERSITY OF SASKATCHEWAN

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 12, 2015

Re: Master of Arts in Economics – new admission requirement: Graduate Record Examinations (GRE)

The Graduate Programs Committee met on November 2, 2015, to consider implementing a new admission requirement, submission of a GRE score, in the Master of Arts in Economics.

The proposal is to allow the department to better assess the quality of applicants. It was noted that the language in the proposal was consistent with comparator institutions' requirements for admission to graduate programs in economics.

Motion: ***To recommend approval of the GRE as an admission requirement for the Master of Arts in Economics.*** **Waldner/Eglington 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 or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Additional Admission Requirement for MA in economics

Degree(s): MA

Field(s) of Specialization: Economics

Level(s) of Concentration:

Option(s):

Degree College: Graduate Studies and Research

Contact person(s) (name, telephone, fax, e-mail): Nazmi Sari; 306-9665216; 306-9661641; Nazmi.Sari@usask.ca

Proposed date of implementation: May 1, 2016

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. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*
    b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*
    c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*
    d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

2. Admissions

For applicants without a degree from a Canadian or U.S. university, the Department of Economics would like to require Graduate Record Examination (GRE) scores as an additional admission requirement for the M.A. in Economics program. We would like to recommend (but not require) that applicants from a Canadian or U.S. university submit their GRE scores if available. There is no minimum cutoff score for the GRE as it will be used only in conjunction with other indicators of potential academic success.

Note that the language in the proposed requirement above is consistent with the language in admission requirements at comparator institutions. Several Canadian universities (UBC, Simon Fraser, Calgary, Alberta, Toronto, Queen's, McGill, Western, Dalhousie) also require the GRE from the students without a degree from a Canadian university. I appended a separate document describing the GRE requirement in other Canadian economics department.

Each year the Department receives more than 100 applications from students without a degree from a Canadian or U.S. university. With the substantial heterogeneities in student evaluation systems across countries around the world, this new requirement will help us to identify and recruit top students from this large pool of applicants. With this additional requirement, our admission criteria will also be consistent with other Canadian economics departments.

a. *What are the admissions requirements of this program?*

The admission requirements, as indicated in the program catalogue, would be as follows:

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a minimum 70% average (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units) including courses in Advanced Micro and Macro Economic Theory, Econometrics, and Mathematical Economics
- 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
- Graduate Record Examination (GRE): Submission of the GRE is recommended for all applicants. Applicants who have not earned a degree from Canada or the USA are required to submit a GRE.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*
b. *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.*
c. *Provide an overview of the curriculum mapping.*

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
e. *Explain the comprehensive breadth of the program.*
f. *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.*
g. *Describe how students can enter this program from other programs (program transferability).*
h. *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.*
i. *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

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

5. Budget

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

Required for all new courses:

- Course proposal forms
- OR Calendar-draft list of new and revised courses

Required if resources needed:

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

GRE requirement in other Canadian economics departments

University of Calgary

International applicants who have obtained their undergraduate or graduate degrees from a Canadian University are not required to provide the TOEFL or the GRE.

There are no substitutions for the GRE. Applicants should score at least 155 in the Quantitative Section and at least 3.5 in the Analytical Writing Section.

University of Alberta

Applicants whose most recent degree is from a non-Canadian university are required to write the verbal, quantitative and analytical sections of the Graduate Record Examinations (GRE) administered by the Educational Testing Service (Princeton, NJ). The examinations should be written early enough for scores to be available at the same time as the applicant's other supporting documents. No minimum cutoff score is specified as GRE results are used only in conjunction with other indicators of potential academic success. No substitutions for the GRE (such as the GMAT) will be accepted.
The GRE requirement will not be waived.

Simon Fraser University

A copy of unofficial scores. Applicants who have completed or are currently completing their post-secondary studies at an institution outside of Canada are required to take the Graduate Record Examination General Test (GRE). There is no minimum requirement however, please note that the GMAT cannot be substituted for the GRE. To have the test results sent to Simon Fraser University, use Institution Code 0999 and Department Code 1801.

UBC

The GRE (General) is required for all applicants **except those graduating from a Canadian university**. The GRE is optional for applicants graduating from Canadian universities.
A minimum score of 156 or higher in the Quantitative section is required.
The GRE must have been written in the last 2 years. Score reports that are more than two years old are not accepted. A photocopy of your GRE test scores is acceptable at the time of application. We must receive official scores directly from ETS before commencement of the M.A. program. When ordering your GRE score, use 0965 as the institution code for UBC, and identify “Economics” (1801) as the department.
Note that we require your scores on the GRE and not the GMAT. Scores on the GMAT are **not** a substitute for GRE scores.

Dalhousie University

PhD applicants from non-Canadian universities are required to submit the results of the Graduate Record Examination with their applications.

University of Waterloo

GRE Score (recommended for all international applicants)

Carleton University

You can apply for the M.A. program without submitting Graduate Record Examination (GRE) scores. However, it is recommended that applicants with degrees from universities outside Canada (especially from very different university systems) take the GRE so as to enable a more accurate assessment of their backgrounds. A copy of the *GRE® Information and Registration Bulletin* can be found at www.ets.org/gre/subject/about/bulletin. GREs are required for application to the Ph.D. program.

University of Toronto

All applicants are strongly encouraged to submit official GRE test scores, and applicants without a degree from a Canadian university are **required** to submit these scores. Applicants without a degree from a Canadian university **may** also be required to submit official test scores for English Language Facility tests acceptable by the University of Toronto. Be sure to read the GRE and English Language Facility information for important details on test score requirements. **Note**: The GMAT *cannot* be substituted for the GRE test score.

Queen's University

Applicants whose previous degree is not from a Canadian or U.S. university, are ***required*** to submit the GRE.

McGill University

If your education has been interrupted or **if you do not have an undergraduate or graduate degree in Economics from a Canadian university, you must take the Graduate Record Examination** (General Test).The Graduate Management Admission Test (GMAT) cannot be substituted for the GRE. McGill University's institutional code is 0935. The Department of Economics' code is 1801.

Western Ontario

All candidates are encouraged to take the Graduate Record Examination General test and submit their scores. **Applicants whose previous degree is not from a Canadian university are *required* to submit the GRE.** Others who feel that their academic record may not provide an accurate measure of their promise for graduate work in economics, as well as for those who do not have an Honours Economics degree, will find it in their interest to take these tests also.

Concordia University

It should be noted that especially for non North American students, a strong case for admission and, in particular, funding, depends not only on your transcripts and letters of recommendation but also on your GRE scores. While writing the GRE is NOT required, such scores certainly enhance an application for admission and especially for funding.

University of Victoria

All applicants coming from a university outside North America are expected to complete the Graduate Record Examinations (GRE).

University of Guelph

GRE/GMAT scores are not required but will be considered if submitted

AGENDA ITEM NO: 8.3

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

UNIVERSITY OF SASKATCHEWAN

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

UNIVERSITY OF SASKATCHEWAN

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

UNIVERSITY OF SASKATCHEWAN

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

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic 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
    - 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:
    - 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
    - EADM 991.3
    - EADM 990.0
    - 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:
    - 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
    - EADM 990.0- Seminar
    - 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
    - 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	

l. 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 over-enrolment 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: $72,904
- Direct 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 $42,060
- Marketing & 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

Numeric grades	General demonstration of learning for senior B. Ed Students	General demonstration of learning for graduate students
90-100	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
80-89	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
70-79	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
60-69	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
50-59	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

UNIVERSITY OF SASKATCHEWAN	**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 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**

   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:

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

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 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 stand-alone certificate.

7. Sample Course outline.

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

UNIVERSITY OF SASKATCHEWAN

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).

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

http://students.usask.ca/health/centres/health-services.php
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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 PAPER 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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*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 (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

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/.

UNIVERSITY OF SASKATCHEWAN

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:
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Supplementary Resources:

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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.

*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 (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;

- 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/.

UNIVERSITY OF SASKATCHEWAN

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 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 stand-alone certificate program.

7. Course outline.

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**

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 Leading a discussion	10% 10%
Examination of a policy: Report Leading a discussion	10% 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.

11. 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

UNIVERSITY OF SASKATCHEWAN

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).

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/An-overview/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.

Green, M. F. (2007). Internationalizing community colleges: Barriers and strategies. *New Directions for Community Colleges*, *2007*(138), 15-24.

Green, M. F. (2012). Measuring and assessing internationalization. *NAFSA: Association of International Educators.* Retrieved from: *http://www. nafsa.org/resourcelibrary/Default. aspx*.

Hollowell, D., Middaugh, M. F., & Sibolski, E. (2006). *Integrating higher education planning and assessment: A practical guide.* Ann Arbor, MI: Society for College and University Planning.

Jones, G. (2009). Sectors, institutional types and the challenges of shifting categories: A Canadian commentary. *Higher Education Quarterly*, *63*(4), 371-383.

Jones, G. A. & Weinrib, J. (2011). Globalization and higher education in Canada. In R. King, S. Marginson & R. Naidoo (Eds.), *Handbook on globalization and higher education*, 222-240.

Josh, D. (2013). Do international students need better English skills*? Maclean's global issues. Our insight.* Retrieved from:

http://www.macleans.ca/education/uniandcollege/do-international-students-need-better-english-skills-2/

Khinda, N. (2014). Funding Frameworks: Understanding the methods used to finance post-secondary education in Canada. Retrieved from: http://caus.net/beta/wp-content/uploads/2014/02/Funding-Frameworks-Understanding-the-methods-used- to-finance-PSE-in-Canada.pdf.

Kirby, D. (2007). Reviewing Post-Secondary Education: Post-Secondary Education Policy in Post-Industrial Canada. *Canadian Journal of Educational Administration and Policy, 65*, 1-24. Retrieved from https://umanitoba.ca/ publications/cjeap/articles/kirby.html.

Knight, J. (2007). Internationalization: Concepts, complexities and challenges. In *International handbook of higher education* (pp. 207-227). Springer Netherlands.

Knight, J. (2008). Higher education in turmoil. *The changing world of internationalisation.* Rotterdam, The Netherlands: Sense Publishers.

Kuh, G. D., & Whitt, E. J. (1988). The invisible tapestry: Culture in American colleges and universities. *ASHE-ERIC Higher Education Report*, 17(1). Washington, D.C.: The George Washington University, Graduate School of Education and Human Development.

Lidstone, L., Wright, T., & Sherren, K. (2014). An analysis of Canadian STARS-rated higher education sustainability policies. *Environment, Development and Sustainability, 17*(2), 259-278.

Lidstone, L, Wright, T., & Sherren, K. (2015). Canadian STARS-rated campus sustainability plans: Priorities, plan creation and design. *Sustainability, 7,* 725-746.

MacKinnon, P. (2014). *University leadership and public policy in the twenty-first century: A president's perspective.* Toronto, ON: University of Toronto Press.

Maringe, F. (2009). Strategies and challenges of internationalisation in HE: An exploratory study of UK universities. *International Journal of Educational Management*, *23*(7), 553-563.

McKenzie, M., Bieler, A., & McNeil, R. (2015). Education policy mobility: Reimagining sustainability in neoliberal times. *Environmental Education Research, 21*(3), 319-337.**Also included in a Virtual Special Issue dedicated to Environmental and Sustainability Education Policy Research*

Middaugh, M. F. (2010). *Planning and assessment in higher education: Demonstrating institutional effectiveness*. San Francisco, CA: Jossey-Bass.

Owens, Y. O. (2003). *Adjusting but not assimilating: International students at east Tennessee state university.* (M.A., East Tennessee State University). *ProQuest Dissertations and Theses* (305324060).

Qiang, Z. (2003). Internationalization of higher education: Towards a conceptual framework. *Policy Futures in Education*, *1*(2), 248-270.

Vaughter, P., Wright, T., McKenzie, M., & Lidstone, L. (2013). Greening the Ivory Tower: A Review of Educational Research on Sustainability in Post-Secondary Education. *Sustainability*, 5, 2252-2271.

Woodhouse, H. (2009). *Selling Out – Academic freedom and the corporate market*. Montreal: McGill University Press.

Electronic Resources and Downloads

Institution specific governance documents (to be discussed in class). Examples include:

http://www.usask.ca/secretariat/

http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php

http://policies.usask.ca/

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

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**
Critique of a media story: Report Leading a discussion	10% 10%
Examination of a policy: Report Leading a discussion	10% 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.

*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 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:

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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 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)

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UNIVERSITY OF SASKATCHEWAN

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/An-overview/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.

Green, M. F. (2007). Internationalizing community colleges: Barriers and strategies. *New Directions for Community Colleges*, *2007*(138), 15-24.

Green, M. F. (2012). Measuring and assessing internationalization. *NAFSA: Association of International Educators.* Retrieved from: *http://www. nafsa.org/resourcelibrary/Default. aspx*.

Hollowell, D., Middaugh, M. F., & Sibolski, E. (2006). *Integrating higher education planning and assessment: A practical guide.* Ann Arbor, MI: Society for College and University Planning.

Jones, G. (2009). Sectors, institutional types and the challenges of shifting categories: A Canadian commentary. *Higher Education Quarterly*, *63*(4), 371-383.

Jones, G. A. & Weinrib, J. (2011). Globalization and higher education in Canada. In R. King, S. Marginson & R. Naidoo (Eds.), *Handbook on globalization and higher education*, 222-240.

Josh, D. (2013). Do international students need better English skills*? Maclean's global issues. Our insight.* Retrieved from: http://www.macleans.ca/education/uniandcollege/do-international-students-need-better-english-skills-2/

Khinda, N. (2014). Funding Frameworks: Understanding the methods used to finance post-secondary education in Canada. Retrieved from: http://caus.net/beta/wp-content/uploads/2014/02/Funding-Frameworks-Understanding-the-methods-used- to-finance-PSE-in-Canada.pdf.

Kirby, D. (2007). Reviewing Post-Secondary Education: Post-Secondary Education Policy in Post-Industrial Canada. *Canadian Journal of Educational Administration and Policy, 65*, 1-24. Retrieved from https://umanitoba.ca/ publications/cjeap/articles/kirby.html.

Knight, J. (2007). Internationalization: Concepts, complexities and challenges. In *International handbook of higher education* (pp. 207-227). Springer Netherlands.

Knight, J. (2008). Higher education in turmoil. *The changing world of internationalisation.* Rotterdam, The Netherlands: Sense Publishers.

Kuh, G. D., & Whitt, E. J. (1988). The invisible tapestry: Culture in American colleges and universities. *ASHE-ERIC Higher Education Report*, 17(1). Washington, D.C.: The George Washington University, Graduate School of Education and Human Development.

Lidstone, L., Wright, T., & Sherren, K. (2014). An analysis of Canadian STARS-rated higher education sustainability policies. *Environment, Development and Sustainability, 17*(2), 259-278.

Lidstone, L, Wright, T., & Sherren, K. (2015). Canadian STARS-rated campus sustainability plans: Priorities, plan creation and design. *Sustainability, 7,* 725-746.

MacKinnon, P. (2014). *University leadership and public policy in the twenty-first century: A president's perspective.* Toronto, ON: University of Toronto Press.

Maringe, F. (2009). Strategies and challenges of internationalisation in HE: An exploratory study of UK universities. *International Journal of Educational Management*, *23*(7), 553-563.

McKenzie, M., Bieler, A., & McNeil, R. (2015). Education policy mobility: Reimagining sustainability in neoliberal times. *Environmental Education Research, 21*(3), 319-337.**Also included in a Virtual Special Issue dedicated to Environmental and Sustainability Education Policy Research*

Middaugh, M. F. (2010). *Planning and assessment in higher education: Demonstrating institutional effectiveness*. San Francisco, CA: Jossey-Bass.

Owens, Y. O. (2003). *Adjusting but not assimilating: International students at east Tennessee state university.* (M.A., East Tennessee State University). *ProQuest Dissertations and Theses* (305324060).

Qiang, Z. (2003). Internationalization of higher education: Towards a conceptual framework. *Policy Futures in Education*, *1*(2), 248-270.

Vaughter, P., Wright, T., McKenzie, M., & Lidstone, L. (2013). Greening the Ivory Tower: A Review of Educational Research on Sustainability in Post-Secondary Education. *Sustainability*, 5, 2252-2271.

Woodhouse, H. (2009). *Selling Out – Academic freedom and the corporate market*. Montreal: McGill University Press.

Electronic Resources and Downloads

Institution specific governance documents (to be discussed in class). Examples include:

http://www.usask.ca/secretariat/

http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php

http://policies.usask.ca/

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

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 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, he/she can contact the professor by email and/or arrange a meeting or phone call.

Grading Scheme

Component	**Percentage**
Critique of a media story: Report Leading a discussion	10% 10%
Examination of a policy: Report Leading a discussion	10% 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 its 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. 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.

*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.

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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

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UNIVERSITY OF SASKATCHEWAN

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 stand-alone certificate.

7. Sample Course outline.

Session	Topic	Readings
1 (3 hours)	• History of teaching and learning on campuses • Lifelong learning theory	**TBD**
2 (3 hours)	• Student engagement, student diversity • 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 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

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

UNIVERSITY OF SASKATCHEWAN

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.

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Kovatch, M. (2009). Indigenous methodologies: Characteristics, conversations, and context. Toronto, ON: University of Toronto Press.

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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

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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).

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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 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 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.

*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 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

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/.

UNIVERSITY OF SASKATCHEWAN

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.

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Class Schedule

Session	Topic	Readings
1 (3 hours)	• History of teaching and learning on campuses • Lifelong learning theory	**TBD**
2 (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 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 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)

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/.

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 Administration (Course-Based)****:*

- ◌ EADM 837.3,
- ◌ EADM 838.3,
- ◌ 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 Leadership in Post-Secondary Education* may include only two

MEd in Educational Administration (Course-Based)

Each of the following required courses:

- ◌ EADM 811.3,
- ◌ EADM 991.3,
- ◌ EADM 990.x, *including one of*
- ◌ CGSR 960.x,
- ◌ 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,
- ◌ EADM 830.3,
- ◌ EADM 834.3,
- ◌ 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):

_____

_____

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,
- ◌ 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 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,
- ◌ ERES 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 811.3,
- ◌ 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,
- ◌ 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)

_____

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

Department Head: _____ Student: _____ Date: _____

eadm20150930q

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: EADM 811.*

EADM 824.3 – *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: EADM 811.*

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*

UNIVERSITY OF SASKATCHEWAN

Educatio n

Select Revenue Centre

	Current	Projecte d	Chang e	% of University
Operating Grant				
Instructio n	$ 13,252,79	$ 13,252,79	⇧ $ 262,702	7.4% / 7.6%
Researc h	$1,623,257	$1,887,915	(2.3%	4.0%
Targeted Funding	$ 3 -	$ 3,657,793 -		4.0%
Directed Funding	-$ 1,023,07 9	-$ 1,023,079		-2.3% / -2.3%
Tuition				
Undergraduate - Enrolment Undergraduate	$ 1,222,80 4	$ 1,222,804		3.9% / 3.7%
- Instruction Graduate -	$ 4,863,03 9	$ 4,863,035	⇧)$ 44,164	3.7% / 3.7%
Enrolment Graduate -	$ 491,68 2	$ 535,85 0	⇧)$ 22,082	4.0% / 4.2%
Instruction Graduate -	$ 249,12 3	$ 271,20 7	⇧)$ 11,194	9.2% / 9.2%
Supervision	$ 498,73 3	$ 542,89 7	(8.9%	10.0%
Total Revenue	**$ 18,585,31 2**	**$ 18,958,424**	⇧)$ 373,112 (2.0%	4.3% / 4.4%
Allocated Expenses				
Research Support	$ 218,59	$ 218,58		0.8% / 0.8%
General Student	$ 4,768,40	$ 4,809,38	⇧)$ 40,982	3.1% / 3.1%
Support Graduate	$ 3 742,40	$ 6 762,03	⇧)$ 19,625	17.2% / 17.5%
Support Faculty/Staff	$ 933,98	$ 942,57	⇧)$ 2,596	2.8% / 2.8%
Support General	$ 1 177,40	$ 1 177,38	(1.4%	2.7% / 2.7%
Occupancy Utilities	$ 969,50	$ 969,50		3.4% / 3.4%
Caretaking	$ 966,19	$ 966,19		3.4% / 3.4%
Leases	$ 6 -	$ 6 -		
Health Sciences	$ -	$ -		
General Support	$ 1,272,88 8	$ 1,276,605	⇧)$ 3,717 (0.3%	3.0% / 3.0%
Total Expenses	**$ 8,449,37 8**	**$ 8,522,282**	⇧)$ 72,904 (0.9%	4.6% / 4.6%
TABBS Model Ref Level	**$ 10,135,934**	**$ 10,436,141**	⇧)$ 300,208 (3.0%	

TMRL	$ 300,20 8
Change	

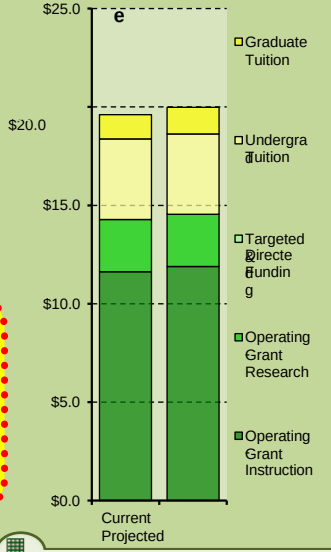
Direct	Chang
Salaries & Benefits	$ 42,06 e
Operational Supplies	$ 01,500
Rent / Leases	$ -
Other Expenditures	$ -
Observations	$ 2,000
Total Direct Costs	**$ 45,56 0**
Surplus	**$ 254,64 8**

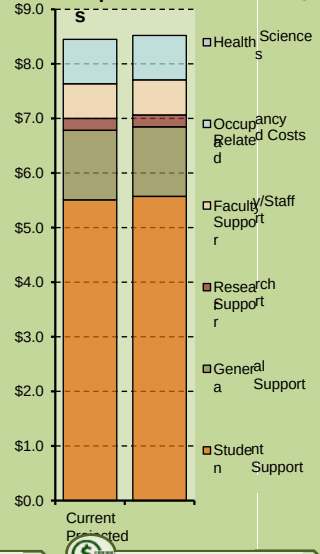
Attentio n

The TABBS Scenario Analysis Tool has been constructed under a number of assumptions.

It is recommended that you read through these (on the "assumptions" tab) to understand the limitations of this model prior to use.

Cells that appear RED indicate an invalid combination of criteria.





V 2.3

Student Headcounts

Details	Group 1	Group 2	Group 3	Group 4
Number of Students	20.0	20.0	20.0	0.0
Type of Students	Graduat	Graduat	Graduat	
Origin of Students	Domesti c	Domesti c	Domesti c	
New Students	☐	☐	☑	☐
Home of Students	☑	☑	☑	☐
Instruction from home RC	GSC 12 CRU	GSC 09 CRU	GSC 09 CRU	None
Instruction **NOT** from home RC	None	None	None	None
Home of Supervisor	☑	☑	☑	☐

25% of undergraduate & 7% of graduate (credit unit) instruction occurs outside of the home college

Research

Type	Current Activity level	Adjustment	Projected Level
Tri Agency	$ 1,105,435	$0	$ 1,105,435
Non Tri Agency	$ (35,593)	$0	$ (35,593)

Faculty/Staff

Employment Class Type	Phase /Family	Salary (incl benefits)	Research Funded	Change	Number
Sessional	3 Credit Unit	$7,010	☐	▲	6
None	None	$0	☐	▲	0
None	None	$0	☐	▲	0
None	None	$0	☐	▲	0
None	None	$0	☐	▲	0
None	None	$0	☐	▲	0

Occupancy

Type	Location	Change	NASM Average	NASM
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	

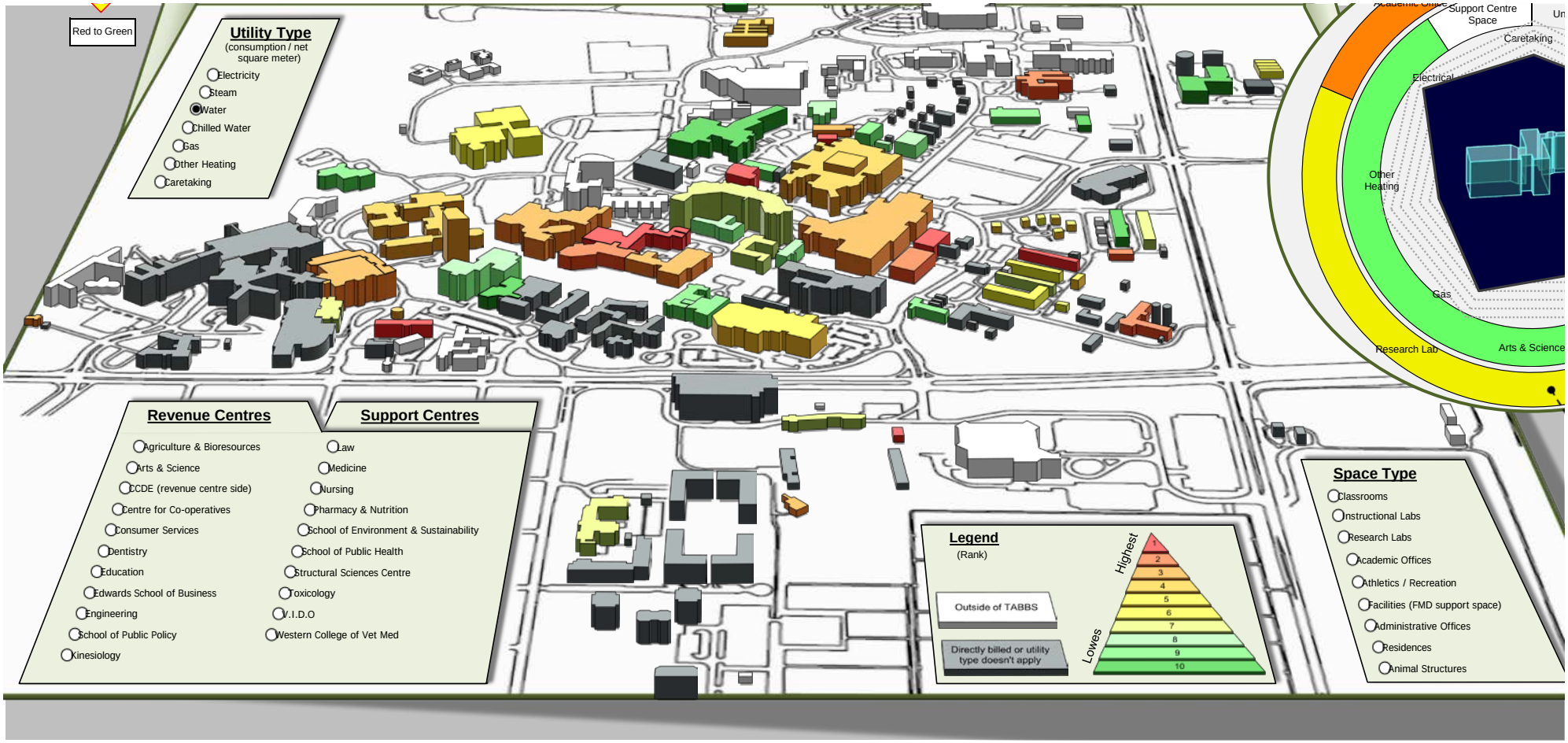
Non-Salary Costs

Type	Research Funded	Amount
Other	☐	$2,000
Operational Supplies	☐	$1,500
None	☐	$0
None	☐	$0

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	X		X		X	X						
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		X		X							X	X
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.							X				X	X
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.								X	X	X		
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 AI).											X	X

Key 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.
5	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.
9	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).
10	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.


Red to Green
Utility Type
(consumption / net square meter)
Electricity
Steam
Water
Chilled Water
Gas
Other Heating
Caretaking
Support Centre Space
Caretaking
Electrical
Other Heating
Gas
Research Lab
Arts & Science
Revenue Centres
Agriculture & Bioresources
Arts & Science
CCDE (revenue centre side)
Centre for Co-operatives
Consumer Services
Dentistry
Education
Edwards School of Business
Engineering
School of Public Policy
Kinesiology
Support Centres
Law
Medicine
Nursing
Pharmacy & Nutrition
School of Environment & Sustainability
School of Public Health
Structural Sciences Centre
Toxicology
V.I.D.O
Western College of Vet Med
Legend
(Rank)
Outside of TABBS
Directly billed or utility type doesn't apply
Highest
Lowest
1
2
3
4
5
6
7
8
9
10
Space Type
Classrooms
Instructional Labs
Research Labs
Academic Offices
Athletics / Recreation
Facilities (FMD support space)
Administrative Offices
Residences
Animal Structures

Summary of TABBS Model Inputs

NEW ACTIVITY

		Year 1	Year 2	Year 3	Year 4	Year 5
Student Activity	**Undergrad - Domestic**					
	Undergrad - International					
	Grad - Domestic	15N	15C = 20N	35C + 20N	40C + 20N	40C + 20N
	Grad - International	0	0	0	0	0
Faculty & Staff	**ASPA**					
	Casual					
	CUPE Local 1975					
	Exempt					
	Faculty Association					
	Sessional	3 x 3 cu	6 x 3 cu	6 x 3 cu	6 x 3 cu	6 x 3 cu
Occupancy	**Instructional Lab**					
	Research Lab					
	Academic Office					
	Administrative Office					
Research Activity	**Tri Agency**					
	Non-Tri Agency					
Non-salary costs	**Operational Supplies**	$ 375	$ 875	$ 1,375	$ 1,500	$ 1,500
	Travel					
	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 Model Figures	Change from Base to Year 1	Change from Year 1 to Year 2	Change from Year 2 to Year 3	Change from Year 3 to Year 4	Change from Year 4 to Year 5
Operating Grant						
Instruction	11,625,212	59,187	78,845	98,441	26,230	0
Research	2,657,793					
Targeted Funding	0					
Directed Funding	(1,023,079)					
Tuition						
Undergraduate - Enrolment	1,222,804					
Undergraduate - Instruction	2,863,039					
Graduate - Enrolment	491,687	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 *	**18,585,312**	**84,029**	**111,969**	**139,845**	**37,270**	**0**
Allocated Expenses						
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						
ASPA						
Casual						
CUPE Local 1975						
Exempt						
Faculty Association						
Sessional		21,030	21,030	0	0	0
Operational Supplies		375	500	500	125	0
Travel						
Rent / Renovations						
Other		2,000	0	0	0	0
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**

Notes:

1. 30 cu program to be completed over 3 years
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:

Course	Subject Matter Expert**	Instructional Design*	Multi-Media Development	Copyright	Total Estimated Cost to Develop Certificate for Distance 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

UNIVERSITY OF SASKATCHEWAN
Dean's Office
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Ph: 306-966-7647 Fx: 306-966-7624

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, re-visioning 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.O5 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.
PUBLISHED Baltimore: The John Hopkins University Press, [2013]

CALL # LB2341 .H522 2011.
TITLE **Higher education administration with social media: including applications in student affairs, enrollment management, alumni relations, and career centers** / edited by Laura A. Wankel, Charles Wankel ; in collaboration with Matthew Marovich, Kyle Miller, Jurate Stanaityte.
PUBLISHED Bingley, UK: Emerald, 2011.

CALL # LB2341 .M4437 2010.
AUTHOR Middaugh, Michael F., 1945-
TITLE **Planning and assessment in higher education: demonstrating institutional effectiveness** / Michael F. Middaugh.
PUBLISHED San Francisco: Jossey-Bass, c2010.

CALL # LB1731 .T59 2009.
TITLE **To improve the academy: resources for faculty, instructional, and organizational development**. Volume 27 / Linda B. Nelson, editor ; Judith E. Miller, associate editor.
PUBLISHED San Francisco, CA: Jossey-Bass ; [Nederland, Colo.]: POD/ Professional and Organizational Development Network in Higher Education, c2009.

CALL # LB2341 .I.584 2009.
TITLE **International perspectives on the governance of higher education: alternative frameworks for coordination** / edited by Jeroen Huisman.
PUBLISHED New York: Routledge, 2009.

CALL # LB2341 .K66 2009.
AUTHOR Komives, Susan R., 1946-
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AUTHOR Knowles, Malcolm S. (Malcolm Shepherd), 1913-1997.
TITLE **The adult learner: the definitive classic in adult education and human resource development** / Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson.
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AUTHOR Vella, Jane Kathryn, 1931-
TITLE **How do they know they know?: evaluating adult learning** / Jane Vella, Paula Berardinelli, Jim Burrow.
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CALL # LC5225 .P78A48 1998.
TITLE **Adult learning and development: perspectives from educational psychology** / edited by M. Cecil Smith, Thomas Pourchot.
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AUTHOR Pratt, Daniel D., 1942-
TITLE **Five perspectives on teaching in adult and higher education** / Daniel D. Pratt and associates ; with foreword by Stephen D. Brookfield.
PUBLISHED Malabar, Fla.: Krieger Pub. Co., 1998.

CALL # LC5225 .A75M67 1997.
AUTHOR Moran, Joseph J.
TITLE **Assessing adult learning: a guide for practitioners** / Joseph J. Moran.
PUBLISHED Malabar, Fla.: Krieger Pub. Co., 1997.

CALL # LC5225 .S64U75 1997.
AUTHOR Usher, Robin, 1944-
TITLE **Adult education and the postmodern challenge: learning beyond the limits** / Robin Usher, Ian Bryant, and Rennie Johnston.
PUBLISHED London ; New York: Routledge, 1997.

CALL # LC5215 .S88 1997.
TITLE **Adult learning: a reader** / edited by Peter Sutherland.
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TITLE **Assessing adult learning in diverse settings: current issues and approaches** / Amy D. Rose, Meredyth A. Leahy, editors.
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CALL # E96.2 .S738 2009eb.
TITLE **The state of Aboriginal learning in Canada [electronic resource**]: a holistic approach to measuring success / Canadian Council on Learning.
PUBLISHED Ottawa, Ont.: Canadian Council on Learning, 2009 (Saint-Lazare, Quebec: Gibson Library Connections, 2010)

CALL # E96.2 .R435 2008eb.
TITLE **Reclaiming the learning spirit [electronic resource]: learning from our experience** / by Verna St. Denis ... [et al.]
PUBLISHED Saskatoon, Sask.: Aboriginal Education Research Centre,

University of Saskatatchewan, 2008 (Saint-Lazare, Quebec: Gibson Library Connections, 2009)

CALL # LC148.4.C34 P273 2008eb.
TITLE **Pathways to college [electronic resource]: report of the Adult Student Pathways to College Postsecondary Programs Project / submitted by the College Sector Committee on Adult Upgrading**.
PUBLISHED [Sudbury, Ont.]: College Sector Committee for Adult Upgrading, 2008 (Saint-Lazare, Quebec: Gibson Library Connections, 2009)

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TITLE **The development and state of the art of adult learning and education (ALE) [electronic resource]: report for Canada / prepared by the Council of Ministers of Education, Canada in collaboration with the Canadian Commission for UNESCO**.
PUBLISHED Toronto, Ont.: Council of Ministers of Education, Canada, 2008 (Saint-Lazare, Quebec: Gibson Library Connections, 2009)

CALL # LC1039.8.C34 F657 2008eb.
AUTHOR Folinsbee, Sue, 1953-
TITLE **Report on the integration of college academic upgrading programs with pre-apprenticeship, pre trades and apprenticeship programming [electronic resource] / prepared by Sue Folinsbee ; prepared for the College Sector Committee**.
PUBLISHED [Sudbury, Ont.]: College Sector Committee for Adult Upgrading, 2008 (Saint-Lazare, Quebec: Gibson Library Connections, 2009)

AUTHOR Kuwan, Helmut.
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PUBLISHED Paris: OECD Publishing, 2008.

CALL # LC5225.L42 R675 2008eb.
AUTHOR Rothwell, William J., 1951-
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PUBLISHED Alexandria, Va.: ASTD Press, [2008]
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AUTHOR Saunders, Ronald.
TITLE **Towards an effective adult learning system [electronic resource]: report on the Atlantic Roundtable prepared for the Adult Learning Knowledge Centre of the Canadian Council on Learning** / by Ron Saunders.
PUBLISHED [Ottawa, Ont.]: Canadian Policy Research Networks, 2007 (Saint-Lazare, Quebec: Gibson Library Connections, 2008)

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AUTHOR Glass, Barb.
TITLE **Essential skills for success [electronic resource]: --in college postsecondary and apprenticeship programming: part of the Learner Skill Attainment Framework Initiative / prepared by**

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PUBLISHED [Sudbury, Ont.]: College Sector Committee for Adult Upgrading, 2007 (Saint-Lazare, Quebec: Gibson Library Connections, 2010)

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AUTHOR Saunders, Ronald.
TITLE **Towards an effective adult learning system [electronic resource]: report on a series of regional roundtables / Ron Saunders**.
PUBLISHED Ottawa, Ont.: Canadian Policy Research Networks, 2007 (Saint-Lazare, Quebec: Gibson Library Connections, 2008)

CALL # LC5225.L42 S28 2007eb.
AUTHOR Sanders, Ronald.
TITLE **Towards an effective Adult Learning System [electronic resource]: report on the Calgary Roundtable** / by Ron Sanders.
PUBLISHED Ottawa, Ont.: Canadian Policy Research Networks, 2007 (Saint-Lazare, Quebec: Gibson Library Connections, 2008)

CALL # LC5225.L42 R833 2007eb.
AUTHOR Rubenson, Kjell, 1944-
TITLE **Adult learning in Canada [electronic resource]: a comparative perspective results from the Adult Literacy and Life Skills Survey** / by Kjell Rubenson, Richard Desjardins and Ee-Seul Yoon.
PUBLISHED Ottawa, Ont.: Statistics Canada, 2007 (Saint-Lazare, Quebec: Gibson Library Connections, 2008)

CALL # LC5225.L42 S48 2006eb.
AUTHOR Selwyn, Neil.
TITLE **Adult learning in the digital age [electronic resource]: information technology and the learning society** / Neil Selwyn, Stephen Gorard and John Furlong.
PUBLISHED London ; New York: Routledge, 2006.

CALL # BF724.5 .H365 2006eb.
TITLE **Handbook of adult development and learning [electronic resource**] / edited by Carol Hoare.
PUBLISHED New York: Oxford University Press, 2006.

CALL # LC5225.L42 .M175 2006eb.
AUTHOR McRae, Dee.
TITLE **Make it real [electronic resource]: participatory action research with adult learners** / Dee McRae.
PUBLISHED Vancouver, B.C.: RiPAL-BC, c2006 (Saint-Lazare, Quebec: Gibson Library Connections, 2010)

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TITLE **Innovative approaches-- [electronic resource]: --and promising directions: meeting the needs of underrepresented populations in college academic upgrading programs** / prepared for College Sector Committee for Adult Upgrading.
PUBLISHED [Sudbury, Ont.]: College Sector Committee for Adult Upgrading, 2006 (Saint-Lazare, Quebec: Gibson Library Connections, 2010)

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AUTHOR MacKeracher, Dorothy.
TITLE **Barriers to participation in adult learning [electronic resource]** / Dorothy MacKeracher, Theresa Suart, Judith Potter.
PUBLISHED Ottawa, Ont.: Canadian Council on Learning, 2006 (Saint-Lazare, Quebec: Canadian Electronic Library, 2010)

CALL # LC5254 .H257 2006eb.
AUTHOR Hall, Budd L.
TITLE **A review of the state of the field of adult learning [electronic resource]: social movement learning** / Budd Hall and Thomas Turray.
PUBLISHED Ottawa, Ont.: Canadian Council on Learning, 2006 (Saint-Lazare, Quebec: Canadian Electronic Library, 2010)

CALL # LC5254 .P587 2006eb.
AUTHOR Plumb, Donavan.
TITLE **A review of the state of the field of adult learning [electronic resource]: learning communities** / Donavan Plumb, Robert McGray.
PUBLISHED Ottawa, Ont.: Canadian Council on Learning, 2006 (Saint-Lazare, Quebec: Canadian Electronic Library, 2010)

CALL # LC212.93.C2 E347 2006eb.
AUTHOR English, Leona.
TITLE **A review of the state of the field of adult learning [electronic resource]: gender and adult learning** / Leona English.
PUBLISHED Ottawa, Ont.: Canadian Council on Learning, 2006 (Saint-Lazare, Quebec: Canadian Electronic Library, 2010)

CALL # LC5254 .C567 2006eb.
AUTHOR Clover, Darlene E. (Darlene Elaine), 1958-
TITLE **A review of the state of the field of adult learning [electronic resource]: culture and adult learning** / team leader, Darlene E. Clover ; research assistants: Odette Laramee and Kathy Linker.
PUBLISHED Ottawa, Ont.: Canadian Council on Learning, 2006 (Saint-Lazare, Quebec: Canadian Electronic Library, 2010)

CALL # LB2331 .C4545 2006eb.
TITLE **Changing higher education [electronic resource]: the development of learning and teaching** / edited by Paul Ashwin.
PUBLISHED Abingdon [England] ; New York: Routledge, 2006.

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AUTHOR Knowles, Malcolm S. (Malcolm Shepherd), 1913-1997.
TITLE **The adult learner [electronic resource]: the definitive classic in adult education and human resource development** / Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson.
PUBLISHED Amsterdam ; Boston: Elsevier, c2005.

CALL # LC5215 .J37 2004eb.
AUTHOR Jarvis, Peter, 1937-
TITLE **Adult education and lifelong learning [electronic resource]: theory and practice** / Peter Jarvis.
PUBLISHED London ; New York, NY: RoutledgeFalmer, 2004.

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AUTHOR Jarvis, Peter, 1937-
TITLE **Adult education and lifelong learning [electronic resource]: theory and practice** / Peter Jarvis.
PUBLISHED London ; New York: RoutledgeFalmer, 2004.

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AUTHOR Huddleston, Prue.
TITLE **Teaching and learning in further education [electronic resource]: diversity and change/** Prue Huddleston and Lorna Unwin.
PUBLISHED London ; New York: Routledge, 2002.

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AUTHOR Freeman, Kathryn M. (Kathryn Mary), 1954-
TITLE **Ojibwe women as adult learners in a teacher education program [electronic resource]: towards an understanding of Aboriginal women's experiences of learning and change**.
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AUTHOR Organisation for Economic Co-operation and Development.
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PUBLISHED [Leicester : National Institute of Adult Continuing Education], 1989-
CALL # LC5201 .C3.
TITLE **The Canadian journal for the study of adult education** = La revue canadienne pour l'étude de l'éducation des adultes.
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CALL # LC5201 .S93.
TITLE **Studies in the education of adults.**

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PUBLISHED Leicester, England : National Institute of Continuing Education, [1984-

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TITLE **Convergence. Convergencia. Convergence**.
PUBLISHED Toronto, Ont. : International Council for Adult Education.

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TITLE **Studies in adult education**.
PUBLISHED [Newton Abbot, Published on behalf of the Universities Council for Adult Education [by] David & Charles]

CALL # ELECTRONIC JOURNAL.
TITLE **Adult education quarterly** (American Association for Adult and Continuing Education : Online)
TITLE Adult education quarterly [electronic resource]
PUBLISHED [Washington, D.C. : American Association for Adult and Continuing Education,

CALL # ELECTRONIC JOURNAL.
TITLE **Convergence** (Online)
TITLE Convergence [electronic resource] Convergencia. Convergence.
PUBLISHED Toronto, International Council for Adult Education.

CALL # ELECTRONIC JOURNAL.
TITLE **New horizons in adult education & human resource development** (Online)
PUBLISHED Miami, FL : Florida International University.

CALL # ELECTRONIC JOURNAL.
TITLE **Journal of adult education** (Online)
PUBLISHED [Laramie, Wyo?, Mountain Plains Adult Education Association]

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TITLE **Australian journal of adult learning.**
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PUBLISHED San Francisco : Jossey-Bass Inc., c1990-

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TITLE **Canadian journal of university continuing education** / Canadian Association for University Continuing Education = Journal canadien de l'éducation permanente universitaires.
PUBLISHED [S.l.] : The Association.

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TITLE **Adult learning** (Washington, D.C. : Online)
PUBLISHED [Washington, D.C. : American Association for Adult & Continuing

Education],

CALL # ELECTRONIC JOURNAL.
TITLE **Bulletin of good practice in higher education** (Online)
PUBLISHED Boradway, N.S.W. : University of Technology, Sydney.

CALL # ELECTRONIC JOURNAL.
TITLE Canadian journal of university continuing education (Online)
PUBLISHED [S.l.] Canadian Association of University Continuing Education.

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CALL # LB2331 .T46 2010.
AUTHOR Tennant, Mark.
TITLE **Teaching, learning, and research in higher education : a critical approach** / Mark Tennant, Cathi McMullen, and Dan Kaczynski.
PUBLISHED New York ; London : Routledge, 2010.

CALL # LB2361 .I.488 2009.
TITLE **Interdisciplinary learning and teaching in higher education : theory and practice** / edited by Balasubramanyam Chandramohan and Stephen Fallows.
PUBLISHED New York : Routledge, 2009.

CALL # LB2331 .H29 2009.
TITLE **A handbook for teaching and learning in higher education : enhancing academic practice** / edited by Heather Fry, Steve Ketteridge, Stephanie Marshall.
PUBLISHED New York ; London : Routledge, 2009.

CALL # LB1060 .E67 2009.
TITLE **Enhancing learning, teaching, assessment and curriculum in higher education : theory, cases, practices** / Veronica Bamber ... [et al]
PUBLISHED Maidenhead, England ; New York : Open University Press, 2009.

CALL # LB2331 .L54 2009.
AUTHOR Light, Greg, 1951-
TITLE **Learning and teaching in higher education : the reflective professional** / Greg Light, Roy Cox and Susanna Calkins.
PUBLISHED Los Angeles : Sage, 2009.

CALL # LB2331 .R47 2008.
TITLE **Researching international pedagogies : sustainable practice for teaching and learning in higher education** / Meeri Hellstén, Anna Reid, editors.
PUBLISHED Dordrecht ; London : Springer, c2008.

CALL # LB2331 .S364 2008.
TITLE **The scholarship of teaching and learning in higher education** / edited by Rowena Murray.
PUBLISHED Maidenhead, Berks. : Society for Research into Higher Education & Open University Press, 2008.

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AUTHOR Gathercoal, Paul.
TITLE **The judicious professor : a learner-centered philosophy for**

teaching and learning in higher education / Paul Gathercoal & Forrest Gathercoal.
PUBLISHED San Francisco, Calif. : Caddo Gap Press, c2007.

CALL # LC1099 .L419 2007.
TITLE **Learning and teaching across cultures in higher education** / edited by David Palfreyman and Dawn Lorraine McBride.
PUBLISHED Basingstoke ; New York : Palgrave Macmillan, 2007.

CALL # LB2331 .E66 2005.
TITLE **Enhancing teaching in higher education : new approaches for improving student learning** / edited by Peter Hartley, Amanda Woods and Martin Pill.
PUBLISHED London ; New York : Routledge, 2005.

CALL # LB2326.3 .S37 2004.
TITLE **The scholarship of teaching and learning in higher education : contributions of research universities** / edited by William E. Becker and Moya L. Andrews.
PUBLISHED Bloomington : Indiana University Press, c2004.

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TITLE **A handbook for teaching & learning in higher education : enhancing academic practice** / [edited by] Heather Fry, Steve Ketteridge, Stephanie Marshall.
PUBLISHED London ; Sterling, VA : Kogan Page, c2003.

CALL # LB2331 .V65 2001.
TITLE **Voices from the classroom : reflections on teaching and learning in higher education** / edited by Janice Newton ... [et al.]
PUBLISHED Aurora, Ont. : Garamond Press, c2001.

CALL # LB2367 .H46 2000.
AUTHOR Heywood, John, 1930-
TITLE **Assessment in higher education : student learning, teaching, programmes and institutions** / John Heywood.
PUBLISHED Philadelphia, Pa. : Jessica Kingsley Publishers, c2000.

CALL # LC5201 .G27 2000.
AUTHOR Garrison, D. R. (D. Randy), 1945-
TITLE **A transactional perspective on teaching and learning : a framework for adult and higher education** / by D. Randy Garrison and Walter Archer.
PUBLISHED Amsterdam ; New York : Pergamon, c2000.

CALL # LB1060 .H48 2015.
AUTHOR Hermida, Julian, author.
TITLE **Facilitating deep learning : pathways to success for university and college teachers** / Julian Hermida, PhD.
PUBLISHED Toronto : Apple Academic Press, [2015]

CALL # LA227.4 .U85 2015.
TITLE **Using evidence of student learning to improve higher education** / [edited by] George D. Kuh [and 6 others]
PUBLISHED San Francisco, CA : Jossey-Bass, [2015]
CALL # LB1028.3 .T39663 2012.

TITLE **Technologies for enhancing pedagogy, engagement and empowerment in education : creating learning-friendly environments** / [edited by] Thao Le, Quynh Le.
PUBLISHED Hershey, PA : Information Science Reference, c2012.

CALL # LB1044.87 .B43 2012.
AUTHOR Bender, Tisha, 1953-
TITLE **Discussion-based online teaching to enhance student learning : theory, practice, and assessment** / Tisha Bender.
PUBLISHED Sterling, Va. : Stylys, c2012.

CALL # LB2331 .L3925 2011.
TITLE **Learning development in higher education** / edited by Peter Hartley ... [et al.]
PUBLISHED Basingstoke, Hampshire ; New York : Palgrave Macmillan, 2011.

CALL # LB1044.87 .S846 2011.
AUTHOR Stavredes, Tina.
TITLE **Effective online teaching : foundations and strategies for student success** / Tina Stavredes.
PUBLISHED San Francisco, CA : Jossey-Bass, c2011.

CALL # LB2331 .H97 2011.
AUTHOR Hutchings, Pat.
TITLE **The scholarship of teaching and learning reconsidered : institutional integration and impact** / Pat Hutchings, Mary Taylor Huber, Anthony Ciccone.
PUBLISHED San Francisco, CA : Jossey-Bass, c2011.

CALL # LB2331 .B54 2011.
AUTHOR Biggs, John B. (John Burville)
TITLE **Teaching for quality learning at university : what the student does** / John Biggs and Catherine Tang.
PUBLISHED Maidenhead : McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011.

CALL # LB2395.7 .C36 2010.
TITLE **Cases on online and blended learning technologies in higher education : concepts and practices** / [edited by] Yukiko Inoue.
PUBLISHED Hershey, PA : Information Science Reference, c2010.

CALL # LB1025.3 .H68 2010.
TITLE **How learning works : seven research-based principles for smart teaching** / Susan A. Ambrose ... [et al.] ; foreword by Richard E. Mayer.
PUBLISHED San Francisco, CA : Jossey-Bass, c2010.

CALL # LC238 .H36 2010.
TITLE **Handbook of engaged scholarship : contemporary landscapes, future directions** / edited by Hiram E. Fitzgerald, Cathy Burack, and Sarena D. Seifer.
PUBLISHED East Lansing : Michigan State University Press, c2010-

CALL # LB2331 .B58 2009.
AUTHOR Blumberg, Phyllis, 1933-
TITLE **Developing learner-centered teaching : a practical guide for**

faculty / Phyllis Blumberg ; foreword by Maryellen Weimer.
PUBLISHED San Francisco : Jossey-Bass, c2009.

CALL # LB2361 .E67 2009.
AUTHOR Entwistle, Noel James.
TITLE **Teaching for understanding at university : deep approaches and distinctive ways of thinking** / Noel Entwistle.
PUBLISHED Basingstoke : Palgrave Macmillan, 2009.

CALL # LB1028.5 .H625 2009.
AUTHOR Hogarth, Alan.
TITLE **Adopting blended learning for collaborative work in higher education** / Alan Hogarth.
PUBLISHED New York : Nova Science Publishers, c2009.

CALL # LB2361 .U65 2009.
TITLE **The university and its disciplines : teaching and learning within and beyond disciplinary boundaries** / edited by Carolin Kreber.
PUBLISHED New York : Routledge, 2009.

CALL # LC196 .V456 2008.
AUTHOR Vella, Jane Kathryn, 1931-
TITLE **On teaching and learning : putting the principles and practices of dialogue education into action** / Jane Vella ; foreword by Joanna Ashworth.
PUBLISHED San Francisco : Jossey-Bass, c2008.

CALL # LB2331 .D66 2008.
AUTHOR Doyle, Terry, 1951-
TITLE **Helping students learn in a learner-centered environment : a guide to facilitating learning in higher education** / Terry Doyle ; foreword by John Tagg.
PUBLISHED Sterling, Va. : Stylus Pub., 2008.

CALL # LB2331 .U53 2008.
TITLE **Understanding learning-centred higher education** / editors, Claus Nygaard & Clive Holtham.
PUBLISHED [Copenhagen] : Copenhagen Business School Press ; Portland, OR : Distribution, North America, International Specialized Book Services, 2008.

CALL # Z675 .U5T68 2008.
TITLE **Transformative learning support models in higher education : educating the whole student** / edited by Margaret Weaver.
PUBLISHED London : Facet, 2008.

CALL # LB2331.2 .G33 2008.
AUTHOR Gabriel, Kathleen F. (Kathleen Faye), 1948-
TITLE **Teaching unprepared students : strategies for promoting success and retention in higher education** / Kathleen F. Gabriel ; foreword by Sandra M. Flake.
PUBLISHED Sterling, Va. : Stylus Pub., 2008.

CALL # LB2395.7 .M3 2007.
TITLE **Making the transition to E-learning : strategies and issues** /

[edited by] Mark Bullen, Diane P. Janes.
PUBLISHED Hershey, PA : Information Science Pub., c2007.

CALL # LB2368 .R47 2007.
TITLE **Rethinking assessment in higher education : learning for the longer term** / edited by David Boud and Nancy Falchikov.
PUBLISHED London ; New York : Routledge, 2007.

CALL # LC1099 .S38 2007.
TITLE **Scholarship of multicultural teaching and learning** / Matthew Kaplan, A.T. Miller, editors.
PUBLISHED San Francisco, CA : Jossey-Bass, 2007.
CALL # LC1099.5 .C2G86 2007.
AUTHOR Guo, Shibao, 1965-
TITLE **Cultural diversity and inclusive teaching** / Shibao Guo, Zenobia Jamal.
PUBLISHED London, Canada : Society for Teaching and Learning in Higher Education, c2007.

CALL # LB2331 .P48 2007.
AUTHOR Peters, Joerg.
TITLE **Designing deep learning in higher education : a comprehensive & practical approach** / Joerg (Peter) Peters.
PUBLISHED Bangkok : Little Seeds Publishing, 2007.

CALL # LB2331 .A898 2006.
TITLE **Authentic learning environments in higher education** / Anthony Herrington, Jan Herrington, [editors]
PUBLISHED Hershey, PA : Information Science Pub., c2006.

CALL # LB1060 .L4248 2006.
TITLE **Learning styles and learning : a key to meeting the accountability demands in education** / Ronald R. Sims and Serbrenia J. Sims, editors.
PUBLISHED New York : Nova Science Publishers, c2006.

CALL # LC1200 .T69 2006.
TITLE **Towards inclusive learning in higher education : developing curricula for disabled students** / edited by Mike Adams and Sally Brown.
PUBLISHED London ; New York : Routledge, 2006.

CALL # LB2331 .C8682 2006.
AUTHOR Cowan, John, 1932-
TITLE **On becoming an innovative university teacher : reflection in action** / John Cowan.
PUBLISHED Maidenhead : Open University Press, 2006.

CALL # LB1032 .B318 2005.
AUTHOR Barkley, Elizabeth F.
TITLE **Collaborative learning techniques : a handbook for college faculty** / Elizabeth F. Barkley, K. Patricia Cross, and Claire Howell Major.
PUBLISHED San Francisco : Jossey-Bass, c2005.

CALL # LB2331 .N54 2005.

AUTHOR Nicholls, Gill.
TITLE **The challenge to scholarship : rethinking learning, teaching, and research** / Gill Nicholls.
PUBLISHED London ; New York : Routledge, 2005.

CALL # LB2331 .S54 2005.
AUTHOR Skelton, Alan.
TITLE **Understanding teaching excellence in higher education : towards a critical approach** / Alan Skelton.
PUBLISHED London ; New York : Routledge, 2005.

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AUTHOR Li, Mang. editor.
TITLE **Exploring Learning and Teaching in Higher Education** [electronic resource] / edited by Mang Li, Yong Zhao.
PUBLISHED Berlin, Heidelberg : Springer Berlin Heidelberg : Imprint: Springer, 2015.

AUTHOR Ryan, Mary Elizabeth. editor.
TITLE **Teaching Reflective Learning in Higher Education** [electronic resource] : A Systematic Approach Using Pedagogic Patterns / edited by Mary Elizabeth Ryan.
PUBLISHED Cham : Springer International Publishing : Imprint: Springer, 2015.

CALL # LB5-3640eb.
AUTHOR Sachs, Judyth. editor.
TITLE **Peer Review of Learning and Teaching in Higher Education** [electronic resource] : International Perspectives / edited by Judyth Sachs, Mitch Parsell.
PUBLISHED Dordrecht : Springer Netherlands : Imprint: Springer, 2014.

CALL # LA418.O6 M333 2014eb.
AUTHOR Madden, Sean, author.
TITLE **Beyond the traditional classroom [electronic resource] : teaching and learning in contemporary higher education** / Sean Madden.
PUBLISHED Toronto, Ontario : Ontario Undergraduate Student Alliance, 2014.

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AUTHOR Brandenburg, Robyn.
TITLE **Pedagogies for the Future [electronic resource] : Leading Quality Learning and Teaching in Higher Education** / by Robyn Brandenburg, Jacqueline Z. Wilson.
PUBLISHED Rotterdam : SensePublishers : Imprint: SensePublishers, 2013.

AUTHOR Summerfield, Judith.
TITLE **Making Teaching and Learning Matter [electronic resource] : Transformative Spaces in Higher Education** / edited by Judith Summerfield, Cheryl C. Smith.
PUBLISHED Dordrecht : Springer Science+Business Media B.V., 2011.

CALL # LB2331 .E66 2004eb.
TITLE **Enhancing teaching in higher education [electronic resource] new**

approaches for improving student learning / edited by Peter Hartley, Amanda Woods, and Martin Pill.
PUBLISHED Abingdon ; New York : RoutledgeFalmer, 2005.

CALL # LB2331 .H3145 2003eb.
TITLE **A handbook for teaching & learning in higher education [electronic resource] enhancing academic practice** / [edited by] Heather Fry, Steve Ketteridge, Stephanie Marshall.
PUBLISHED London : Kogan Page, 2003.

CALL # LB2331 .N53 2002eb.
AUTHOR Nicholls, Gill.
TITLE **Developing teaching and learning in higher education [electronic resource]** / Gill Nicholls.
PUBLISHED London ; New York : RoutledgeFalmer, 2002.

CALL # LB2331 .H3145 2003eb.
TITLE **A handbook for teaching and learning in higher education** [electronic resource] / [edited by] Heather Fry, Steve Ketteridge, Stephanie Marshall.
PUBLISHED London ; Sterling, Va. : Kogan Page.
PUBLISHED c2003.

AUTHOR Billett, Stephen. author.
TITLE **Integrating Practice-based Experiences into Higher Education / by Stephen Billett**.
PUBLISHED Dordrecht : Springer Netherlands : Imprint: Springer, 2015.

CALL # LB2325 .C638 2014eb.
AUTHOR Coates, Hamish. editor.
TITLE **Engaging University Students** [electronic resource] : International Insights from System-Wide Studies / edited by Hamish Coates, Alexander C. McCormick.
PUBLISHED Singapore : Springer Singapore : Imprint: Springer, 2014.

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AUTHOR Bossche, Piet Van den.
TITLE **Facilitating Learning in the 21st Century: Leading through Technology, Diversity and Authenticity** [electronic resource] / edited by Piet Van den Bossche, Wim H. Gijselaers, Richard G. Milter.
PUBLISHED Dordrecht : Springer Netherlands : Imprint: Springer, 2013.

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.

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.

- Journal of the Scholarship of Teaching and Learning.

  "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)

Title: Master of Education (thesis-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.

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Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

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

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

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

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Is an existing program being revised? Yes [ ] No [X]
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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?

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1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes [ ] No [X] Revised [ ]
If you've answered NO, please continue on to the next section.

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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.

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

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]
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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 6: Course Information

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

No

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

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 / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 7: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Yes, same admission requirements as the Master of Education in Educational Administration (thesis-based)

2 What term(s) can students be admitted to?

Same as the Master of Education in Educational Administration (thesis-based)

3 Does this impact enrollment?

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?

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 (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.)

Same as the Master of Education in Educational Administration (thesis-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 (thesis-based)

10 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)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Same as the Master of Education in Educational Administration (thesis-based)

12 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)

13 Will the standard application fee apply?

Yes

14 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	X

* 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)?

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

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

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 [ ]

2 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? Yes [ ] 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? Yes [ ] 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? Yes [ ] No [ ]

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes [ ] No [ ]

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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? Yes [ ] No [ ]

3 Has CGSR been informed about this new / revised program? Yes [ ] No [ ]

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? Yes [ ] No [ ]

7 Has ISA been informed of the CIP code for new degree / program / major? Yes [ ] No [ ]

SIGNED

Date:	OCT 28, 2015
Registrar (Russell Isinger):	Russell Isinger
College / Department Representative(s):	Jenn Crowe December 07, 2015

28 OCT 2015

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SIGNED

Date:	Oct 28, 2015
Registrar (Russell Isinger):	Russell Isinger
College / Department Representative(s):	Jane Clowe December 01, 2015

28 Oct 2015

UNIVERSITY OF SASKATCHEWAN

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.

…/2

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,

Vicki Squires, Assistant Professor

On behalf of:
Department of Educational Administration
College of Education

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