The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of a new Master of Education program in Health Professions Education along with two new Graduate-Level Certificates. The Graduate Programs Committee approved the proposals on October 12, 2018. The CGPS Executive Committee subsequently approved the proposals on October 19, 2018.

The College of Education has a long history of accommodating health professionals learning through existing graduate programming. Providing these new programming options will allow health professionals to obtain additional training tailored to desired learning outcomes.

Each of the proposed certificates requires 12 credit units of coursework. Each certificate can be completed independently, and students will have the opportunity to apply one or both certificates toward degree completion. The proposed degree has a 30 credit unit requirement.

Attached please find:
- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The complete program proposals with appendices including new course proposals
- The response to the Notice of Intent
- The Notice of Intent
- The consultation with the registrar forms

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc
Memorandum

To: Dr. Kenneth Fox, Chair, APC (of University Council)
From: Dr. Trever Crowe, Chair, Executive Committee, CGPS
Date: October 23, 2018
Re: Proposal for a Master of Education in Health Professions Education

On October 19, 2018, the Executive Committee of CGPS (EC) reviewed the information package for a new Ed.D. program and found as follows:

Background: this program was designed for people who are already working in a health-related field to get a better background in education. Implementation is fairly innovative in that the masters degree will be split into 3 components: 2 certificates plus some additional classes – delivery will be online. GPC impression was very positive and no immediate concerns. Certificates be done individually or paired with additional classes to get the Masters. This proposal speaks to the integration of fields and is very encouraging.

Andy Pollak moved that the Executive Committee recommend approval of the Master of Education in Health Professions Education, the graduate-level Certificate in Quality Teaching in Health Professions Education, and the graduate-level Certificate in Improving Teaching Learning in Health Professions Education. “/Paul Jones - 1 recusal abstention ALL IN FAVOUR: CARRIED

- There is a lot of discussion regarding certificates and the number of them coming through. Are they improving the value of education or is it because it is easier to do a certificate program?
- A certificate ladders into the masters, so useful; but also very useful for people who are not interested in a masters as a standalone credential.
- Going forward this is the model that is being more and more utilized across the country. Making opportunities available for working professionals is (stackable credentials) is definitely a new model that is becoming more popular across the country.

If you have any questions or concerns regarding the EC’s motion/recommendations please contact lori.lisitza@usask.ca on behalf of the Executive committee.
On June 5, 2018, the Graduate Programs Committee considered a draft proposal for the Master of Education in Health Professions Education program. The committee secretary provided informal committee feedback and a review of the document using “track changes”. The proponents worked on finalizing the document with consideration of the feedback provided over the summer months.

On October 12, 2018, the committee reviewed the completed proposal noting that the proposal had improved dramatically. There was discussion regarding the target audience, and the need to develop a new master's program. Ultimately, members were satisfied that there was a sufficient target audience for a new program to be implemented to provide graduate-level education to health professionals. The proposal includes proposals for two graduate-level certificates. Individuals could pursue one or both certificates individually and there would be opportunity to ladder the certificates toward completion of the master’s degree.

The following motion passed unanimously:

“To recommend approval of the Master of Education in Health Professions Education, the graduate-level Certificate in Quality Teaching in Health Professions Education, and the graduate-level Certificate in Improving Teaching and Learning in Health Professions Education.”  Heavin/Wu  CARRIED

The proposed program would be a course-based master's degree requiring 30 credit units of coursework delivered online.

Attached please find:
- the full proposal with appendices including new course proposal forms and syllabuses
- excerpts of minutes from the Graduate Programs Committee
- the formal response from the Planning & Priorities Committee of University Council
- the Notice of Intent

Please note that Consultation with the Registrar (student information system set-up requirements) is in process and would be complete prior to submission to the Academic Programs Committee of Council should the proposal receive support from the Executive Committee.

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

:kc
October 4, 2018

Dear Graduate Programs Committee:

On March 28, 2018, the Planning and Priorities Committee of Council reviewed a Notice of Intent to offer a Master of Education (M.Ed.) in Health Professions Education. After incorporating the feedback from the Planning and Priorities Committee of Council, the Graduate Programs Committee received a revised Master of Education: Health Professions Education proposal on May 28, 2018.

The Steering Committee of the Master of Education (M.Ed.) in Health Professions Education carefully reviewed the feedback that it received from the Graduate Programs Committee. Since that time, efforts have been made to incorporate the feedback into the development of the attached program proposals. This submission includes a Master of Education (M.Ed.) Health Professions Education proposal and two certificate program proposals with shared appendices.

On behalf of the Departments of Educational Administration and Curriculum Studies at the College of Education and the collaborating Health Science Colleges of Medicine, Nursing, Dentistry, Veterinary Medicine, Pharmacy and Nutrition, Kinesiology, and the School of Public Health, please accept the attached program proposals for consideration by the Graduate Programs Committee.

We welcome any questions, comments, or recommendations from the Committee.

Regards,

Kalyani Premkumar MBBS MD MSc(Med Ed)PhD MBA
Professor, Department of Community Health & Epidemiology
College of Medicine

Paul Newton, PhD
Professor and Department Head, Educational Administration
Co-Editor, Canadian Journal of Educational Administration and Policy (CJEAP)
College of Education
### PROPOSAL IDENTIFICATION

<table>
<thead>
<tr>
<th>Title of proposal:</th>
<th>Master of Education: Health Professions Education</th>
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<td>Degree(s):</td>
<td>Master of Education</td>
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<td>Field(s) of Specialization:</td>
<td>Health Professions Education</td>
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<td>Level(s) of Concentration:</td>
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<td>Option(s):</td>
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<td>Degree College:</td>
<td>College of Graduate and Postdoctoral Studies</td>
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<td>Contact person(s):</td>
<td>Dr Martha Smith, Acting Associate Dean, CGPS</td>
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<td>Dr Paul Newton, Department Head, Educational</td>
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<td>Administration, College of Education</td>
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<td>Dr Kalyani Premkumar, Professor, Community Health</td>
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<td>and Epidemiology, College of Medicine</td>
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**Proposed date of implementation:** September 2019

### 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.

   The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new Master of Education: Health Profession Education degree. In addition, we are proposing 2 embedded certificates that are intended to be offered as stand alone 4-course certificates or as laddered into the Master of Education: Health Professions Education degree. The proposals for the 2 certificates accompany this proposal.

   From an academic programming perspective, the proposed program is a useful addition to the University of Saskatchewan community in three main ways:

   1. We are collaborating to offer a program for which there is great appetite and need among University of Saskatchewan faculty and instructors who are currently either “learning as they go” in the areas of leadership, curriculum design and program development turning to others on campus for support or studying elsewhere.
   2. Faculty in the health sciences who wish to develop their skills in health professions education may take advanced training in education in the same province where they work.
   3. Although program in this area are offered nationally and internationally, no other program currently exists that specifically develops competencies in the field of health professions education on our campus.

   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.

   As Colleges develop their plans in alignment with the University's 2025 plan (https://www.usask.ca/plan/plan-details.php accessed February 20, 2018), the program in Health Professions Education capitalizes on synergies across campus, with several colleges, schools and departments collaborating—the Departments of Educational Administration and Curriculum Studies are in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health to
develop and offer this program. This proposed Master of Education in Health Professions Education degree aligns with the following institutional priorities:

“Courageous Curiosity”
- Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.
- Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“Boundless Collaboration”
- Invigorate the impact of collaboration and partnership in everything we do.
- Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.
- Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this program also supports the University of Saskatchewan’s 2010 Learning Charter. It contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge of learning and teaching and creates connections across campus serves to pull us together, developing a common institutional language, a shared commitment, and collaborative ways of working. This program has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. This, in turn, will have a long-term effect on the quality of patient care and health of our society.

At the department level, this program supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.

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)

This program is being developed to prepare health professionals to be competent, skilled educators who create learning environments that are learner-centered and evidence-based.
Additionally, graduates will be prepared to be leaders and confident, informed participants in curricular revision, revitalization and development, and to contribute to the Scholarship of Teaching and Learning on our campus and throughout the global academic community.

Students enrolling in this program will study as they continue working in their professions. Although we envision University faculty and instructors as the primary demographic, we expect that the unique programming (i.e. embedded or stand alone certificates and online delivery) will attract international students, residents, and interns planning to become health professions educators. (Appendix A)

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

Other Canadian institutions offer similar programs (Appendix B), but at the time of this submission, no program exists in Saskatchewan. Furthermore, of the available national programs, none have the flexibility identified in this proposal with regards to its modular nature and mode of delivery (e.g. completely online).

2. Admissions
   a. What are the admissions requirements of this program?

Prospective students will have:
   • successfully completed a 4-year bachelor’s degree or equivalent from a recognized college or university
   • a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
   • teaching responsibilities or/and be able to demonstrate that they have had some teaching experience.

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 and Postdoctoral Studies Academic Information and Policies for more information.
3. Description of the Program
   
a. What are the curricular objectives, and how are these accomplished?

Our new Master’s program will:

- Deliver a curriculum tailored to health professional educators’ needs
- Incorporate evidence-based health professions-specific pedagogies
- Be developed and taught by inter-professional faculty teams
- Provide tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
- Create an environment in which students will learn using relevant education-related activities, in and with a community of educators
- Be uniquely implemented in an online flexible format
- Incorporate inter-professional education
- Build community within the health professions

Curricular Objectives

Graduates of the Master of Education in Health Professions Education will:

1. Demonstrate mastery of the theories, concepts, and practices of health professions education, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student’s own context

2. Understand the nature of theory, research, and evidence in health professions education

3. Demonstrate intellectual, personal, and professional abilities for:
   a. Independent thinking
   b. Synthesising information
   c. Creative problem solving
   d. Communicating clearly
   e. Demonstrating appreciation of the social, environmental, and global implications of their studies and activities

4. Demonstrate applied knowledge and skills to take on a variety of leadership, management or organizational roles in educational development in their institution or department

5. Demonstrate applied knowledge and skills to conduct health professions education research and program evaluation
6. Demonstrate commitment to a professional and ethical approach to educational development, research, and evaluation

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.

As envisioned by our interdisciplinary Steering Committee, informed by our needs assessment survey (Appendix C) and confirmed by our follow-up focus group, our new program will be:

1. A collection of two certificates and the Master’s degree (explained further in 3 c)
2. Offered in a totally online modularized format
3. Developed and taught by inter-professional faculty teams
4. Tailored to health professional educators’ needs
5. Rich with tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
6. An environment where students will learn using relevant education-related activities, in and with a community of educators while experiencing teaching and learning with technology
7. Unique as it will be implemented in a flexible format incorporating inter-professional education and learning
8. Building community within the health professions.

Philosophically, we envision learning experiences that model and teach effective health professions educational practices, theories as they intersect with practice, and educational concepts exemplified through examples drawn specifically from health professions fields. As with other Master of Education programs, students will be encouraged to make connections to their professional and personal lives and to draw on their experiences and practices.

We heard from those surveyed that a practical, flexible program is critical to them. You will also see this clearly articulated in Dean Preston Smith’s Letter of Support (Appendix D). We were also reminded by focus group participants that “education speak” is not perhaps their first disciplinary language. Students, although experts in their own disciplines, may well be learning a new disciplinary language, often learning the names and theory for practices they may be already using in their instructional practices and curriculum contributions intuitively.
The message from our health educators’ community is strongly skewed to a course-based masters with certificates that feel “do-able” to our busy faculty who will also be students. This message received broad support from survey respondents, Steering Committee members, and focus group participants. This will mean that projects, papers, and experiential learning opportunities will be course-based in scope and size. Program transfer opportunities are available, should a student want a more traditional Master’s in either the Departments of Educational Administration or Curriculum Studies.

The Department of Curriculum Studies has been a leader in distributed learning with its highly successful and well-subscribed online program in learning technologies. The use of e-portfolios will allow students to manage their learning experiences as they gather courses towards their certificates, and ultimately, for those who wish to earn the Master of Education in Health Professions Education, engaging in the capstone experience in addition to completing both certificates.

c. Provide an overview of the curriculum mapping.

Please note that all courses are core and this course-based Master’s offers no electives. The certificates will, without duplication, reinforce the concepts and guiding principles of inclusivity, Indigenization, change management, leadership, an improvement mindset, reflective practice, and an understanding of educational research and the scholarship of teaching and learning.

Certificate in Quality Teaching in Health Professions Education

• ECUR 836 Teaching Methodologies: Facilitating Learning Through Teaching
• ECUR 837 Technology and Simulation in Teaching and Learning
• ECUR 838 Learner Assessment
• EADM 894: Laboratory in Educational Administration

Domains of Competency include:

1. Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
2. Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
3. Applying best and promising practices in effective inter and intra professional teams and collaborations in their local contexts

Certificate in Improving Teaching and Learning in Health Professions Education

- ECUR 809: Introduction to Program Evaluation in Health Education
- EADM 816: Leadership for the Enhancement of Teaching and Learning
- ECUR 839: Program, Curriculum and Course Design Development
- EADM 829: Organizational Renewal in Educational Systems and Settings

Domains of Competency include:
1. Leading curriculum and program design, change, and implementation
2. Applying tools to effectively assess program effectiveness and lead improvement initiatives

The final component of the master’s degree are the courses related to research:

- EADM 842: Educational Research in Health Professions Education
- ECUR 991: The Scholarship of Teaching (Capstone)
- GPS 960, 961, EADM 990

Domains of Competency include:
1. Interpreting educational research
2. Discerning the differences among reflective practice, research, action research, quality improvement, and assessment and the epistemological underpinnings of each
3. Applying educational research methods for educational improvement initiatives
4. Engaging in the Scholarship of Teaching and Learning

The award of Master’s Degree in Education in Health Professions Education requires the successful completion of two certificates (8 mandatory courses in total) as well as two courses on research (research methods and Capstone).

Students will have the option of taking one or both certificates as stand-alone or the option of taking both certificates that will “ladder” into the master’s degree. Possible student pathways are:
1. Students are admitted to the Master’s degree and both certificates from the outset of their program;

2. Students are admitted into Certificate in Quality Teaching in Health Professions Education or the Certificate in Improving Teaching and Learning in Health Professions Education and transfer to the Master’s degree after the completion of either certificate;

3. Student can transfer into the Master’s degree after the completion of both certificates;

4. Students can transfer into the Master’s after any number of courses in either certificate; and

5. Students can take either or both certificates as stand-alone without completing the Master’s degree.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to current contexts. As many students in this program will be teaching or/and participating in curriculum work, students will have multiple opportunities to apply what they are learning in class to the classes or situations in which they are teaching, coaching, mentoring, leading or facilitating. This type of application accompanied by reflective—and perhaps even adjusting—practice involve the entire range of higher-level thinking (and doing) skills.

There will be numerous opportunities for students to take part in discussions where course concepts are applied to their unique contexts, and where current issues are analyzed. For those completing the degree, the Capstone will further draw upon all higher level thinking skills, including synthesis, critical thinking, and problem solving as they present on topics that emerged during their coursework, drawing on their e-portfolios.

Additionally, 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. Explain the comprehensive breadth of the program.

This program will be as broad and far-ranging as its teaching faculty and the students enrolled. As we have heard from the Steering Committee, the survey respondents, and focus group participants, the greatest value will be when the courses draw on the experiences of the students to inform decisions regarding readings, assignments, discussions, and applications, making them relevant and practical. The overall objective of the program is to improve the learning environment and opportunities for University of Saskatchewan students in the health sciences by having instructors who are “consciously competent” in making—and leading—instructional and curricular advancements, faculty who will be positioned to encourage evidence-based educational practices among their colleagues thereby ultimately influencing the health care systems in which many of their students will work.

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.

The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course will be designed to include exploration, application, and synthesis of key concepts relevant to health professions education.

As 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 addresses these learning goals in the following ways:

**Discovery Goals (The Pursuit of Knowledges):** Students will apply critical and creative thinking in their exploration of the current context of health professions education. They will participate in online discussions 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 coursework. They will have the opportunity to reflect on others’ perspectives, on new information, and on their emerging knowledge of the areas as they critically evaluate the issues and concepts.

**Knowledge Goals (The Pursuit of Truth and Understanding):** The course content is being collaboratively developed by faculty in the Departments of Educational Administration and
Curriculum Studies and health professions who have expertise in some or many of the topics and subtopics. Each course will include an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows for an exploration of how these concepts are related in the overall environment of health professions education. Students will develop a comprehensive knowledge of the field. Through their online assignments, papers, and in-course online projects, they will have opportunity to link their learnings with their lived experiences.

*Integrity Goals (The Pursuit of Integrity and Respect):* Intellectual integrity and ethical behaviour will be addressed throughout all coursework, as well as explained through the academic integrity sections of each course syllabus. These explorations will include our moral and ethical commitment to equity and fairness in all our interactions with our students, as we honour, respect, include, and validate their diverse experiences and backgrounds.

*Skills Goals (The Pursuit of Skills and Practices):* Throughout all courses, students will be expected to communicate clearly and persuasively in a wide variety of formats. Students will have the opportunity to demonstrate their ability to locate relevant scholarly information and use the information in ways 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.

*Citizenship Goals (Individual and Community Pursuits):* Throughout the courses, students will examine the increasing diversity of students, staff, and faculty involved in health professions education, and recognize the positive contributions that increasing diversity brings—not only to our campus but to our broader communities. Graduates of this Master’s program will demonstrate the citizenship goals of “sharing their knowledge and exercising leadership” (Learning Charter, 2010, p. 2) by becoming formal and informal educational leaders in their colleges, schools, and institutions. Graduates of this program are expected to be future curriculum and instructional leaders, contributing to their campus communities and beyond.

**g. Describe how students can enter this program from other programs (program transferability).**

Because the certificates and the master’s program have no elective courses, program transferability is limited. Students could potentially use the courses in these programs as
electives in other programs. Of course, the certificates are designed for full transferability into the Master’s program proposed here.

**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.**

Program evaluation and renewal will be planned using the principles of program evaluation taught in the courses. It is anticipated that program evaluation will be on-going with an annual meeting of the Steering Committee and participating teaching faculty to reflect on and adjust based on student feedback. Indicators of success may include:

- Enrolment rates for each certificate
- Completion rates for each certificate
- Number of students starting with one certificate and then progressing on to others
- Completion rates for the Degree
- Timeframe in which students complete each certificate and the degree
- Annual application rates

Follow-up surveys of graduates at six months, a year, and two years post-graduation will be useful to see benefits and applications of the Master’s of Education in Health Professions Education.

The program will be deemed successful if it is well-subscribed, enrolments increase, the courses can be offered in a financially sustainable manner, and it is recognized by health professions as being beneficial.

**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.**

Accreditation or certification is not relevant with this Master’s program as it is currently envisioned. Although not specific to accreditation, the learning outcomes for this program are inclusive of those outlined in Standards for Master’s Degrees in Medical and Health Professions Education: WFME Global Standards for Quality Improvement (World Federation for Medical Education, 2016).
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?

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources or on other programs.

Being in response to a pressing need of the College of Medicine and its health science partners at the University of Saskatchewan, this program is well-positioned to directly meet a commitment to better support health educators.

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.

The NOI and the program proposals have been developed with a commitment from Colleges of Medicine, Dentistry, Nursing, Pharmacy and Nutrition, Veterinary Medicine, Kinesiology, and the School of Public Health working with the Departments of Curriculum Studies and Educational Administration. Any concerns that have been raised have been addressed together (Appendix E).

Information and Communications Technology (ICT) was consulted to determine IT requirements for the online program (Appendix F).

c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.

N/A
d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

Few additional resources are anticipated. Resources on health professions education topics currently exist in the library and we will consult with the library to develop resource lists for the courses aligned with this Master’s as well as determine additional needs for library resources (if any).

The online components of the program may require additional library materials. Resources, examples, and approaches will draw on the most current literature and research in the more general field of teaching and learning as well as the more specific field of teaching and learning in health professions. The Department of Educational Administration has 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. (Appendix G)

e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

As this is an online program, the Distance Education Unit (DEU) will be involved. The Working Committee has alerted the Unit as to the upcoming needs.

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).

It is anticipated that there will be a need to allocate resources of 12 cu course equivalent for faculty or instructor time per cohort year in instruction.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

No courses or programs are being eliminated in order to provide time for teaching additional courses. Additional resources from the tuition model will be allocated to sessional resources.
c. **How are the teaching assignments of each unit and instructor affected by this proposal?**

When considering the impact on teaching assignments and instructors we expect that some faculty members may choose to teach in this program. This will be minimally disruptive to existing programs due to the relatively low number of courses offered in the proposed program and the considerable number of participating colleges that can provide faculty instructors.

d. **Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).**

Since the program offers only online courses, no additional space, classroom availability, studio/practice rooms, laboratory/clinical or other instructional space is required.

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.**

Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified. At this rate, we envision costs associated with development at $82,000 (average rate for sessional pay to release faculty for course development is $8200 per 3 cu). Delivery costs will be covered under assignment of duty within existing cognate programs.

f. **If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.**

N/A

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?**

As this is a course-based Master’s program, there is no plan for scholarships. We expect that many of the students in this program will have access to professional support funds. Students
opting to transfer to a thesis-based master’s program in the department of educational administration may be eligible for devolved scholarship funding.

**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).**

$1,300 per course = $13,000 for the program

The envisioned enrolment minimum is 15. Courses become unfeasible at 10 students. The maximum enrollment will be 25 students per year (approximately) for pedagogical reasons.

**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)**

Total cost of resources needed to deliver the program:
- 4 courses (at per course average sessional stipend equivalent of $8200) for one cohort
  = $32,800 (per annum in sessional/faculty offload costs)
(Appendix H)

**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?**

The enrolment target is 20. We are looking to reach this target in the first year.

**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?**

The revenue generated from this program will largely be new revenue. There will be a few students who will migrate from other programs, but those numbers will be minimal. The revenue
for each cohort is estimated at $104,000 based on 20 students x $1300 tuition x 4 courses per year.

1. **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?**

   We believe the program will be independently sustainable at 15 students per course.

   **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).**

   See Appendix H Budget Requirements for New Programs and Major Revisions Form

   **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 indicate any anticipated surpluses/deficits associated with the new program**

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**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
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As Dean Prytula has articulated it, the offering of a MEd (HPE), in the Departments of Educational Administration and Curriculum Studies is in alignment with the College of Education’s priority to respond to the educational needs of partner human services fields in ways that are deliberate and impactful. The need for a formalized graduate degree program has been frequently and clearly articulated and is further supported through the College of Education’s partnership with the Colleges of Medicine, Nursing, Pharmacy & Nutrition, Dentistry, Kinesiology, Veterinary Medicine and the School of Public Health. The Departments of Educational Administration and Curriculum Studies are well-positioned to offer the MEd (HPE). For more than a decade, the Department of Educational Administration has informally offered to physicians, nurses, and other health professionals graduate programming individually tailored to meet student needs. It is time to formalize programming and secure sustainable resources to address the call from students and partners to meet the unique learning needs of health professionals in Saskatchewan and beyond.
Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Improving Teaching and Learning in Health Professions Education

Degree(s): Graduate Certificate

Field(s) of Specialization: Health Professions Education

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Dr Martha Smith, Acting Associate Dean, CGPS
Dr Paul Newton, Department Head, Educational Administration, College of Education
Dr Kalyani Premkumar, Community Health and Epidemiology, College of Medicine

Proposed date of implementation: September 2019
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.

The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new Certificate in Improving Teaching and Learning in Health Professions Education. In addition, we are proposing a related certificate and a Master of Education: Health Professions Education. The proposals for the other certificate and Master’s degree accompany this proposal.

From an academic programming perspective, the proposed program is a useful addition to the University of Saskatchewan community in three main ways:

1. We are collaborating to offer a program for which there is great appetite and need among University of Saskatchewan faculty and instructors who are currently either “learning as they go” in the areas of curriculum design and program development turning to others on campus for support or studying elsewhere.

2. Faculty in the health sciences who wish to develop their skills in health professions education may take advanced training in education in the same province where they work.

3. Although program in this area are offered nationally and internationally, no other program currently exists that specifically develops competencies in the field of health professions education on our campus.

   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.
As Colleges develop their plans in alignment with the University’s 2025 plan (https://www.usask.ca/plan/plan-details.php accessed February 20, 2018), the **Certificate in Improving Teaching and Learning in Health Professions Education** capitalizes on synergies across campus, with several colleges, schools and departments collaborating—the Departments of Educational Administration and Curriculum Studies are in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health to develop and offer this program. This proposed **Certificate in Improving Teaching and Learning in Health Professions Education** aligns with the following institutional priorities:

“**Courageous Curiosity**”
- Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.
- Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“**Boundless Collaboration**”
- Invigorate the impact of collaboration and partnership in everything we do.
- Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.
- Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this program also supports the University of Saskatchewan’s 2010 Learning Charter. It contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge of learning and teaching and creates connections across campus serves to pull us together, developing a common institutional language, a shared commitment, and collaborative ways of working. This program has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. This, in turn, will have a long-term effect on the quality of patient care and health of our society.

At the department level, this program supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.
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)

This program is being developed to prepare health professionals to be competent, skilled educators who create learning environments that are learner-centered and evidence-based. Additionally, graduates will be prepared to be leaders and confident, informed participants in curricular revision, revitalization and development, and to contribute to the Scholarship of Teaching and Learning on our campus and throughout the global academic community.

Students enrolling in this program will study as they continue working in their professions. Although we envision University faculty and instructors as the primary demographic, we expect that the unique programming (i.e. embedded or stand alone certificates and online delivery) will attract international students, residents, and interns planning to become health professions educators. (Appendix A)

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

Other Canadian institutions offer similar programs (Appendix B), but at the time of this submission, no program exists in Saskatchewan. Furthermore, of the available national programs, none have the flexibility identified in this proposal with regards to its modular nature and mode of delivery (e.g. completely online).

2. Admissions
   a. What are the admissions requirements of this program?

Prospective students will have:
   • successfully completed a 4-year bachelor’s degree or equivalent from a recognized college or university
   • a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
   • teaching responsibilities or/and be able to demonstrate that they have had some teaching experience
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 and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the Program
   a. *What are the curricular objectives, and how are these accomplished?*

**Certificate in Improving Teaching and Learning in Health Professions Education** will:
   • Deliver a curriculum tailored to health professional educators’ needs
   • Incorporate evidence-based health professions-specific pedagogies
   • Be developed and taught by inter-professional faculty teams
   • Provide tools and experiences to advance careers through the development of skills in educational scholarship and teaching and learning in varied environments
   • Create an environment in which students will learn using relevant education-related activities, in and with a community of educators
   • Be uniquely implemented in an online flexible format
   • Incorporate inter-professional education
   • Build community within the health professions

**Curricular Objectives**

Graduates of the **Certificate in Improving Teaching and Learning in Health Professions Education** will:

1. Demonstrate mastery of the theories, concepts, and practices of health professions education, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student’s own context

2. Understand the nature of theory, research, and evidence in health professions education

3. Demonstrate intellectual, personal, and professional abilities for:
   a. Independent thinking
   b. Synthesising information
   c. Creative problem solving
   d. Communicating clearly
   e. Demonstrating appreciation of the social, environmental, and global implications of their studies and activities
4. Demonstrate applied knowledge and skills to take on a variety of leadership, management or organizational roles in educational development in their institution or department
5. Demonstrate applied knowledge and skills to conduct health professions education research and program evaluation
6. Demonstrate commitment to a professional and ethical approach to educational development, research, and evaluation

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.

As envisioned by our interdisciplinary Steering Committee, informed by our needs assessment survey (Appendix C) and confirmed by our follow-up focus group, our new program will be:

1. Offered in a totally online modularized format
2. Developed and taught by inter-professional faculty teams
3. Tailored to health professional educators’ needs
4. Rich with tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
5. An environment where students will learn using relevant education-related activities, in and with a community of educators while experiencing teaching and learning with technology
6. Unique as it will be implemented in a flexible format incorporating inter-professional education and learning
7. Building community within the health professions

Philosophically, we envision learning experiences that model and teach effective health professions educational practices, theories as they intersect with practice, and educational concepts exemplified through examples drawn specifically from health professions fields. The students will be encouraged to make connections to their professional and personal lives and to draw on their experiences and practices.

We heard from those surveyed that a practical, flexible program is critical to them. You will also see this clearly articulated in Dean Preston Smith’s Letter of Support (Appendix D). We were also reminded by focus group participants that “education speak” is not perhaps their first
disciplinary language. Students, although experts in their own disciplines, may well be learning a new disciplinary language, often learning the names and theory for practices they may be already using in their instructional practices and curriculum contributions intuitively.

The message from our health educators’ community is strongly skewed certificates that feel “do-able” to our busy faculty who will also be students. This message received broad support from survey respondents, Steering Committee members, and focus group participants. This will mean that projects, papers, and experiential learning opportunities will be course-based in scope and size. Program transfer opportunities are available, should a student want a traditional Master’s in either the Departments of Educational Administration or Curriculum Studies.

The Department of Curriculum Studies has been a leader in distributed learning with its highly successful and well-subscribed online program in learning technologies. The use of e-portfolios will allow students to manage their learning experiences as they gather courses towards their certificates, and ultimately, for those who wish to earn the Master of Education in Health Professions Education, engaging in the capstone experience in addition to completing both certificates.

c. Provide an overview of the curriculum mapping.

Please note that all courses are core and this Certificate in Improving Teaching and Learning in Health Professions Education offers no electives. This certificate will reinforce the concepts and guiding principles of inclusivity, Indigenization, change management, leadership, an improvement mindset, reflective practice, and an understanding of the scholarship of teaching and learning.

Certificate in Improving Teaching and Learning in Health Professions Education

- ECUR 809: Introduction to Program Evaluation in Health Education
- EADM 816: Leadership for the Enhancement of Teaching and Learning
- ECUR 839: Program, Curriculum and Course Design Development
- EADM 829: Organizational Renewal in Educational Systems and Settings

Domains of Competency include:

1. Leading curriculum and program design, change, and implementation
2. Applying tools to effectively assess program effectiveness and lead improvement initiatives
Pathways and Relationship to Other Programs:

The certificate is intended to be used to “ladder” into the Master’s Degree in Health Professions Education. The award of Master’s Degree in Education in Health Professions Education requires the successful completion of two certificates (8 mandatory courses in total) as well as two courses on research (research methods and Capstone).

Students will have the option of taking one or both certificates as stand-alone or the option of taking both certificates that will “ladder” into the master’s degree. Possible student pathways are:

1. Students are admitted to the Master’s degree and both certificates from the outset of their program;
2. Students are admitted into Certificate in Quality Teaching in Health Professions Education or the Certificate in Improving Teaching and Learning in Health Professions Education and transfer to the Master’s degree after the completion of either certificate;
3. Student can transfer into the Master’s degree after the completion of both certificates;
4. Students can transfer into the Master’s after any number of courses in either certificate; and
5. Students can take either or both certificates as stand alone without completing the Master’s degree.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to current contexts. As many students in this program will be teaching or/and participating in curriculum work, students will have multiple opportunities to apply what they are learning in class to the classes or situations in which they are teaching, coaching, mentoring, leading or facilitating. This type of application accompanied by reflective—and perhaps even adjusting—practice involve the entire range of higher-level thinking (and doing) skills.

There will be numerous opportunities for students to take part in discussions where course concepts are applied to their unique contexts, and where current issues are analyzed. Additionally, 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. Explain the comprehensive breadth of the program.**

This program will be as broad and far-ranging as its teaching faculty and the students enrolled. As we have heard from the Steering Committee, the survey respondents, and focus group participants, the greatest value will be when the courses draw on the experiences of the students to inform decisions regarding readings, assignments, discussions, and applications, making them relevant and practical. The overall objective of the program is to improve the learning environment and opportunities for University of Saskatchewan students in the health sciences by having instructors who are “consciously competent” in making—and leading—instructional and curricular advancements, faculty who will be positioned to encourage evidence-based educational practices among their colleagues thereby ultimately influencing the health care systems in which many of their students will work.

**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.**

The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course will be designed to include exploration, application, and synthesis of key concepts relevant to health professions education.

As 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 addresses these learning goals in the following ways:

*Discovery Goals (The Pursuit of Knowledges):* Students will apply critical and creative thinking in their exploration of the current context of health professions education. They will participate in online discussions 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 coursework. They will have the opportunity to reflect on others’ perspectives, on new information, and on their emerging knowledge of the areas as they critically evaluate the issues and concepts.*
Knowledge Goals (The Pursuit of Truth and Understanding): The course content is being collaboratively developed by faculty in the Departments of Educational Administration and Curriculum Studies and health professions who have expertise in some or many of the topics and subtopics. Each course will include an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows for an exploration of how these concepts are related in the overall environment of health professions education. Students will develop a comprehensive knowledge of the field. Through their online assignments, papers, and in-course online projects, they will have opportunity to link their learnings with their lived experiences.

Integrity Goals (The Pursuit of Integrity and Respect): Intellectual integrity and ethical behaviour will be addressed throughout all coursework, as well as explained through the academic integrity sections of each course syllabus. These explorations will include our moral and ethical commitment to equity and fairness in all our interactions with our students, as we honour, respect, include, and validate their diverse experiences and backgrounds.

Skills Goals (The Pursuit of Skills and Practices): Throughout all courses, students will be expected to communicate clearly and persuasively in a wide variety of formats. Students will have the opportunity to demonstrate their ability to locate relevant scholarly information and use the information in ways 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.

Citizenship Goals (Individual and Community Pursuits): Throughout the courses, students will examine the increasing diversity of students, staff, and faculty involved in health professions education, and recognize the positive contributions that increasing diversity brings—not only to our campus but to our broader communities. Graduates of this Master’s program will demonstrate the citizenship goals of “sharing their knowledge and exercising leadership” (Learning Charter, 2010, p. 2) by becoming formal and informal educational leaders in their colleges, schools, and institutions. Graduates of this program are expected to be future curriculum and instructional leaders, contributing to their campus communities and beyond.
g. Describe how students can enter this program from other programs (program transferability).

Because the certificates and the master’s program have no elective courses, program transferability is limited. Students could potentially use the courses in these programs as electives in other programs. Of course, the certificates are designed for full transferability into the Master’s program proposed.

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.

Program evaluation and renewal will be planned using the principles of program evaluation taught in the courses. It is anticipated that program evaluation will be on-going with an annual meeting of the Steering Committee and participating teaching faculty to reflect on and adjust based on student feedback. Indicators of success may include:

- Enrolment rates for each certificate
- Completion rates for each certificate
- Number of students starting with one certificate and then progressing on to others
- Completion rates for the Degree
- Timeframe in which students complete each certificate and the degree
- Annual application rates

Follow-up surveys of graduates at six months, a year, and two years post-graduation will be useful to see benefits and applications of the Certificate in Improving Teaching and Learning in Health Professions Education.

The program will be deemed successful if it is well-subscribed, enrolments increase, the courses can be offered in a financially sustainable manner, and it is recognized by health professions as being beneficial.

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.

Although not specific to accreditation, the learning outcomes for this program are inclusive of those outlined in Standards for Master’s Degrees in Medical and Health Professions Education:
WFME Global Standards for Quality Improvement (World Federation for Medical Education, 2016).

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?

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources or on other programs.

Being in response to a pressing need of the College of Medicine and its health science partners at the University of Saskatchewan, this program is well-positioned to directly meet a commitment to better support health educators.

   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.

The NOI and the program proposals have been developed with a commitment from Colleges of Medicine, Dentistry, Nursing, Pharmacy and Nutrition, Veterinary Medicine, Kinesiology, and the School of Public Health working with the Departments of Curriculum Studies and Educational Administration. Any concerns that have been raised have been addressed together. (Appendix E)

Information and Communications Technology (ICT) was consulted to determine IT requirements for the online program (Appendix F).

   c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.

N/A
d. **Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.**

Few additional resources are anticipated. Resources on health professions education topics currently exist in the library and we will consult with the library to develop resource lists for the courses aligned with this certificate as well as determine additional needs for library resources (if any).

The online components of the program may require additional library materials. Resources, examples, and approaches will draw on the most current literature and research in the more general field of teaching and learning as well as the more specific field of teaching and learning in health professions. The Department of Educational Administration has 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. (Appendix G)

e. **List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)**

As this is an online program, the Distance Education Unit (DEU) will be involved. The Working Committee has alerted the Unit as to the upcoming needs.

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).**

It is anticipated that there will be a need to allocate resources of 12 cu course equivalent for faculty or instructor time per cohort year in instruction.

b. **What courses or programs are being eliminated in order to provide time to teach the additional courses?**

No courses or programs are being eliminated in order to provide time for teaching additional courses. Additional resources from the tuition model will be allocated to sessional resources.
c. How are the teaching assignments of each unit and instructor affected by this proposal?

When considering the impact on teaching assignments and instructors we expect that some faculty members may choose to teach in this program. This will be minimally disruptive to existing programs due to the relatively low number of courses offered in the proposed program and the considerable number of participating colleges that can provide faculty instructors.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

Since the program offers only online courses, no additional space, classroom availability, studio/practice rooms, laboratory/clinical or other instructional space is required.

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.

Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified. At this rate, we envision costs associated with development at $32,800 (average rate for sessional pay to release faculty for course development is $8200 per 3 cu). Delivery costs will be covered under assignment of duty within existing cognate programs.

f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.

N/A

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?

We expect that many of the students in this program will have access to professional support funds. Students opting to transfer to a thesis-based master’s program in the department of educational administration may be eligible for devolved scholarship funding.
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).*

$1,300 per course = $5,200 for the program

The envisioned enrolment minimum is 15. Courses become unfeasible at 10 students. The maximum enrollment will be 25 students per year (approximately) for pedagogical reasons.

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)*

Total cost of resources needed to deliver the program:

- 4 courses (at per course average sessional stipend equivalent of $8200) for one cohort = $32,800 (per annum in sessional/faculty offload costs)

(Appendix H)

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?**

The enrolment target is 20. We are looking to reach this target in the first year.

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?**

The revenue generated from this program will largely be new revenue. There will be a few students who will migrate from other programs, but those numbers will be minimal. The revenue for each cohort is estimated at $104,000 based on 20 students x $1300 tuition x 4 courses per year.
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?

We believe the program will be independently sustainable at 15 students per course.

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).

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As Dean Prytula has articulated it, the offering of a MEd (HPE) and accompanying certificates, in the Departments of Educational Administration and Curriculum Studies is in alignment with the College of Education’s priority to respond to the educational needs of partner human services fields in ways that are deliberate and impactful. The need for a formalized graduate certificate and degree program has been frequently and clearly articulated and is further supported through
the College of Education’s partnership with the Colleges of Medicine, Nursing, Pharmacy & Nutrition, Dentistry, Kinesiology, Veterinary Medicine and the School of Public Health. The Departments of Educational Administration and Curriculum Studies are well-positioned to offer the MEd (HPE) and related certificates. For more than a decade, the Department of Educational Administration has informally offered to physicians, nurses, and other health professionals graduate programming individually tailored to meet student needs. It is time to formalize programming and secure sustainable resources to address the call from students and partners to meet the unique learning needs of health professionals in Saskatchewan and beyond.
Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Quality Teaching in Health Professions Education

Degree(s): Graduate Certificate

Field(s) of Specialization: Health Professions Education

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Dr Martha Smith, Acting Associate Dean, CGPS
Dr Paul Newton, Department Head, Educational Administration, College of Education
Dr Kalyani Premkumar, Professor, Community Health and Epidemiology, College of Medicine

Proposed date of implementation: September 2019

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.*

The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new Certificate in Quality Teaching in Health Professions Education. In addition, we are proposing a related certificate and a Master of Education: Health Professions Education. The proposals for the other certificate and Master’s degree accompany this proposal.

From an academic programming perspective, the proposed program is a useful addition to the University of Saskatchewan community in three main ways:

1. We are collaborating to offer a program for which there is great appetite and need among University of Saskatchewan faculty and instructors who are currently either “learning as they go” in the areas of curriculum design and program development turning to others on campus for support or studying elsewhere.
2. Faculty in the health sciences who wish to develop their skills in health professions education may take advanced training in education in the same province where they work.
3. Although program in this area are offered nationally and internationally, no other program currently exists that specifically develops competencies in the field of health professions education on our campus.

   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.*

As Colleges develop their plans in alignment with the University's 2025 plan (https://www.usask.ca/plan/plan-details.php accessed February 20, 2018), the Certificate in Quality Teaching in Health Professions Education capitalizes on synergies across campus, with several colleges, schools and departments collaborating—the Departments of Educational Administration and Curriculum Studies are in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health to develop and offer this program. This proposed Certificate in Quality Teaching in Health Professions Education aligns with the following institutional priorities:
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• Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.

• Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“Boundless Collaboration”

• Invigorate the impact of collaboration and partnership in everything we do.

• Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.

• Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this program also supports the University of Saskatchewan’s 2010 Learning Charter. It contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge of learning and teaching and creates connections across campus serves to pull us together, developing a common institutional language, a shared commitment, and collaborative ways of working. This program has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. This, in turn, will have a long-term effect on the quality of patient care and health of our society.

At the department level, this program supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.

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)

This program is being developed to prepare health professionals to be competent, skilled educators who create learning environments that are learner-centered and evidence-based. Additionally, graduates will be prepared to be leaders and confident, informed participants in curricular revision, revitalization and development, and to contribute to the Scholarship of Teaching and Learning on our campus and throughout the global academic community.
Students enrolling in this program will study as they continue working in their professions. Although we envision University faculty and instructors as the primary demographic, we expect that the unique programming (i.e. embedded or stand alone certificates and online delivery) will attract international students, residents, and interns planning to become health professions educators. (Appendix A)

d. **What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?**

Other Canadian institutions offer similar programs (Appendix B), but at the time of this submission, no program exists in Saskatchewan. Furthermore, of the available national programs, none have the flexibility identified in this proposal with regards to its modular nature and mode of delivery (e.g. completely online).

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

   Prospective students will have:
   - successfully completed a 4-year bachelor’s degree or equivalent from a recognized college or university
   - a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
   - teaching responsibilities or/and be able to demonstrate that they have had some teaching experience.

   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 and Postdoctoral Studies Academic Information and Policies for more information.

3. **Description of the Program**
   a. **What are the curricular objectives, and how are these accomplished?**

   The **Certificate in Quality Teaching in Health Professions Education** will:
   - Deliver a curriculum tailored to health professional educators’ needs
   - Incorporate evidence-based health professions-specific pedagogies
• Be developed and taught by inter-professional faculty teams
• Provide tools and experiences to advance careers through the development of skills in educational scholarship and teaching and learning in varied environments
• Create an environment in which students will learn using relevant education-related activities, in and with a community of educators
• Be uniquely implemented in an online flexible format
• Incorporate inter-professional education
• Build community within the health professions

Curricular Objectives
Graduates of the **Certificate in Quality Teaching in Health Professions Education** will:

1. Demonstrate mastery of the theories, concepts, and practices of health professions education, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student's own context
2. Understand the nature of theory, research, and evidence in health professions education
3. Demonstrate intellectual, personal, and professional abilities for:
   a. Independent thinking
   b. Synthesising information
   c. Creative problem solving
   d. Communicating clearly
   e. Demonstrating appreciation of the social, environmental, and global implications of their studies and activities
4. Demonstrate applied knowledge and skills to take on a variety of leadership, management or organizational roles in educational development in their institution or department
5. Demonstrate applied knowledge and skills to conduct health professions education research and program evaluation
6. Demonstrate commitment to a professional and ethical approach to educational development, research, and evaluation
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.

As envisioned by our interdisciplinary Steering Committee, informed by our needs assessment survey (Appendix C) and confirmed by our follow-up focus group, our new program will be:

1. Offered in a totally online modularized format
2. Developed and taught by inter-professional faculty teams
3. Tailored to health professional educators’ needs
4. Rich with tools and experiences to advance careers through the development of skills in educational scholarship, leadership, and teaching and learning in varied environments
5. An environment where students will learn using relevant education-related activities, in and with a community of educators while experiencing teaching and learning with technology
6. Unique as it will be implemented in a flexible format incorporating inter-professional education and learning
7. Building community within the health professions.

Philosophically, we envision learning experiences that model and teach effective health professions educational practices, theories as they intersect with practice, and educational concepts exemplified through examples drawn specifically from health professions fields. The students will be encouraged to make connections to their professional and personal lives and to draw on their experiences and practices.

We heard from those surveyed that a practical, flexible program is critical to them. You will also see this clearly articulated in Dean Preston Smith’s Letter of Support (Appendix D). We were also reminded by focus group participants that “education speak” is not perhaps their first disciplinary language. Students, although experts in their own disciplines, may well be learning a new disciplinary language, often learning the names and theory for practices they may be already using in their instructional practices and curriculum contributions intuitively.

The message from our health educators’ community is strongly skewed certificates that feel “doable” to our busy faculty who will also be students. This message received broad support from
survey respondents, Steering Committee members, and focus group participants. This will mean that projects, papers, and experiential learning opportunities will be course-based in scope and size. Program transfer opportunities are available, should a student want a traditional Master’s in either the Departments of Educational Administration or Curriculum Studies.

The Department of Curriculum Studies has been a leader in distributed learning with its highly successful and well-subscribed online program in learning technologies. The use of e-portfolios will allow students to manage their learning experiences as they gather courses towards their certificates, and ultimately, for those who wish to earn the Master of Education in Health Professions Education, engaging in the capstone experience in addition to completing certificates.

c. **Provide an overview of the curriculum mapping.**

Please note that all courses are core and this [Certificate in Quality Teaching in Health Professions Education](#) offers no electives. This certificate will reinforce the concepts and guiding principles of inclusivity, Indigenization, an improvement mindset, reflective practice, and an understanding of the scholarship of teaching and learning.

Core Courses: Certificate in Quality Teaching in Health Professions Education

- ECUR 836: Teaching Methodologies: Facilitating Learning Through Teaching
- ECUR 837: Technology and Simulation in Teaching and Learning
- ECUR 838: Learner Assessment
- EADM 894: Laboratory in Educational Administration

Domains of Competency include:

1. Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
2. Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
3. Applying best and promising practices in effective inter and intra professional teams and collaborations in their local contexts
Pathways and Relationship to Other Programs:
The certificate is intended to be used to “ladder” into the Master’s Degree in Health Professions Education. The award of Master’s Degree in Education in Health Professions Education requires the successful completion of two certificates (8 mandatory courses in total) as well as two courses on research (EADM research methods and ECUR Capstone).

Students will have the option of taking one or both certificates as stand-alone or the option of taking both certificates that will “ladder” into the master’s degree. Possible student pathways are:

1. Students are admitted to the Master’s degree and both certificates from the outset of their program;
2. Students are admitted into Certificate in Quality Teaching in Health Professions Education or the Certificate in Improving Teaching and Learning in Health Professions Education and transfer to the Master’s degree after the completion of either certificate;
3. Student can transfer into the Master’s degree after the completion of both certificates;
4. Students can transfer into the Master’s after any number of courses in either certificate; and
5. Students can take either or both certificates as stand alone without completing the Master’s degree.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to current contexts. As many students in this program will be teaching or/and participating in curriculum work, students will have multiple opportunities to apply what they are learning in class to the classes or situations in which they are teaching, coaching, mentoring, leading or facilitating. This type of application accompanied by reflective—and perhaps even adjusting—practice involve the entire range of higher-level thinking (and doing) skills.

There will be numerous opportunities for students to take part in discussions where course concepts are applied to their unique contexts, and where current issues are analyzed. Additionally, 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. Explain the comprehensive breadth of the program.**

This program will be as broad and far-ranging as its teaching faculty and the students enrolled. As we have heard from the Steering Committee, the survey respondents, and focus group participants, the greatest value will be when the courses draw on the experiences of the students to inform decisions regarding readings, assignments, discussions, and applications, making them relevant and practical. The overall objective of the program is to improve the learning environment and opportunities for University of Saskatchewan students in the health sciences by having instructors who are “consciously competent” in making—and leading—instructional and curricular advancements, faculty who will be positioned to encourage evidence-based educational practices among their colleagues thereby ultimately influencing the health care systems in which many of their students will work.

**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.**

The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course will be designed to include exploration, application, and synthesis of key concepts relevant to health professions education.

As 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 addresses these learning goals in the following ways:

**Discovery Goals (The Pursuit of Knowledges):** Students will apply critical and creative thinking in their exploration of the current context of health professions education. They will participate in online discussions 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 coursework. They will have the opportunity to reflect on others’ perspectives, on new information, and on their emerging knowledge of the areas as they critically evaluate the issues and concepts.
Knowledge Goals (The Pursuit of Truth and Understanding): The course content is being collaboratively developed by faculty in the Departments of Educational Administration and Curriculum Studies and health professions who have expertise in some or many of the topics and subtopics. Each course will include an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows for an exploration of how these concepts are related in the overall environment of health professions education. Students will develop a comprehensive knowledge of the field. Through their online assignments, papers, and in-course online projects, they will have opportunity to link their learnings with their lived experiences.

Integrity Goals (The Pursuit of Integrity and Respect): Intellectual integrity and ethical behaviour will be addressed throughout all coursework, as well as explained through the academic integrity sections of each course syllabus. These explorations will include our moral and ethical commitment to equity and fairness in all our interactions with our students, as we honour, respect, include, and validate their diverse experiences and backgrounds.

Skills Goals (The Pursuit of Skills and Practices): Throughout all courses, students will be expected to communicate clearly and persuasively in a wide variety of formats. Students will have the opportunity to demonstrate their ability to locate relevant scholarly information and use the information in ways 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.

Citizenship Goals (Individual and Community Pursuits): Throughout the courses, students will examine the increasing diversity of students, staff, and faculty involved in health professions education, and recognize the positive contributions that increasing diversity brings—not only to our campus but to our broader communities. Graduates of this Master’s program will demonstrate the citizenship goals of “sharing their knowledge and exercising leadership” (Learning Charter, 2010, p. 2) by becoming formal and informal educational leaders in their colleges, schools, and institutions. Graduates of this program are expected to be future curriculum and instructional leaders, contributing to their campus communities and beyond.
g. Describe how students can enter this program from other programs (program transferability).

Because the certificates and the master’s program have no elective courses, program transferability is limited. Students could potentially use the courses in these programs as electives in other programs. Of course, the certificates are designed for full transferability into the Master’s program proposed.

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.

Program evaluation and renewal will be planned using the principles of program evaluation taught in the courses. It is anticipated that program evaluation will be on-going with an annual meeting of the Steering Committee and participating teaching faculty to reflect on and adjust based on student feedback. Indicators of success may include:

- Enrolment rates for each certificate
- Completion rates for each certificate
- Number of students starting with one certificate and then progressing on to others
- Completion rates for the Degree
- Timeframe in which students complete each certificate and the degree
- Annual application rates

Follow-up surveys of graduates at six months, a year, and two years post-graduation will be useful to see benefits and applications of the Certificate in Quality Teaching in Health Professions Education.

The program will be deemed successful if it is well-subscribed, enrolments increase, the courses can be offered in a financially sustainable manner, and it is recognized by health professions as being beneficial.

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.

Although not specific to accreditation, the learning outcomes for this program are inclusive of those outlined in Standards for Master’s Degrees in Medical and Health Professions Education:
WFME Global Standards for Quality Improvement (World Federation for Medical Education, 2016).

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?

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources or on other programs.

Being in response to a pressing need of the College of Medicine and its health science partners at the University of Saskatchewan, this program is well-positioned to directly meet a commitment to better support health educators.

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.

The NOI and the program proposals have been developed with a commitment from Colleges of Medicine, Dentistry, Nursing, Pharmacy and Nutrition, Veterinary Medicine, Kinesiology, and the School of Public Health working with the Departments of Curriculum Studies and Educational Administration. Any concerns that have been raised have been addressed together. (Appendix E)

Information and Communications Technology (ICT) was consulted to determine IT requirements for this online program (Appendix F).

c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.

N/A
d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

Few additional resources are anticipated. Resources on health professions education topics currently exist in the library and we will consult with the library to develop resource lists for the courses aligned with this certificate as well as determine additional needs for library resources (if any).

The online components of the program may require additional library materials. Resources, examples, and approaches will draw on the most current literature and research in the more general field of teaching and learning as well as the more specific field of teaching and learning in health professions. The Department of Educational Administration has 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. (Appendix G)

e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

As this is an online program, the Distance Education Unit (DEU) will be involved. The Working Committee has alerted the Unit as to the upcoming needs.

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).

It is anticipated that there will be a need to allocate resources of 12 cu course equivalent for faculty or instructor time per cohort year in instruction.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

No courses or programs are being eliminated in order to provide time for teaching additional courses. Additional resources from the tuition model will be allocated to sessional resources.
c. **How are the teaching assignments of each unit and instructor affected by this proposal?**

When considering the impact on teaching assignments and instructors we expect that some faculty members may choose to teach in this program. This will be minimally disruptive to existing programs due to the relatively low number of courses offered in the proposed program and the considerable number of participating colleges that can provide faculty instructors.

d. **Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).**

Since the program offers only online courses, no additional space, classroom availability, studio/practice rooms, laboratory/clinical or other instructional space is required.

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.**

Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified. At this rate, we envision costs associated with development at $32,800 (average rate for sessional pay to release faculty for course development is $8200 per 3 cu). Delivery costs will be covered under assignment of duty within existing cognate programs.

f. **If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.**

N/A

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?**

We expect that many of the students in this program will have access to professional support funds. Students opting to transfer to a thesis-based master’s program in the department of educational administration may be eligible for devolved scholarship funding.
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).

$1,300 per course = $5,200 for the program

The envisioned enrolment minimum is 15. Courses become unfeasible at 10 students. The maximum enrollment will be 25 students per year (approximately) for pedagogical reasons.

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)

Total cost of resources needed to deliver the program:
- 4 courses (at per course average sessional stipend equivalent of $8200) for one cohort = $32,800 (per annum in sessional/faculty offload costs)

(Appendix H)

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?

The enrollment target is 20. We are looking to reach this target in the first year.

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?

The revenue generated from this program will largely be new revenue. There will be a few students who will migrate from other programs, but those numbers will be minimal. The revenue for each cohort is estimated at $104,000 based on 20 students x $1300 tuition x 4 courses per year.
I. 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?

We believe the program will be independently sustainable at 15 students per course.

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).

See Appendix H Budget Requirements for New Programs and Major Revisions Form

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 indicate any anticipated surpluses/deficits associated with the new program

See Appendix H Budget Requirements for New Programs and Major Revisions Form

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

As Dean Prytula has articulated it, the offering of a MEd (HPE) and accompanying certificates, in the Departments of Educational Administration and Curriculum Studies is in alignment with the College of Education’s priority to respond to the educational needs of partner human services fields in ways that are deliberate and impactful. The need for a formalized graduate certificate and degree program has been frequently and clearly articulated and is further supported through
the College of Education’s partnership with the Colleges of Medicine, Nursing, Pharmacy & Nutrition, Dentistry, Kinesiology, Veterinary Medicine and the School of Public Health. The Departments of Educational Administration and Curriculum Studies are well-positioned to offer the MEd (HPE) and related certificates. For more than a decade, the Department of Educational Administration has informally offered to physicians, nurses, and other health professionals graduate programming individually tailored to meet student needs. It is time to formalize programming and secure sustainable resources to address the call from students and partners to meet the unique learning needs of health professionals in Saskatchewan and beyond.
List of Appendices

Appendix A: Letter from Dean T. Gunasagaran, Saveetha Medical College
Appendix B: Canadian Universities Offering Programs in the Field
Appendix C: Needs Assessment Survey and Results
Appendix D: Letters of Support
Appendix E: Committee Membership and Meeting Dates
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Appendix G: Library Requirements
Appendix H: Budget Requirements for New Program and Major Revisions
Appendix I: Accreditation Standards and Elements
Appendix J: Key References
From,

Dr. T. Gunasagaran,
Dean,
Chairman – Medical Education Unit,
Saveetha Medical College,
Thandalam,
Chennai, Tamil Nadu, India

To,

Dr. Kalyani Premkumar,
Professor,
Department of Community Health & Epidemiology
College of Medicine,
University of Saskatchewan,
Canada

Dear Prof. Kalyani Premkumar,

Ref: Your e mail dated: 27th September 2018
Sub: Masters of Education: Health Professions Education degree.

Greetings from Saveetha Medical College.

We wish to place on record our sincere appreciation for your visits as a Visiting Professor to our Medical College and specifically the Medical Education Unit and conducting short courses for training our faculty.

We have learnt that the University of Saskatchewan will be offering the Masters of Education: Health Professions Education degree shortly.

A few of our faculty members have evinced interest in the proposed course as this will improve the quality of our faculty development program in the field of Medical Education.

We hope this degree will be another avenue for further collaboration and educational scholarship between our institutions.

With regards,

Dr. T. GUNASAGARAN
MS MCh (Onc) FRCS (Edin) MAMS FICS FACP
DEAN
SAVEETHA MEDICAL COLLEGE & HOSPITAL
Saveetha Nagar, Thandalam,
Chennai-602 105 Kanchipuram Dist

Appendix A
Letter from Dean T. Gunasagaran, Saveetha Medical College
Appendix B  
List of Canadian Universities offering programs in this field

(For the complete international list, please see [https://www.faimer.org/resources/mastersmeded.html](https://www.faimer.org/resources/mastersmeded.html))

The following table shows the main Canadian programs that offer similar postgraduate training categorized by delivery method. Please note that there are currently no programs in Canada that are completely online/distance delivery only.

<table>
<thead>
<tr>
<th>Face-to-face only</th>
<th>Estimated Tuition &amp; Fees (2017-2018)</th>
<th>Blended (combination of face-to-face/online)</th>
<th>Estimated Tuition &amp; Fees (2017-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Medical Education, University of Calgary</td>
<td>$7351 (Dom.) $14,453 (Int.) first year 18 credit units total Continuing fees: $1627 (Dom.)</td>
<td>Master of Education in Curriculum Studies for Health Interprofessional, Dalhousie University</td>
<td>$30 CU $10,860 (Dom.) $21360 (Int.)</td>
</tr>
<tr>
<td>Master of Arts in Educational Psychology (Health Professions Stream), McGill University Centre for Medical Education</td>
<td>$7891 (Int.) $24 credit units + 24 CU thesis = 48 CU total $13,536 (Dom.) $29,970 (Int.)</td>
<td>Master of Science in Health Science Education, McMaster University</td>
<td>$22,492 (Dom.) $32,614 (Int.)</td>
</tr>
<tr>
<td>Masters in Education, University of Manitoba, Faculty of Medicine</td>
<td>$5403 (Dom.) $10,987 (Int.)</td>
<td>Masters in Education with concentration in Health Professions Education, University of Ottawa, Faculty of Education</td>
<td>36 CU $11,340</td>
</tr>
<tr>
<td>Master of Science in Health Professions Education, Western</td>
<td>$29,448 (Dom. &amp; Int.)</td>
<td>Master of Science in Community Health: Health Practitioner Teacher Education, University of</td>
<td>$28,320 (2016)</td>
</tr>
</tbody>
</table>
Internationally, three popular programs are:

(1) The MMEd Medical Education, Dundee University UK. It is part-time and completely online;

(2) In Maastricht, the MHPE is a two-year, half-time programme taught in English. It is largely based on distance learning, with a maximum of three short periods on-site. Students receive a Master of Science degree in Health Professions Education; and

(3) At the University of Illinois, the Faculty of Medicine offers the Master of Health Professions Education (MHPE) program using a blended approach.
Appendix C
Needs Assessment Survey and Results

Needs Assessment:
March 06, 2018

Introductory Page

Advanced Formal Training in Education
Graduate Certificates/Master of Education in Health Professions Education

Background. For several decades faculty members from the health sciences at the University of Saskatchewan have expanded their areas of expertise by earning the Master of Education designation. In order to better meet the needs of future learners interested in health science education, the College of Education (Departments of Educational Administration and Curriculum Studies) are collaborating with the health science colleges and schools of Medicine, Nursing, Dentistry, Veterinary Medicine, Pharmacy and Nutrition, Kinesiology, Rehabilitation Sciences, and Public Health to create a “Master of Education in Health Professions Education”—MEd (HPE).

You have received this survey because a representative of your college or school is on the Steering Committee for this new program. S/he thought you could help inform the development of the certificates, courses, structures, and experiences that could make up a Master in Education in Health Professions Education.

We need your help. To create the best possible program and to help us make decisions, we are asking that you take 5-7 minutes to complete this 10-question survey. Your responses will be anonymous and aggregated for use in developing both the Notice of Intent and the Program Proposal for this exciting new program.

NOTE: Even if you already have this (or a similar designation) or are not interested at this time, please still enter into the survey and complete the first two questions. Your insights are very valuable to us!

Thank you in advance for your help.

Gratefully,

[List Steering Committee Members]
Survey

Page 1

Have you already taken advanced formal training in education? (i.e. Master of Education, Master in Health Profession Education, etc)

[Yes/No]

If YES:

a. What is that designation? [text box]
b. What is your current role? [text box]
c. Do you feel this education helps you in this role? [YES/NO]

Page 2

Are you interested in such a graduate program? [Yes/No]

If NO then insert this question:

Please help us by letting us know a little about why such a program does not interest you.

• This designation is not important to me
• I already have a similar designation
• I don't teach
• I don't have the time to invest
• My schedule doesn't allow further study
• I'm not sure that I have the support in my current role to take this on
• Too costly
• I am not based in Saskatoon
• I am already enrolled in a similar program [BRANCH] In what program are you currently enrolled [text box]
• Other (with a text box)

GO TO THANK YOU MESSAGE/focus group invite

If YES then proceed on...

Page 3

I am interested in this program... To advance my career

• To be an even better instructor
• To be better able to contribute to curricular change
• For personal and professional development
• Other [text box]
Please indicate which structures/features would make this program most accessible or/and appealing to you. Choose all that apply.

- Full-time Study
- Part-time Study
- On-line only
- Some face-to-face
- Self-paced
- Certificates that “ladder” (i.e. your degree could be a series of two graduate certificates followed by a capstone research experience)
- Blended (face-to-face and online components)
- Opportunities for community (i.e. a module or course offered only face-to-face on campus)
- Thesis-based
- Project-based
- Course-based

In developing this program, we are interested in the content areas or/and experiences that are most relevant to you. Please choose all that apply.

- Classroom-based instructional practices and strategies including the use of simulations
- Small-group teaching strategies (i.e. clinical teaching, rounds, at the bedside, etc.)
- Coaching and mentoring as instructional practices
- Developing/revitalizing programs and curricula to include learning that goes beyond knowledge objectives to include such things as developing professional competencies and learner resilience, and inter-professional education
- Course development
- Curriculum implementation
- Student assessment and evaluation including competency-based assessment
- Establishing clear outcomes, objectives, competencies, or graduate attributes
- Program evaluation (preparing for accreditation, etc.)
- Interprofessional collaboration/education
- Change management and practices
- Leading change initiatives
- Leadership for the enhancement of teaching and learning
- Organizational behaviour and group processes in post-secondary educational settings
- Organizational change
- Educational research methods
• Quality improvement and action research
• The Scholarship of Teaching and Learning (SoTL)
• Carrying out a research project in my workplace
• Practices of effective leaders

Please indicate the role you most identify with at this time:

• Clinician
• Sessional Instructor
• Faculty
• Instructor
• Staff
• Intern
• Graduate student
• Resident
• Undergraduate student
• Department head
• Senior administrator

Stage in career

• Student (Graduate or undergraduate)
• 1-5 years
• 6-10 years
• More than 10 years

Please indicate your current college/school affiliation:

• Veterinary Medicine
• School of Public Health
• School of Rehabilitation Science
• Pharmacy and Nutrition
• Nursing
• Medicine
• Kinesiology
• Education
• Dentistry
• Other [with text box]

Would you be willing to participate in a focus group to further inform the development of this program in the next two months?

[YES/NO]
If NO:
Thank you for taking the time to help us with our planning. Please watch for this exciting new offering!
If YES please direct to separate page for contact information.

Focus Group Sign-up page
Thank you for your willingness to participate in a focus group to further inform the development of the MEd (HPE). This page of the survey is distinct from the previous pages and in no way can your responses be linked to this page.
Please supply your email and you may be contacted within the next two months to participate in a focus group.
Name:
Email:
MEd SURVEY RESPONSES

Have you already taken advanced formal training in education? (i.e. Master of Education, Master in Health Profession Education, etc)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>9.0%</td>
</tr>
<tr>
<td>No</td>
<td>161</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

What is that designation?
• Masters
• M Ed in Counselling Psychology
• Master’s of Science in Health Professions Education
• Masters in Public Health
• Masters Ed Admin
• PhD
• Masters in Community Health-Addictions and Mental Health, University of Toronto
• Masters in Medical Education and PhD as well
• certificate in continuing adult education
• Masters of science
• B.Ed.
• Diploma PG Medical education
• graduate courses at gwenna moss
• M.Ed. (in progress)
• Master of Ed Admin
• Masters of Medical Education

What is your current role?
• Unpaid - professional services to the college
• Clinical Health Psychologist, Ph.D.
• Physician, Education Researcher; previously Program Director and Director of Simulation
• PhD student in epidemiology
• Director of Clinical Ultrasonography
• Faculty
• Family Physician
• Registered Midwife and Adjunct Professor CH EPI
• sessional
• General surgeon
• Dean, Dentistry
• PD
• clinical instructor
• Lecturer
• Experiential Learning Coordinator
• Residency Program Director Emergency

Do you feel that this advanced formal training in education helps you in this role?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>93.8%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

Are you interested in advanced formal training in education?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>133</td>
<td>75.1%</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>24.9%</td>
</tr>
</tbody>
</table>
Please help us by letting us know a little about why such a program does not interest you. (Choose all that apply)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>This designation is not important to me</td>
<td>21</td>
<td>41.2%</td>
</tr>
<tr>
<td>I already have a similar designation</td>
<td>6</td>
<td>11.8%</td>
</tr>
<tr>
<td>I don't teach</td>
<td>2</td>
<td>3.9%</td>
</tr>
<tr>
<td>I don't have the time to invest</td>
<td>21</td>
<td>41.2%</td>
</tr>
<tr>
<td>My schedule doesn't allow further study</td>
<td>12</td>
<td>23.5%</td>
</tr>
<tr>
<td>Too costly</td>
<td>6</td>
<td>11.8%</td>
</tr>
<tr>
<td>I am not based in Saskatoon</td>
<td>6</td>
<td>11.8%</td>
</tr>
<tr>
<td>I am not sure that I have the support in my current role to take this on</td>
<td>12</td>
<td>23.5%</td>
</tr>
<tr>
<td>I am already enrolled in a similar program</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

Other Responses:
- Not sure how this program is unique compared to what's covered in other Master's disciplines
- I teach health care management which is a cognate discipline
- I am nearing the end of my career in medicine
- I plan to pursue quality improvement
- Interested in another master's designation other than education
- I am close to retirement (within six months); however, if this had been available to me earlier in my career, I would have taken it. I did take (and teach) TIPS for teachers and recognize the value of formal education in teaching.
- I'm too old close to retirement
- I have a PhD. in Clinical Psychology and will not be going back to school
- I strongly value the perspective and connections fostered by doing such a program elsewhere so if I didn't already have a similar credential it would be unlikely that I would have chosen to do my degree in Saskatchewan.
- I don't have the designation, I feel I have the knowledge necessary
- I am nearing the end of my career in medicine
- I strongly value the perspective and connections fostered by doing such a program elsewhere so if I didn't already have a similar credential it would be unlikely that I would have chosen to do my degree in Saskatchewan.
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- I strongly value the perspective and connections fostered by doing such a program elsewhere so if I didn't already have a similar credential it would be unlikely that I would have chosen to do my degree in Saskatchewan.
Please indicate which structures/features would make this program most accessible or/and appealing to you. (Choose all that apply)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Study</td>
<td>6</td>
<td>4.5%</td>
</tr>
<tr>
<td>Part-time Study</td>
<td>87</td>
<td>65.4%</td>
</tr>
<tr>
<td>On-line only</td>
<td>66</td>
<td>49.6%</td>
</tr>
<tr>
<td>Some face-to-face</td>
<td>51</td>
<td>38.3%</td>
</tr>
<tr>
<td>Self-paced</td>
<td>82</td>
<td>61.7%</td>
</tr>
<tr>
<td>Certificates that &quot;ladder&quot; (i.e. your degree could be a series of two graduate</td>
<td>49</td>
<td>36.8%</td>
</tr>
<tr>
<td>Blended (face-to-face and on-line components)</td>
<td>78</td>
<td>58.6%</td>
</tr>
<tr>
<td>Opportunities for community (i.e. a module or course offered only</td>
<td>25</td>
<td>18.8%</td>
</tr>
<tr>
<td>Thesis-based</td>
<td>14</td>
<td>10.5%</td>
</tr>
<tr>
<td>Project-based</td>
<td>43</td>
<td>32.3%</td>
</tr>
<tr>
<td>Course-based</td>
<td>87</td>
<td>66.4%</td>
</tr>
</tbody>
</table>

In developing this program we are interested in the content areas or/and experiences that are most relevant to you. (Choose all that apply)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom-based instructional practices and strategies including the use of</td>
<td>68</td>
<td>51.1%</td>
</tr>
<tr>
<td>Small-group teaching strategies (i.e. clinical teaching, rounds, at the</td>
<td>95</td>
<td>71.4%</td>
</tr>
<tr>
<td>Coaching and mentoring as instructional practices</td>
<td>80</td>
<td>60.2%</td>
</tr>
<tr>
<td>Developing/revitalizing programs and curricula to include learning that goes</td>
<td>80</td>
<td>60.2%</td>
</tr>
<tr>
<td>Course development</td>
<td>58</td>
<td>43.6%</td>
</tr>
<tr>
<td>Curriculum implementation</td>
<td>45</td>
<td>33.8%</td>
</tr>
<tr>
<td>Student assessment and evaluation including competency-based</td>
<td>88</td>
<td>66.2%</td>
</tr>
<tr>
<td>Establishing clear outcomes, objectives, competencies, or graduate</td>
<td>71</td>
<td>53.4%</td>
</tr>
<tr>
<td>Program evaluation (preparing for accreditation, etc.)</td>
<td>46</td>
<td>34.6%</td>
</tr>
<tr>
<td>Interprofessional collaboration/education</td>
<td>60</td>
<td>45.1%</td>
</tr>
<tr>
<td>Change management and practices</td>
<td>42</td>
<td>31.6%</td>
</tr>
<tr>
<td>Leading change initiatives</td>
<td>46</td>
<td>34.6%</td>
</tr>
<tr>
<td>Leadership for the enhancement of teaching and learning</td>
<td>65</td>
<td>47.4%</td>
</tr>
<tr>
<td>Organizational behaviour and group processes in post-secondary</td>
<td>34</td>
<td>25.6%</td>
</tr>
<tr>
<td>Organizational change</td>
<td>39</td>
<td>29.3%</td>
</tr>
<tr>
<td>Educational research methods</td>
<td>44</td>
<td>33.1%</td>
</tr>
<tr>
<td>Quality improvement and action research</td>
<td>56</td>
<td>42.1%</td>
</tr>
<tr>
<td>The Scholarship of Teaching and Learning (SoTL)</td>
<td>32</td>
<td>23.1%</td>
</tr>
<tr>
<td>Carrying out a research project in my workplace</td>
<td>33</td>
<td>24.8%</td>
</tr>
<tr>
<td>Practices of effective leaders</td>
<td>65</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

Please indicate the role you most identify with at this time:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinician</td>
<td>64</td>
<td>48.1%</td>
</tr>
<tr>
<td>Sessional Instructor</td>
<td>4</td>
<td>3.0%</td>
</tr>
<tr>
<td>Faculty</td>
<td>34</td>
<td>25.6%</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>3.0%</td>
</tr>
<tr>
<td>Staff</td>
<td>12</td>
<td>9.0%</td>
</tr>
<tr>
<td>Intern</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Graduate student</td>
<td>5</td>
<td>3.8%</td>
</tr>
<tr>
<td>Resident</td>
<td>3</td>
<td>2.3%</td>
</tr>
<tr>
<td>Undergraduate student</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Department head</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>Senior administrator</td>
<td>5</td>
<td>3.8%</td>
</tr>
</tbody>
</table>
### Stage in career

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (Graduate or undergraduate)</td>
<td>6</td>
<td>4.5%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>34</td>
<td>25.6%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>23</td>
<td>17.3%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>70</td>
<td>52.6%</td>
</tr>
</tbody>
</table>

### Please indicate your current college/school affiliation:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Medicine</td>
<td>46</td>
<td>36.8%</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>School of Rehabilitation Science</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>Pharmacy and Nutrition</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>Medicine</td>
<td>74</td>
<td>55.6%</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Dentistry</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

**Other Responses:**
- SOCIAL WORK
- COMMUNITY HEALTH AND EPI AS WELL AS CLINICAL MIDWIFERY
- PREFER NOT TO ANSWER
- VET TECH

Would you be willing to participate in a focus group to further inform the development of this program in the next two months?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81</td>
<td>47.9%</td>
</tr>
<tr>
<td>No</td>
<td>88</td>
<td>52.1%</td>
</tr>
</tbody>
</table>
May 22, 2018

Dr. Paul Newton  
Dr. Kalyani Premkumar  
Co-Chairs, MEd (HPE) Steering Committee

Dear Drs. Newton and Premkumar,

It gives me great pleasure to provide this letter on behalf of the College of Dentistry, to strongly support the proposed Master of Education in Health Professions Education [MEd (HPE)] in the College of Education, University of Saskatchewan. The MEd (HPE) program aligns very closely to the current College of Dentistry needs, and I anticipate that there will be considerable interest from College faculty. As Dean, I look forward to the advantages that all the Health Science Colleges will garner from the program, including:

1. Improved faculty teaching performance
2. Improved student learning performance
3. Increased opportunity for educational research
4. Improved opportunity for high quality inter-professional education

I can think of no better way to achieve the above listed advantages and further the University Plan 2025 than to implement the proposed MEd (HPE). I give my strong support to continued development of the MEd (HPE) program with implementation at the soonest possible date.

Sincerely,

Dr. Doug Brothwell  
Dean, College of Dentistry
May 24, 2018

Dr. Paul Newton  
Department Head, Educational Administration  
College of Education  
Room 3079, 28 Campus Drive  
Saskatoon SK

Dear Dr. Newton,

I am pleased to write in support of the proposed Masters in Education Programs (Health Professions Education, MEd (HPE), to be offered by the College of Education, in collaboration with the health profession colleges.

The interconnections between health professions, impact of technology of service delivery, challenges of training using distributed learning strategies, and the blurring of traditional roles and responsibilities makes it increasingly important that our health graduates are prepared for work in a professional environment undergoing profound disruption. They can only be prepared to face these challenges if the health educators teaching them are themselves fully prepared with strength in teaching practice, well versed in educational theory and engaged in quality improvement in health care and education.

The majority of people engaged in teaching health professionals have little or no background in the mechanics of good teaching and the proposed course clearly addresses this weakness. I fully support the development and delivery of this new MEd.

Yours truly,

Steven Jones  
Executive Director  
School of Public Health

/AS
May 18, 2018

Dr. Paul Newton  
Department Head, Educational Administration  
College of Education  
Room 3079 28 Campus Drive  
Saskatoon, SK  
Via email: pmn380@mail.usask.ca

Dear Dr. Newton,

I would like to join my colleagues in expressing my full support for the proposed Masters in Education Program [Health Professions Education, MEd (HPE)] to be offered by the College of Education, in collaboration with other health sciences colleges and schools.

The College of Kinesiology has recently finalized a strategic plan to shape our decision-making into 2025. The MEd (HPE) proposal aligns with several strategic goals that were outlined in our plan, including the following commitments:

- Supporting interprofessional education
- Promoting graduate education opportunities for BSc (Kin) graduates
- Collaborating with other colleges on education initiatives in the health sciences and beyond
- Enhancing education competencies of those employed in kinesiology-related professions

The research interests of faculty within the College of Kinesiology would contribute to the collaboration and provide support for developing educational leaders in the health professions. As we look for ways to enhance opportunities for our students across campus, I believe this proposal has the potential to retain and attract the caliber of students that will lead the innovative ideas needed to address evolving healthcare challenges.

Kinesiology and Education have successfully offered a combined degree program for many years. We value our existing partnership with the college and would welcome further collaboration through the MEd (HPE) program. This would augment foundations already in place within our programs and provide a graduate education opportunity that I believe is essential within the health sciences to meet growing demand.

I appreciate the consideration of this expression of support and the reasons as stated. I look forward to working with the College of Education and the health sciences colleges and schools on this exciting program.

Sincerely,

Chad London, PhD  
Dean, College of Kinesiology
May 24, 2018

Dr. Paul Newton  
Department Head, Educational Administration  
College of Education  
University of Saskatchewan

Dear Dr. Newton,

On behalf of the College of Nursing, we are very pleased to provide this letter of support for your proposal to launch a Master of Education Program (Health Professions Education), MEd (HPE) to be offered by the College of Education in collaboration with other health sciences colleges and schools at the University of Saskatchewan.

We strongly support this proposal which has the potential to improve teaching and learning within our own discipline and addresses one of our signature areas of research at the College of Nursing. Our students would appreciate the opportunity for elective courses, certificates, and MEd (HPE) would be an excellent stepping stone to a PhD in Nursing with a focus on education. We agree that this program is needed to enhance our theory and knowledge base, as very few potential educators have formal training in education. We feel this program offers an opportunity to gain expertise in teaching and learning in an interdisciplinary setting.

Sincerely,

Dr. Jill Bally, Acting Graduate Chair  
Dr. Lorraine Holtslander, Research Lead  
Dr. H. M. Tzeng, Dean  
Dr. Phil Woods, Acting Vice Dean
Kovar, Jennifer

From: Kovar, Jennifer
Sent: Monday, May 28, 2018 8:58 AM
To: Kovar, Jennifer
Subject: FW: MEd (HPE) Draft Program Proposal and Meeting Agenda

From: Clark, Chris
Sent: Wednesday, May 23, 2018 5:06 PM
To: Kovar, Jennifer <jennifer.kovar@usask.ca>
Subject: RE: MEd (HPE) Draft Program Proposal and Meeting Agenda

To whom it may concern,

In my role as Associate Dean Academic for the Western College of Veterinary Medicine at the University of Saskatchewan I wholeheartedly support the development of the MEd(HPE) program.

As a professional college involved in veterinary education we lack faculty members formally trained in advanced education and curriculum development. I am only aware of one program worldwide that offers a MEd in Veterinary Education and it is in the UK.

The situation at the University of Saskatchewan where all the main Health Science colleges are collocated on one campus is a tremendous opportunity to develop a one of a kind program which will allow faculty in all disciplines to advance their training in education and to enhance what are already well respected college reputations.

From a purely selfish standpoint; I know we have a number of young faculty that are excellent teachers and want to improve their own skills and enhance the curricula in which they teach. If these faculty can receive this training here at the U of S they would form a core group which would allow us to adapt our curriculum to 3 main challenges:

1. The increasing importance of simulation in veterinary education.
2. Adapting the veterinary undergraduate program to the changing paradigm of veterinary employment in the developed world with major changes in the provision of companion animal care and the increasing complexity of food animal production systems.
3. The increased importance that veterinarians play in the concept of “One Health” at the intersection of human health, animal health and environmental health.

If you require anything further from us please let me know.

Yours faithfully,

Chris

Chris Clark VetMB, PhD, Dip. ACVIM
Associate Dean Academic
Room 4115, Western College of Veterinary Medicine
University of Saskatchewan
52 Campus Dr
Saskatoon SK S7N 5B4
Tel: (306) 966-7409
Fax: (306) 966-8747
E-mail: chris.clark@usask.ca
Appendix D
Letters of Support

Sandra Calver, Secretary
Planning & Priorities Committee of Council
c/o Office of the University Secretary,
E290 Administration Building
105 Administration Place
Saskatoon SK S7N 5A2

February 26, 2018

Dear Ms. Calver,

I am very pleased to write this letter of support for the proposed Masters in Education (Health Professions Education) in collaboration with the College of Education. As the Director of Faculty Development for the College of Medicine, I see a huge need for this program for several reasons. There is ample evidence today that one-off faculty development events are not effective in improving performance or outcomes. We are striving to provide an integrated and organized approach to faculty development programming that can meet a variety of faculty needs — clinical teaching, educational leadership and teaching outside clinical settings. We need to ensure we have programs that meet the needs of our more advanced learners and those who wish to pursue graduate studies in medical education.

There is an increased demand for training health professionals in education, not only to help their academic career track but also for institutions to meet the accreditation and professional standards of the various health professions. Our programs are often highly distributed relying on faculty across the province. We need to have an effective means of creating the educational leaders and administrators for our various programs who strive for excellence in education and have the solid grounding to achieve this. Although there are options outside the province including distance learning formats, we believe that many want a Saskatchewan option that is specifically tailored for our context. It is therefore important for the University of Saskatchewan to make such training accessible to the health professionals of our province.

This new Masters in Education, a collaborative program between the College of Education and the College of Medicine with input from other Health Professional Colleges, is an exciting opportunity for inter-professional, inter-disciplinary collaboration, leading to better education and healthcare of our society. This University is uniquely poised to optimize inter-professional education given the close proximity and organization of the health professions colleges and schools on our campus. Given the direction of health care, this is a wonderful strength on which to build this masters which could assist in the education and ultimately the application of improved team-based skills throughout the province to better improve patient care outcomes.
As Director of Faculty Development and a practicing family physician, I strongly support this initiative and am willing to contribute my expertise to its development and implementation. We see this masters as an integral part of the overall faculty development that is needed in the College of Medicine and appreciate the consideration of this request at this time.

Sincerely,

Dr. Cathy MacLean MD, FCFP, MCSc (Family Medicine), MBA
Faculty Development Director, College of Medicine

cc. Dr. Kent Stobart, Vice Dean Education, College of Medicine
May 28, 2018

Dr. Paul Newton
Department Head, Educational Administration
College of Education
Room 3079, 28 Campus Drive
Saskatoon, SK

Dear Dr. Newton:

Please accept this letter in support of the Master of Education in Health Professions Education. The College of Pharmacy and Nutrition is transitioning to a direct entry PharmD program, which requires both a stronger clinical emphasis and enhanced interprofessional education. The MEd program designed to capitalize on the expertise and collaboration of our university health professional colleges and the College of Education aligns with our greater need for interdisciplinary and collaborative education. The timing of the development of the MEd program is quite appropriate as we will see clinical faculty seeking opportunities to enhance their own training and teaching to meet the new objectives of the PharmD program. The development of the MEd program would underscore the University of Saskatchewan's commitment to support quality improvement in teaching and learning amongst the health professions.

Further, with expectations by the professional bodies to move to outcome based assessment, the college will require faculty with more formal training in education pedagogy and assessment. The program will have interest for some of our current faculty and clinical faculty who wish to provide college leadership in these areas. Faculty who contribute to this program either as instructor or student also will have opportunity to establish relationships with other health professional educators, creating more interprofessional education opportunities and continued curriculum development.

The College of Pharmacy and Nutrition is in full support of the MEd in Health Professions Education and hope that the university similarly supports the establishment of the program.

Sincerely,

Dr. Jane Alcorn
Professor of Pharmacy and Associate Dean Research and Graduate Affairs
Appendix E
Committee Membership and Committee Meeting Dates

Steering Committee Membership

Dr. Paul Newton, Co-chair   (College of Education)
Dr. Kalyani Premkumar, Co-chair   (College of Medicine)
Dr. Jane Alcorn   (College of Pharmacy and Nutrition)
Dr. Jill Bally   (College of Nursing)
Dr. Lorraine Holtslander   (College of Nursing)
Dr. Doug Brothwell   (College of Dentistry)
Dr. Chris Clark   (Western College of Veterinary Medicine)
Dr. Steven Jones   (School of Public Health)
Dr. Chad London   (College of Kinesiology)
Dr. Cathy MacLean   (College of Medicine)
Dr. Kent Stobart   (College of Medicine)
Dr. Jay Wilson   (College of Education)

Working Group Membership

Dr. Paul Newton, Co-chair   (College of Education)
Dr. Kalyani Premkumar, Co-chair   (College of Medicine)
Dr. Jay Wilson   (College of Education)
Patricia Prowse   (Associate Director, SELU)
Jennifer Kovar   (Administrative Support, Department of Educational Administration)
Dr. Sheryl Mills   (Contracted Consultant, SELU)
### Steering Committee and Working Group Meeting Dates

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<td>March 6, 2018</td>
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<td>April 10, 2018</td>
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<td>April 23, 2018</td>
<td>Consultation with Dean Crowe, CGPS</td>
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<td>May 4, 2018</td>
<td>Met with Kelly Clement, CGPS</td>
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### Appendix F
ICT Requirements

This form is to be completed by the faculty member responsible for the program proposal in consultation with Information and Communications Technology. Contact ICT Client Services (phone 4827) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. **Proposal Identification**
   - Full name of program:

   Specialization in Master of Education: Health Professions Education

2. **Distance Education**
   - Does the new/revised program include courses that are delivered by 'distance education'?
     - No [ ]  Yes [✓]
   - Face-to-face off-campus
   - Televised
   - Multi-mode
   - Independent Study
   - Web-based
   - The course will be delivered via current web-based technologies used by the University of Saskatchewan.
   - Other (specify)

3. **Network Requirements**
   - Does the program have any new special network requirements?
     - No, network requirements are unchanged from existing program [✓]
     - Yes, the program has the following new network requirements:
       - Video transmission (specify)
General Web and e-mail usage

Large (10MB or more) file transfers

Other (specify)

3.2 Does the program require any new access to the Internet or the Canadian Research network?
- No, existing access and bandwidth (speed) are adequate [✓]
- Yes, additional network access is required [ ]

Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

3.3 Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?
- No, home access requirements are unchanged from existing program [ ]
- Yes, students will require new access to IT resources from home [✓]

Please clarify the access required and how it should be provided:

Students enrolled in the program can utilize existing tools via PAWS or Blackboard.

4. Software Requirements Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable.

E-Portfolio, e-mail, file storage, Blackboard, SPSS, NVivo and PAWS.

5. Hardware Requirements Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading.

This program is delivered online. This will offer simulations in at least one course. The scope of simulations is yet to be determined. Options may include integration with existing medical/dental simulation packages at the University of Saskatchewan.
6. Computer Lab Access
Does the program have new computer lab access requirements?

- Computer lab access requirements are unchanged from existing program

- General (‘walk-in’) access is required [☑]

- Access for classes/tutorials is required [☐]

Estimated number of students in program:

| 25 |

7. Student IT Support
Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends).

- Standard student IT support for online courses is required.

8. Faculty IT Support
Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other).

- Existing support for faculty is sufficient.

9. Impact on Institutional Systems
Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.

- No additional changes are anticipated.

Date: May 15, 2018

Information and Communications Technology

CHAD CALLER, DIRECTOR - ACADEMIC RESEARCH TECHNOLOGIES

Faculty Member (sponsoring college/dept)

Paul Newton, Department Head - Educational Administration, College of Education
Appendix G: Library Requirements

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate Liaison Librarian for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification
   - Full name of program: Master of Education in Health Professions Education
   - Short form (degree abbreviation): MEd (HPE)
   - Sponsoring Department/College: Education
   - Degree Level: Graduate

2. Library Resources
   2.1 Resources are/will be located mainly in the Education and Music Library, and the Leslie and Irene Dubé Health Sciences Library. General materials on postsecondary education are held at the Education Library, while most materials specific to health sciences education are held at the Health Sciences Library.

   2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

   The Library has been successfully supporting the Masters of Education program for many years. Although a new specialization, the materials that are drawn upon for the existing Masters program will be used for this. Materials on postsecondary education in general are currently purchased through the Education monograph fund. Materials on health professions education are purchased through individual health discipline-specific monograph funds.

   2.3 Specify serial titles that are core to this program.

   The Medical Education Scholarship, Research and Evaluation Section of the Association of American Medical Colleges has created an Annotated Bibliography of Journals for Educational Scholarship, last updated July 2017, and available from https://www.aamc.org/download/484206/data/annotatedbibliographyofjournalsforeducationalscholarship.pdf

   Of the 62 annotated journals, 18 are currently open access (and thus are freely available). The U of S Library currently provides online access to a further 42 journals on the list. This list includes titles on medical, dental, veterinary medical, nursing, pharmacy and basic health science education.
2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options). It is possible that there will be some increase to interlibrary loan expenditures, however, given that the program is entirely course-based, rather than thesis-based, interlibrary loan requests are unlikely to be excessive.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program? No.

2.6 What are the human resource requirements to support this program?
   Does the Library have the subject expertise amongst its staff? Yes.
   Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc? No, given that most courses in the program are already being offered, it is unlikely that much additional user education will be needed.

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements? None. Librarians in the health sciences already purchase materials on use of simulation in health education and on clinical teaching.

3.2 What new electronic resources/databases are required? None. The Library currently subscribes to ERIC, the major education database, as well the major databases specific to the health sciences.

3.3 Are there new/additional library technology requirements necessary to support this program? No.

3.4 Are there distance education service needs and costs? Since students located outside of Saskatoon will be able to participate in the program remotely, there may be a small increase to costs incurred by Distance and Distributed Library Services for mailing materials to students.

3.5 Provide an estimated budget required for library resources to support this program annually. No additional budget needed.

4. Statement of Assessment of Library requirements (Indicate Library capacity to support new program)

The Library currently has the capacity to support this new program.

Date: April 27, 2018

Liaison Librarian’s Signature: Marylyn Newton

Library Dean’s Signature

Faculty member (for the sponsoring college/dept) Paul Newton/Jay Wilson
Appendix H
Budget Requirements for New Programs and Major Revisions

This form is to be completed with the assistance of the Financial Analyst that is assigned to your College by the Financial Services Division. The Financial Analyst should be contacted early in the process and will assist you in completing a budget template that is appropriate for your proposal.

This form identifies the relevant financial issues that should be summarized in your proposal and is to be completed for all new programs and major revisions regardless of whether new budgetary resources or budget reallocations are required from outside the sponsoring unit.

In particular, as well as summarizing capital and start-up, and permanent or ongoing resource requirements, this form facilitates a summary of the impact of the proposal on the university's tuition and fee revenue. In addition, all relevant funding sources must be identified, with appropriate letters of support from each funding source.

The information provided herein must be consistent with the financial information required on all other forms that are submitted with the program proposal. In that regard, this form should be finalized after all other required forms are completed and attached to the proposal.

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Financial Services Division. As noted above, contact the Financial Analyst responsible for your College for assistance. (Dial #8303 if you have questions regarding Financial Analyst assignments.)

1. Proposal Identification

Full name of program: Masters of Health Professionals Education
Short form (degree abbreviation): MEd (HPE)
Sponsoring Dept/College: College of Education

2. Full costing of resource requirements
The resource requirements summarized in this section are to be consistent with the information required in all other forms attached to the proposal.

a) Capital and Start-up Costs:
Examples of capital and start-up costs include new space, renovations, equipment, computer hardware and software, media and technology, and faculty costs for course development. Specifically, the resource requirements should agree to the Library, Information Technology, and Physical Resource requirement forms. If any of the capital and/or start-up costs also have permanent operating cost implications, the permanent resource requirements should be summarized below.

There will be course development costs related to the ten, three credit unit courses being proposed. Half of the courses will be adapted from other master’s courses and the remaining half will be new.
Development costs will be equivalent to one half class of course instruction time per course to be
developed and modified. At this rate, we envision costs associated with development at $62,000. For
course development, the colleges will provide one faculty lead per course through regular Assignment to
Duties.

The Education library contains most of the necessary resources however we will be consulting with the
library to ensure the necessary resources are available as these are currently available for all graduate
courses similar to the ones involved in this program. Existing Information and Communications
Technology (ICT) support will be used for the online platform infrastructure. That is, use of PAWS and
the Blackboard Learning Management System will be required for the online offerings.

b) Permanent Operating Costs:
Examples of permanent operating costs include costs for faculty, administrative, technical and other
support staff, materials and supplies, and media and technology costs. While salary and benefit
requirements for faculty and support staff are significant items, the resource requirements noted in the
Registrar’s, Library and/or Information Technology forms and ongoing operating or maintenance costs
noted in the Physical Resources form, must also be summarized in this section.

Administration of this program, including support for the admission and application processes, academic
advising and field experience coordination, will be provided by the existing Undergraduate Programs
Office in the College of Education. No additional staff will be required.

Administration of this master’s program including support for the admission and application processes,
advising and field experience coordination, will be provided by the existing department of
educational administration in the College of Education. No additional staff will be required.

Delivery costs will be covered under Assignment to Duty within existing cognate programs from the seven
colleges involved. -- other costs related to delivery will be consistent with the ASPA on line facilitators. Per
cohort, we envision three courses of the ten to be offered will be at the ASPA rate ($200 per student per
course).
For course development, the colleges will provide one faculty lead per course through regular Assignment
to Duties.

The hiring of course instructors will follow the online course payment structures adopted by DEU for
online facilitators for 3 credit unit courses, which ranges from $235.66 per student to $261.96 per student
depending on the number of times they have facilitated the course. The TABBS scenario analysis tool
does not allow the use of specific rates per student so we had to use a close salary estimate.

The Library consultation form is provided with the proposal. The Library has confirmed that nothing
additional is required for this program; therefore, no additional budget or resources are anticipated.

The Information Technology form is provided with the proposal. ICT has confirmed that no changes to
the systems are required. Use of existing systems (e.g. application for admission, DegreeWorks, etc.) is
anticipated.

The Physical Resources form is no provided with the proposal. Facilities Management has confirmed that
additional physical resources are not required to support this program

3. Sources of funding
For the total amount of resources required for both capital and start-up costs, and for permanent
operating costs, identify the amount required from each funding source and provide documentation from
the funding source to support the amount.
The sources of funding could include the sponsoring college/departments base operating budget, other college/department sources of internal funding, special internal funding allocations such as priority determination, central university funds, and external sources as appropriate. Where the source of funding includes one or more colleges/departments, each individual college/department should be reported separately.

The start-up costs will be covered by in kind contributions towards the estimated $82,000 development cost. The operational costs will be covered by the Assignment to Duties

Based on the TABBS scenario analysis tool, the additional revenue generated will more than offset both the direct and indirect costs of the program.

4. Enrolment (tuition revenue)
The enrolment data summarized in this section is to be consistent with the information required in the New Courses form. Where enrolment growth is projected, the amount and the related time period should be identified and explained.

The enrolment data should be provided in a manner that can be easily used to calculate tuition revenue. For example, enrolment data for degree courses should be presented as either 3-cu or 6-cu equivalents. The information presented should clearly differentiate between actual enrolment levels before the change and expected enrolment levels following the change, including growth as noted above.

a) Sponsoring college/department
The enrolment increases and decreases in courses in the sponsoring college/department must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

Tuition will be charged at $1,300 - 3 credit unit class. Enrolment is targeted at 25 students per year in each course. Given the contact the College has already received from potential students interested in obtaining their Master in of Education in Health Professionals Education, we do not anticipate it will be more than a year before we can meet enrolment targets. Since courses are offered as online distance delivery courses, they can be run with high efficiency as instructors are paid per student in the course. To that end, the College could run courses with minimum enrolments and the program would still remain sustainable.

b) Other college/department
The enrolment increases and decreases in courses in the other colleges/departments must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

If enrolments will increase or decrease in other colleges/departments, the change in resources requirements, if any, resulting from the increase or decrease should be included in section 2.

This program is administered by the College of Education but will also include instructors from the colleges of Medicine, Vet Med, Dentistry, Nursing, Kinesiology, Pharmacy and Nutrition and the School of Public Health.

5. Additional Comments
Please provide and additional comments to support the program budget.

The TABBS scenario analysis tool was used to project the impact of the IETC program using a few different enrolment numbers.
At 20 students the projected positive impact of the scenario is $89,720 assuming they are existing students to the university. At 25 students the projected positive impact of the scenario is $134,871 assuming they are existing students to the university.

As noted earlier, there are some limitations to the TABBS scenario analysis tool as it does not allow the use of specific instructor rates per student so we had to use a close salary estimate. However, in all cases we overestimated the projected salary and benefits expense. The tool does prove that as enrolment goes up, the net impact increases. Three TABBS SATs are attached for your reference.

Date: May 25, 2018

Financial Analyst (assisting in form preparation on behalf of the Financial Services Division): Dean Olorenshaw, SB Finance, College of Education

Faculty member (for the sponsoring college/dept): Paul Newton
### Operating Grant

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<td>$13,700,802</td>
<td>$141,274</td>
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<tr>
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### Tuition

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### Total Expenses

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### Tuition

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<td>$1,101,053</td>
<td>$1,101,053</td>
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### Total Revenue

<table>
<thead>
<tr>
<th>Category</th>
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<th>Change</th>
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<tr>
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<td>$18,859,566</td>
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### Indirect Expenses

<table>
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<tr>
<th>Category</th>
<th>Current</th>
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<td>Student Support</td>
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<td>Graduate Support</td>
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<td>$599,633</td>
<td>$-62</td>
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<td>Faculty/Staff Support</td>
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<td>General Support</td>
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<td>$1,347,889</td>
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<td>Health Sciences Support</td>
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### Total Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
<th>Projected</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenses</td>
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<td>$9,935,837</td>
<td>$23,096</td>
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### Faculty/Staff

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<th>Cohort</th>
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<th>Employment Salary (incl. benefits)</th>
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<th>Employment Research Eligible</th>
<th>Employment Research Active</th>
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### Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
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<td>Type of Students</td>
<td>Masters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I
Key References


Tekian, Ara S.; Taylor, David C. M. Master’s degrees: Meeting the standards for medical and health professions education. Medical Teacher, 2017; 39(9), p.906-913

Standard 4: Faculty Preparation, Productivity, Participation, and Policies

The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.

4.5 Faculty Professional Development

A medical school and/or the university provides opportunities for professional development to each faculty member (e.g., in the areas of teaching and student assessment, curricular design, instructional methods, program evaluation or research) to enhance his or her skills and leadership abilities in these areas.

Standard 6: Competencies, Curricular Objectives, and Curricular Design

The faculty of a medical school define the competencies to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum that enables its medical students to achieve those competencies and objectives.

Standard 8: Curricular Management, Evaluation, and Enhancement

The faculty of a medical school engage in curricular revision and program evaluation activities to ensure that the medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences and settings.
Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

College
Education

Department/Unit
Educational Administration

Authorizing Unit Head
Dr Paul Newton

Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

<table>
<thead>
<tr>
<th>Label and Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EADM 8XX</td>
<td>Research in Health Professions Education</td>
</tr>
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</table>

Total Course Hours
39

Weekly Course Hours
3

Term(s) in which course will be offered
- Term 1
- Term 2
- Term 1 or 2

Course to be offered
- Annually
- Biennially
- Alternate Years
- March

Other

Online

If there are prerequisites, who can waive them:

Department
Instructor
EADM - Head

Catalogue Description (not more than 50 words)

This course distinguishes the range of "research" from reflective practice and action research to quality improvement, program evaluation, the scholarship of teaching and learning, and other types of research. Learners will understand methodologies used in educational research and how to choose the appropriate methods to answer research questions.

Tuition code and any additional class fees:

Number of credit units:
3

Can this course be repeated for credit?
- Yes
- No

Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:

No

CHECKLIST

Course objectives need to be clearly stated

Description of and Activities for Evaluation must be listed

Course Outline (syllabus) with Reading List must be included

Percentage of Total Mark for each evaluation listed

Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode
- Pass/Fail (P/F)
- Percentage/Numeric
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/NCR)

Will there be a final exam for this course?
- Yes
- No

If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.

Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.
Rationale

What is the rationale for introducing this course?

This course is needed to meet the following curricular objectives:

- Interpreting educational research
- Discerning the differences among reflective practice, research, action research, quality improvement, and assessment and the epistemological underpinnings of each
- Applying educational research methods for educational improvement initiatives
- Engaging in the Scholarship of Teaching and Learning

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

☐ Yes ☐ No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

☐ Yes ☐ No

If yes, please attach correspondence

See program proposal

Will the offering of this course lead to the deletion or modification of any other course(s)?

☐ Yes ☐ No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

Is this course to be required by your graduate students, or by graduate students in another program?

☐ Yes ☐ No

If yes, please list:

MEd Health Professions Education only
Enrolment

Expected Enrolment
20

From which colleges/programs:
Master of Education (Health Professions Education)

Resources

Proposed instructor(s) (Please include qualifications):
Marcel D'Eon
Kalyani Premkumar

How does the department plan to handle the additional teaching or administrative workload:
See program proposal

Are sufficient library or other research resources available for this course:
See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):
See program proposal for resource implications of the MEd (HPE) program.

Declaration

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

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head
Dr. Paul Newton

Signature

College Approval Date
September 27, 2018
COURSE OUTLINE

COURSE TITLE: Research in Health Professions Education

COURSE CODE: EADM

TERM:

COURSE CREDITS: 3

DELIVERY: Web/Blackboard

U of S Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course distinguishes the range of “research” from reflective practice and action research from quality improvement, program evaluation, the scholarship of teaching and learning, and other types of research. Learners will understand methodologies used in educational research and how to choose the appropriate methods to answer research questions.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Discern the relationship of educational research to other types of research, and action research, program evaluation, quality improvement, and the scholarship of teaching and learning
- Critique a research proposal, methods section of a scholarly article, or methods section of a research proposal
- Create and defend an appropriate methodology and method(s) for data collection when supplied with a scenario or research question
- Explain current opportunities for programs of research given research scenarios/dilemmas/situations

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php#GradingSystem Please note: There are different literal descriptors for undergraduate and graduate students.

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**Course Overview**

Module 1: Course overview, Defining “research” in education. How does it differ from program evaluation, quality improvement, other types of research, and the scholarship of teaching and learning?

Module 2: Questions, Answers, and Methods. How do educational researchers posit research questions and how do they set about finding answers to those questions? (Review journal articles)

Module 3: Research methodologies: when—and why—to use qualitative, quantitative or/and mixed methods. Overview of data collection tools.

Module 4: Data collection and analysis for exploration. Data collection and analysis for verification.

Module 5: The anatomy of a scholarly article and the alignment of background, purpose, question, methods, tools, discussion, and conclusion. Replication studies, confirmation and disconfirmation

Module 6: Developing a research program. What do you want to know more about? What can you contribute?

Module 7: Project presentations

**Possible Instructors:**

Marcel D’Eon
Kalyani Premkumar

**Required Resources**

Several (10-15) articles in the health professional literature; Swanwick’s book (2nd ed) Understanding Medical Education chapters on qualitative and quantitative research (and others)

**Grading Scheme**

The final grade will be based upon the successful completion of:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Five minor assignments</td>
<td>50 Marks</td>
</tr>
<tr>
<td>Final Project</td>
<td>50 Marks</td>
</tr>
<tr>
<td>Total</td>
<td>100 Marks</td>
</tr>
</tbody>
</table>

**Evaluation Components**

Assignment 1 (10 marks): Critique the methods section of a scholarly article from your discipline.

Assignment 2 (10 marks): Given three scenarios or research questions, create a method for data collection for one of them giving justification for your choices.
Assignment 3 (10 marks): Review an SoTL article from your discipline focusing on the alignment of background, research question, methodologies, data collection and analysis, and discussion and conclusion.

Assignment 4 (10 marks): Carry out a small research action cycle in your own instructional practice.

Assignment 5 (10 marks): Given a research scenario/dilemma/situation explain the opportunities for a program of or further research.

Final project (50 marks): With a partner, develop a research plan to present to your colleagues that includes (1) your research question, (2) your rationale for choosing this question, (3) the background section, (4) your proposed methodologies, (5) the data collection tools you will use, and (6) how you plan to analysis the data.

Student Supports

Student Learning Services

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Academic Misconduct Policy and Procedures

Students can expect the course instructor to follow up on all questions of academic integrity directly with the student(s) in question, seeking first to understand the source of any errors and to educate on appropriate scholarly practices. Where a serious error has been made and a grade penalty or resubmission appears warranted, the policy and procedures, will be consulted and followed. See this summary flow chart that describes the processes.

In this course, plagiarism is the type of academic misconduct question or concern most likely to arise. Students with questions should approach the instructor, a librarian or other resources such as those found at this U of S library web page.

Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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.
Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

<table>
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<th>Course Title</th>
<th>Description of and Activities for Evaluation</th>
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<td>ECUR 8XX</td>
<td>Learner Assessment</td>
<td>Learners will explore the principles of learner feedback and assessment, in addition to challenges of assessment practices. Assessment tools will be developed, practiced, and critiqued. Assessment of professional competencies and strategies in a variety of settings will be addressed.</td>
</tr>
</tbody>
</table>

Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline ( syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation is listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

If there are prerequisites, who can waive them:
- Degree
- Instructor

EXAM EXEMPTION

Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.
Rationale

Courses in this certificate focus on quality teaching in health professions education. This course is needed to meet the following curricular objectives:

- Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
- Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
- Applying best and promising practices in effective inter and intra professional teams

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

- Yes  
- No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

- Yes  
- No

If yes, please attach correspondence

See program proposal

Will the offering of this course lead to the deletion or modification of any other course(s)?

- Yes  
- No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

Is this course to be required by your graduate students, or by graduate students in another program?

- Yes  
- No

If yes, please list:

MEd Health Professions Education and Certificate in Quality Teaching in Health Professions Education only
Enrolment

Expected Enrolment: 20

From which colleges/programs:

Master of Education (Health Professions Education) and Certificate in Quality Teaching in Health Professions Education

Resources

Proposed Instructor(s) (Please include qualifications):
Dr. Adel Mohammed
Dr. Rani Kanthan
Dr. Trustin Domes

How does the department plan to handle the additional teaching or administrative workload:
See program proposal

Are sufficient library or other research resources available for this course:
See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):
See program proposal for resource implications of the MEd (HPE) program.

Declaration

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

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head
Dr. Jay Wilson

Signature

College Approval Date
COURSE TITLE: Learner Assessment

COURSE CODE: ECUR

TERM: 

COURSE CREDITS: 3

DELIVERY: Web/Blackboard

U of S Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

Learners will explore the principles of learner feedback and assessment, in addition to challenges of assessment practices. Assessment tools will be developed, practiced, and critiqued. Assessment of professional competencies and strategies in a variety of settings will be addressed.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Describe the principles of student feedback and assessment
- Apply constructive alignment principles
- Differential between learning taxonomies
- Apply principles of competency-based assessment to knowledge and skills
- Develop assessment tools for use in a clinical setting
- Identify issues and bias in self and peer assessments
- Identify practices in standardization/calibration practices
- Develop strategies for learner remediation

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Course Overview

In this course learners will be expected to participate in actively reflecting on their prior learning experiences with learner assessment and be willing to explore and expand their perspectives and approaches.

Class Schedule

Module 1: Introduction to Assessment
- Assessment of, as, and for Learning
- Taxonomies (eg: Blooms, solo)
- Principles of assessment (feedback/assessment/evaluation/formative/summative)
- Accreditation criteria/ (learning outcomes/competencies)
- Constructive alignment

Module 2: Designing assessments
- Assessing knowledge, skills and competencies, and attitudes
- Methods of assessment (Learner presentations)

Module 3:
- Competency-based assessment
- EPAs
- Assessment and remediation

Module 4:
- Assessment outside of the classroom (experiential learning)
- Cognitive bias
- Tips for teaching eg: SNAPPS, feedback, etc.

Module 5:
- Self and peer/IP colleague assessment
- Team assessment
- Mentorship/assessor
- Standardization/calibration of assessment

Module 6: Project presentations

Possible Instructors
Readings/Textbooks


Thomas M. Haladyna, Michael C. Rodriguez Developing and validating test items. Routledge. 2013


Grading Scheme

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<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
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<tr>
<td>1. Assessment critique</td>
<td>20</td>
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<tr>
<td>2. Assessment strategy</td>
<td>30</td>
</tr>
<tr>
<td>presentation/contribution</td>
<td></td>
</tr>
<tr>
<td>3. Final project</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Evaluation Components
Assignment 1: Assessment critique (20 marks)
Critique the assessment plan for this course or another course supplied by the instructor. Pay particular attention to constructive alignment.

Assignment 2: Assessment strategy presentation/contribution (30 marks)
Choose an assessment strategy that you are interested in learning about from the options provided. Be prepared to give an overview of the assessment strategy, its benefits and drawbacks, research on its effectiveness in assessing student learning, and examples of how and when it can be used. These will be shared with your colleagues. The overall goal of this assignment is to create a resource bank of assessment strategies and approaches.

Assignment 3: Final project (50 marks)
Part 1 (30 marks)
Your group will be provided with a course/context for which you will create the “evaluation components” (formative and summative). Provide a rationale for your choices showing constructive alignment, value to student in enhancing their learning, and value to you as the instructor for adjusting your approaches and focus to enhance student learning. Provide a timeline for the assessments. The assessment strategies will be posted.

Part 2 (20 marks)
In addition, each member of the group will include an independent reflection on how the group approached the co-design, individual growth points, lessons learned, and key decision points.

Student Supports

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**Academic Misconduct Policy and Procedures**

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Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at usask.ca/cgps/forms.php

Label and Course Number
ECUR 8XX

Course Title
Teaching Methodologies: Facilitating Learning Through Teaching

Total Course Hours
39

Weekly Course Hours
3

Term(s) in which course will be offered
- Term 1
- Term 2
- Term 1 or 2
- Term 1 and 2

Course is to be offered
- Annually
- Biennially
- Alternate Years
- Other

Prerequisite(s) or restriction(s)

Restricted to students of the MEd (HPE) program or students in the Certificate in Quality Teaching in Health Professions Education

If there are prerequisites, who can waive them:

Department
Instructor

ECUR - Head

Catalogue Description (not more than 50 words)
Learners will experience, explore, and practice a variety of teaching methodologies. Learners will learn to tailor instructional strategies in a variety of settings to enhance student learning.

Tuition code and any additional class fees:

Number of credit units:
3

Can this course be repeated for credit?
- Yes
- No

Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:
No

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see ‘Undergraduate Component of Graduate Courses’ under ‘Forms for Graduate Chairs’ at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode
- Pass/Fail (Y/N)
- Percentage/Numeric
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/N)

Will there be a final exam for this course?
- Yes
- No

Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.
Courses in this certificate focus on quality teaching in health professions education. This course is needed to meet the following curricular objectives:

- Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
- Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
- Applying best and promising practices in effective inter and intra professional teams

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

- Yes  
- No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

- Yes  
- No

If yes, please attach correspondence

See program proposal

Will the offering of this course lead to the deletion or modification of any other course(s)?

- Yes  
- No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

None

Is this course to be required by your graduate students, or by graduate students in another program?

- Yes  
- No

If yes, please list:

MEd Health Professions Education and Certificate in Quality Teaching in Health Professions Education only
### Enrolment

**Expected Enrolment:**

20

**Program:**

Master of Education (Health Professions Education) and Certificate in Quality Teaching in Health Professions Education

### Resources

**Proposed Instructor(s) (Please include qualifications):**

Dr. Adel Mohammed
Dr. Rani Kanthan
Dr. Trustin Domes

**How does the department plan to handle the additional teaching and administrative workload:**

See program proposal

**Are sufficient library or other research resources available for this course:**

See program proposal for resource implications of the MEd (HPE) program.

**Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):**

See program proposal for resource implications of the MEd (HPE) program.

### Declaration

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

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

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<tr>
<th>Authorizing College Dean/Head</th>
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Course Description

Learners will experience, explore, and practice a variety of teaching methodologies. Learners will learn to tailor instructional strategies in a variety of settings to enhance student learning.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Make strategic decisions regarding teaching methods and strategies to assist learner development and engagement
- Demonstrate understanding of how people learn in a variety of settings
- Demonstrate the appropriate use of a variety of instructional strategies
- Design an effective learning experience
- Demonstrate the ability to use learner feedback and personal reflection to refine and improve learning experiences

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Course Overview

You will be expected to draw on your learning experiences in informal and formal settings, classrooms, clinical and seminar, and experiential settings in this active learning, participatory course.

Class Schedule

Module 1: Introduction and overview; “I learn best when…”; Learning Theory and Learning Science (“Make it Stick”); Adult learning principles

Module 2: The 3 Ts: Transmission, Transaction, and Transformation
https://the8blog.wordpress.com/2017/08/01/teaching-transmission-transaction-or-transformation/ (Identify, compare, and contrast); Instructional Strategies Families: Direct, Indirect, Experiential, Interactive, Independent (https://cte.tamu.edu/getattachment/Graduate-Student-Support/5-Families-Teaching-Strategies-rev4-4-17.pdf.aspx?lang=en-US ). (Highlight Cooperative learning, flipped classroom, iPBL, online approaches, active learning, team-based learning, etc.)

Module 3: Instructional Strategies Jigsaw (Expert group preparation); Instructional Strategies Jigsaw (Jigsaw teaching groups)

Module 4: Constructive Alignment; Context and Objectives; Planning for instructional variety: Lesson Planning models

Module 5: Using Learner Feedback for Improvement: Reflective Practice and Action Research

Module 6: Lesson preparation; Microteaching Round 1

Module 7: Microteaching Round 2; Complete major project and submit

Possible Instructors

Dr. Adel Mohammed
Dr. Rani Kanthan
Dr. Trustin Domes

Required Resources

Although there are no required texts in this class, learners will be expected to contribute to and keep up with the readings posted in Blackboard.

Readings/Textbooks

(https://www.amazon.ca/Make-Stick-Science-Successful-Learning/dp/0674729013 )


**Grading Scheme**

<table>
<thead>
<tr>
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<th>Marks</th>
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<tr>
<td>1. Learning Styles</td>
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<tr>
<td>2. Instructional Strategies Jigsaw</td>
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<tr>
<td>3. Major project</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Evaluation Components**

Assignment 1 (20 marks): Complete a Learning Styles Inventory of your choice (some will be suggested in class) and use as a lens on your own learning experiences.

Assignment 2 (30 marks): Instructional Strategies Jigsaw. Expert group preparation (research on a teaching strategy within an instructional family), jigsaw group teaching, personal reflection on the process.

Assignment 3 (50 marks): Lesson plan and microteach. In the plan, you will demonstrate the use of constructive alignment. You will record yourself teaching a portion of the lesson (approximately 10-15 minutes) and get feedback from at least three of your colleagues. You then revise your plan and approach and re-teach the same lesson. The package for submission online is your original plan, both micro-teaches, the feedback from your colleagues, your revised plan, and your personal reflection on the experience. To be completed and submitted on the last day of class.

**Student Supports**

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# Course Information

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<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Authorising Unit Head</td>
<td>Dr Jay Wilson</td>
</tr>
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</table>

## INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

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<tbody>
<tr>
<td>ECUR 8XX</td>
<td>Program, Curriculum and Course Design Development</td>
</tr>
</tbody>
</table>

### Total Course Hours
- **Lecture:** 39
- **Seminar:**
- **Lab:**
- **Tutorial:**
- **Other:** Online

### Weekly Course Hours
- **Lecture:** 3
- **Seminar:**
- **Lab:**
- **Tutorial:**
- **Other:**

### Term(s) in which course will be offered
- Term 1
- Term 2
- Term 1 or 2
- Term 1 and 2

### Course is to be offered
- Annually
- Biennially
- Alternate Years
- Other

### Prerequisite(s) or restriction(s)
- Restricted to students of the MEd (HPE) program or students in the Certificate in Improving Teaching and Learning in Health Professions Education

### Catalogue Description

This course explores (1) theories and principles that differentiate program, curriculum, and course development; (2) key technical components that support effective implementation of a program, curriculum and course; and (3) addresses practical issues that educational leaders and instructors face when engaging in program, curriculum, and course development.

### Tuition code and any additional class fees

### Number of credit units: 3

### Can this course be repeated for credit?
- Yes
- No

## CHECKLIST

- Course objectives need to be clearly stated
- **Description of and Activities for Evaluation must be listed**
- **Course Outline (syllabus) with Reading List must be included**
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

## EXAM EXEMPTION

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---

**ECUR - Head**

Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.
Rationale

Courses in this certificate focus improving teaching and learning in health professions education. This course is needed to meet the following curricular objectives:

- Leading curriculum and program design, change, and implementation
- Applying tools to effectively assess program effectiveness and lead improvement initiatives

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

- Yes  
- No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

- Yes  
- No

If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

- Yes  
- No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

- None

Is this course to be required by your graduate students, or by graduate students in another program?

- Yes  
- No

If yes, please list:

MED Health Professions Education and Certificate in Quality Teaching in Health Professions Education only
Enrolment

Expected Enrolment: 20

From which colleges/programs:
Master of Education (Health Professions Education) and Certificate in Quality Teaching in Health Professions Education

Resources

Proposed instructor(s) (Please include qualifications):
Dr. Adel Mohammed
Dr. Rani Kanthan
Dr. Trustin Domes

How does the department plan to handle the additional teaching or administrative workload:
See program proposal

Are sufficient library or other research resources available for this course:
See program proposal for resource implications of the MEd (HPE) program.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):
See program proposal for resource implications of the MEd (HPE) program.

Declaration

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

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head

Dr Jay Wilson

Signature

College Approval Date
COURSE OUTLINE

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<tbody>
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<tr>
<td>DELIVERY:</td>
<td>Web/Blackboard</td>
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Course Description

This course explores (1) theories and principles that differentiate program, curriculum, and course development; (2) key technical components that support effective implementation of a program, curriculum and course; and (3) addresses practical issues that educational leaders and instructors face when engaging in program, curriculum, and course development.

Learning Outcomes

By the completion of this course, learners will be expected to:

1. Differentiate between program, curriculum, and course, and their development processes
2. Describe the core principles and technical components of program, curriculum and course development
3. Integrate theoretical and practical concepts to support effective program, curriculum, and course development and implementation

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Course Overview

This course will use a flipped model building on case studies, journal articles, and books as pre-reading with facilitated discussion. Being prepared by completing the pre-readings and relating them to one’s own experiences will be critical to success in this course.

Class Schedule

Module 1: The theories and principles of program, curriculum, and course development and what differentiates them.

Module 2: The theories and principles that underpin effective development, design, and implementation of individual sessions within a course.

Module 3: The theories and principles that underpin effective development, design, and implementation of a course.

Module 4: The theories and principles that underpin effective development, design, and implementation of an educational program and/or curriculum.

Module 5: Key technical components that support effective implementation of a program, curriculum, and course.

Module 6: Practical issues that educational leaders and instructors face when engaging in program, curriculum, and course development. Discussion/sharing of Assignments 3 and 4.

Possible Instructors

Dr. Greg Malin
Dr. Marcel D’Eon
Dr. Kalyani Premkumar

Readings/Textbooks

AJ Romiszowski Designing instructional systems: Decision making in course planning and curriculum design. 2016

J MCKIMM, M BARROW – Curriculum and course design. British journal of hospital medicine, 2009 - Mark Allen Publishing

PA Thomas, DE Kern, MT Hughes, BY Chen Curriculum development for medical education: a six-step approach. 2015


Grading Scheme

<table>
<thead>
<tr>
<th>Component</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Course proposal/syllabus critique and analysis</td>
<td>20</td>
</tr>
<tr>
<td>2. Case study development and analysis</td>
<td>30</td>
</tr>
<tr>
<td>3. Strategy for the development of a program proposal for a 15cu graduate level certificate</td>
<td>20</td>
</tr>
<tr>
<td>4. Program proposal for a 15cu graduate level certificate (excluding budget and consultation sections)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

Evaluation Components

Assignment 1 (20 marks):
Provide an analysis of a course (using the course syllabus or/and the course proposal) focusing on the overall program goals and the alignment of the course and experiences to those goals. The course can be one you have access to or you can ask the instructor or a colleague to provide you with one.

Assignment 2 (30 marks):
Step 1: Develop a case study of the development of a curriculum, course, or program (paying special attention to alignment, engagement, and collaborative efforts) you are familiar with or have knowledge of.
Step 2: Exchange case studies with a colleague and offer ideas for improvement for the content and the process used.

Assignment 3 (20 marks):
Develop an engagement strategy for a program proposal for a graduate-level certificate program of 15 credit units in the discipline of your choice.

Assignment 4 (30 marks):
Develop the draft of a program proposal for a 15cu graduate-level certificate program (same topic area as that used for Assignment 3). Exclude budget and consultations sections.

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Term(s) in which course will be offered

- Term 1
- Term 2
- Term 1 or 2
- Term 1 and 2

Course is to be offered

- Annually
- Biennially
- Alternate Years
- Other

Restricted to students of the MEd (HPE) program or students in the Certificate in Quality Teaching in Health Professions Education

If there are prerequisites, who can waive them:

Department

Instructor

ECUR - Head

Catalogue Description (not more than 50 words)

Learners will focus on the effective use of technology and simulation in a variety of settings (small group, clinical teaching, teaching in rounds and other work-based environments), and their application in e-health learning strategies, social media and virtual learning opportunities, distributed learning, individual and team-based learning, and enhancing team-based skills.

Tuition code and any additional class fees:

Number of credit units: 3

Can this course be repeated for credit?

- Yes
- No

CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at usask.ca/cgps/forms.php

EXAM EXEMPTION

Grade Mode

- Pass/Fail (P/F)
- Percentage/Numeric
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

Will there be a final exam for this course?

- Yes
- No

Student learning in the MEd (HPE) program will be assessed using the written, oral, and performed presentations of academic, scholarly and professional work. Final exams, with their typical constraints, do not provide an appropriate context for discerning the abilities and competencies developed by students in this program.
Rationale

Courses in this certificate focus on quality teaching in health professions education. This course is needed to meet the following curricular objectives:

- Instructional teaching methods (i.e. the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side and other work-based environments)
- Effective student assessment (i.e. assessment of learning, assessment for learning, and assessment as learning in a variety of settings and contexts)
- Applying best and promising practices in effective inter and intra professional teams

Impact of Course

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please list:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were any other academic units asked to review or comment on the proposal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please attach correspondence. See program proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the offering of this course lead to the deletion or modification of any other course(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please list:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses(s) for which this graduate course will be a prerequisite?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this course to be required by your graduate students, or by graduate students in another program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please list:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEd Health Professions Education and Certificate in Quality Teaching in Health Professions Education only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

Dr Jay Wilson
COURSE OUTLINE

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Technology and Simulation in Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>ECUR</td>
</tr>
<tr>
<td>TERM:</td>
<td></td>
</tr>
<tr>
<td>COURSE CREDITS:</td>
<td>3</td>
</tr>
<tr>
<td>DELIVERY:</td>
<td>Web/Blackboard</td>
</tr>
</tbody>
</table>

U of S Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

Learners will focus on the effective use of technology and simulation in a variety of settings (small group, clinical teaching, teaching in rounds and other work-based environments), and their application in e-health learning strategies, social media and virtual learning opportunities, distributed learning, individual and team-based learning, and enhancing team-based skills.

Learning Outcomes

By the completion of this course, learners will be expected to:

- Appropriately integrate simulation as a teaching strategy, using all three stages: orientation, the simulation, and debrief
- Choose appropriate technology in their teaching methods that will positively impact and enhance active learning
- Participate in medical education on social media of their choice
- Apply appropriate technology for learner assessment
- Present effectively using distance technology
- Critically assess the value of new technology and when to use in their teaching practice

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

Course Overview

In this course you will be expected to learn about and use and critique a variety of learning technologies. You will also be expected to draw on your own experiences for examples and experiences of how learning technologies and simulation have been integrated into your own learning experiences to date.

Class Schedule

Module 1: Overview and introductions; Learning and the use of technology

Module 2: Simulation (overview, high and low fidelity, applied)

Module 3: Online course design (foundational principles, practices and pitfalls)

Module 4: Practical applications: Learner presentations on the integration of video (YouTube, lecture capture, panopto, etc), AI, VR, AR, e-Portfolios and assessment systems, audience response systems, distributed learning tools (Zoom, Skype, WebEx and VC), and social media

Module 5: Online course design revisited

Possible Instructors

Dr. Kalyani Premkumar;
Dr. Brent Thoma;
Dr. Paul Olszynski

Required Resources

Access to simulation equipment, ASSET faculty and those resources, IT platforms used at U of S including One45, CBAS/ePortfolio, Panopto, WebEx, Videoconferencing, TopHat, etc. Social Media – Twitter including specific resources such as #meded, Facebook, Instagram; FOAMed

Readings/Textbooks


Twelve tips for a successful interprofessional team-based high-fidelity simulation education session.


Grading Scheme

Learners will be graded on individual and team-based projects that demonstrate/apply the use of the technologies discussed and used in this course, including one brief critique of an online course.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast two formats of an after-action review or debrief used in simulations</td>
<td>10</td>
</tr>
<tr>
<td>2. Brief critique of an online course</td>
<td>10</td>
</tr>
<tr>
<td>3. Learning technology presentation</td>
<td>30</td>
</tr>
<tr>
<td>4. Develop the “working” version for an online course</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Evaluation Components

Assignment 1 (10 marks): Compare and contrast two formats of an after-action review or debrief used in simulations. Make a final overall recommendation for the format that you find to be most effective in contributing to learning.

Assignment 2 (10 marks): Provide a one-page critique of an online learning experience you have had. Include an outline.

Assignment 3 (30 marks): Learning Technology presentation. Choose a learning technology and develop an electronic “poster” including its history, applications, benefits, and drawbacks and specific examples of how to integrate this particular technology effectively into learning experiences. These will be shared with your colleagues online.
Assignment 4 (50 marks): In pairs or small groups, use online technologies to develop an outline for an online course. Show the relationship and instructional decisions between the learning outcomes for the course and the technologies you will be using. These will be presented to your colleagues. Also provide a reflection on the technologies you used in the development and their effectiveness. Highlight lesson learned.

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 http://library.usask.ca/studentlearning/.

Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

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 students’ web site http://students.usask.ca.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (https://students.usask.ca/student-central.php).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC’s Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.
Academic Misconduct Policy and Procedures

Students can expect the course instructor to follow up on all questions of academic integrity directly with the student(s) in question, seeking first to understand the source of any errors and to educate on appropriate scholarly practices. Where a serious error has been made and a grade penalty or resubmission appears warranted, the policy and procedures, will be consulted and followed. See this summary flow chart that describes the processes.

In this course, plagiarism is the type of academic misconduct question or concern most likely to arise. Students with questions should approach the instructor, a librarian or other resources such as those found at this U of S library web page.

Students wanting to connect the paper for this course to previous work done for another course, should make a proposal to the instructor. Making connections across courses and building on work done in other parts of your grad program is likely to be approved. Resubmitting work done for another course for this one, in part or in whole, will be regarded as academic misconduct in this program.

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.
DRAFT – Minutes from Graduate Programs Committee – October 12, 2018

Master of Education in Health Professions Education

It was noted that the Department of Educational Administration had been providing graduate-level training to health professionals, and this proposal had been designed for that target audience. The proposal included two new certificates that could be completed independently, and they could be laddered into the proposed M.Ed. program. It was noted that the proposed program may be desirable to clinical faculty interested in graduate studies. It was noted that the leaders of the health science colleges had provided support. It was clarified that the proposed program was a 30-credit unit course-based master’s to be delivered online. It was not clear how the 12 cu course equivalent of instructor time had been indicated in the resource allocation with 5 new courses proposed, though it was speculated that it was based on how and when courses would be delivered. It was noted that the program cost seemed reasonable compared to other institutions. The proposal noted that the program would support the goal of indigenization; however, it was not clear how that goal would be supported. Overall, members were satisfied with the proposal.

Motion: “To recommend approval of the Master of Education in Health Professions Education, the graduate-level Certificate in Quality Teaching in Health Professions Education, and the graduate-level Certificate in Improving Teaching and Learning in Health Professions Education.” Heavin/Wu
CARRIED

APPROVED – Minutes from Graduate Programs Committee – June 5, 2018

Master of Education in Health Professions Education

It was not clear if the proposed program was intended to provide education for health professions or for health profession education. The proposal seemed to be set up for faculty promotion, providing a mechanism to make it easy for clinical faculty to get graduate-level education. The proposed program did not seem rigorous. The proposal contained much fluff, and the proposed structure of the program was not clear.

It was noted that the proposed program could be beneficial to some, such as a registered dietician.

The proposal did not include admission requirements, learning outcomes or objectives.

It was not clear how the program would be delivered, in person or online.

It was not clear what would be different about the proposed M.Ed. and existing M.Ed. programs.

If the program was targeted to health professionals, there should be information on what outcomes health professionals would want.

Members questioned how the proposed program would work with faculty tuition waivers.

A revised and much more concise proposal would be necessary.

Action: Secretary to follow up with the proponents.
MEMORANDUM

TO: Kent Stobart, vice-dean, education, College of Medicine
    Dave Burgess, associate dean research, graduate support, and international initiatives,
    College of Education
    Paul Newton, head, Department of Educational Administration
    Jay Wilson, head, Department of Curriculum Studies

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: April 24, 2018

RE: Planning and priorities committee response to the Notice of Intent for a Master of Education (M.Ed.) in Health Professions Education

Thank you once again for attending the planning and priorities committee meeting on March 28, 2018, to present the notice of intent to offer a Master of Education (M.Ed.) in Health Professions Education.

Members commended the interdisciplinary and collaborative nature of the proposed program, and the close working relationship evident between the College of Education and the College of Medicine in mounting the degree program.

The committee noted that, although there is capacity in the College of Education to deliver the program with the assistance of other instructors across campus, a clearer indication in the full proposal of the resources involved to assure program sustainability, with details about course development, number of new courses, and funding support for medical residents and others will be helpful. Furthermore, even though the tuition cost would not be a barrier for fully licensed medical practitioners, the program pool will likely be variable, and therefore providing some form of scholarship or other support is appropriate. Lastly, a clear indication of support in the form of a letter from the dean of the College of Graduate and Postdoctoral Studies should accompany the full program proposal.

I wish you the very best as you proceed to develop the full program proposal to submit to the College of Graduate and Postdoctoral Studies. Please do not hesitate to contact me if you have any questions.

Kind regards,

Dirk de Boer

c Tony Vannelli, provost and vice-president academic
   Terry Wotherspoon, chair, academic programs committee of Council
   Russell Isinger, registrar
   Trever Crowe, interim dean, College of Graduate and Postdoctoral Studies
   Preston Smith, dean, College of Medicine
   Michelle Prytula, dean, College of Education
Noticing INTENT for new programs

Proposed Specialization:
Master of Education in Health Professions Education

March 2018

Planning and Priorities Committee Members:

The Departments of Educational Administration and Curriculum Studies, in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, Pharmacy and Nutrition, and the School of Public Health are proposing the development and implementation of a new area of specialization within the existing Master of Education program. We would like to offer the following degree specialization: Master of Education in Health Professions Education.

1. Rationale

Over the past fifteen years, the Department of Educational Administration has worked collaboratively with the College of Medicine and the Department of Curriculum Studies to provide the Master of Education program to interested medical faculty. Faculty from other Health Sciences have also taken up the Master in Education degree to better prepare themselves for leading educational change related to changes demanded by health care systems.

With an increased interest and pressing need from our partners in the College of Medicine, the time is ripe to formalize these collaborations and make the program more widely available and appealing to health care faculty and practising clinical faculty in our province and beyond. This field of specialization would present another option within an existing degree program already offered by the College of Education.

In an initial on-line survey, the intended demographic of health professions clinicians, educators and residents who are working full-time on and off campus indicated that a course-based specialization offered in a modularized blended-learning, part-time approach would best meet their needs.

To this end, the collaborating partners (Appendix A) are anticipating that by describing the Master degree specialization as a series of course-based modules
that accrue into the full degree, this specialization will appeal to potential students who want to continue working in their home communities while increasing their learning in the areas of instructional practices, curriculum development and revitalization, and developing the skills to be able to lead such changes in (a) their own practices and (b) more broadly with colleagues in their departments and colleges.

**A laddered approach:**

The intended demographic (e.g. health professions educators who are working full-time on and off campus, residents wanting to continue their studies, etc.) for this specialty has indicated that what is most appealing is a program that is offered in both (a) components or certificates that can be combined to meet the requirements for a Masters-level degree for professionals studying part-time as well as (b) a complete program for whom full-time study is preferable. We intend to propose two 4 course graduate certificates and a 10 course masters program. We hope to develop and propose the 2 certificates and the masters degree as components of the larger proposal. We envision some prospective students who might avail themselves of one or both of the certificates and others who will want to ladder both certificates into the full masters program. The Steering Committee is working on the content and sequence of the two graduate certificates, but one potential structure could include a teaching and learning in health professions education certificate and a leading learning in health professions education certificate. These certificates could be taken as standalone graduate certificates or could be laddered into a complete masters degree with the addition of two supplemental research methods courses. This structure, content and sequence will be developed for the program proposal stage.

**2. Anticipated Student Enrolment**

Currently, the existing Master of Education that is specific to the Department of Educational Administration attracts 10-20 students per year from University of Saskatchewan faculty, staff, and students in the health sciences. Adding this specialization to the existing degree will increase the opportunity to attract and support even more learners from both within our own university community and internationally, as evidenced by the general Master degree offered by Educational Administration and other specializations within the Master of Education degree.

Increasingly, potential students want to continue with their work while learning in their home communities with as little disruption as possible. By using leading technologies and blended learning, learners can remain in their home communities while studying towards their graduate degree.
(Note: Other Universities in Canada that offer similar programs to our envisioned program can be found in Appendix B.)

**Prospective Student Interest**

In early March 2018, a sample of 177 health sciences faculty, graduate students, and staff responded to the invitation from the Masters of Education in Health Professions Education Steering Committee to complete a short electronic survey regarding interest in advanced formal training in education—a Master of Education with a specialization in Health Professions Education.

Findings indicated that 91% had not already taken formal advanced training in education but 75% are interested in doing so. Of the 9% who had taken advanced training, 98% felt that this helps them in their current roles. Of the interested 75%, 83% were interested for personal and professional development and 74% felt that this training would help them be even better instructors.

From the 25% who indicated no interest in such advanced training, reasons most often cited were that this designation was not of value to them (41%) and that they did not have the time to invest (41%).

When asked about preferred structures for this specialization, responses were consistent with the Steering Committee’s early ideas for designing for a part-time student using a course-based, blended approach.

### 3. Alignment with Institutional Priorities

More broadly, as Colleges develop their plans in alignment with the University’s 2025 plan ([https://www.usask.ca/plan/plan-details.php](https://www.usask.ca/plan/plan-details.php) accessed February 20, 2018), the specialization in Health Professions Education proposed here capitalizes on synergies across campus, with several colleges and departments collaborating—the Departments of Educational Administration and Curriculum Studies in collaboration with the Colleges of Medicine, Dentistry, Veterinary Medicine, Nursing, Kinesiology, and Pharmacy and Nutrition, and the School of Public Health.

This proposed specialty within the existing Master of Education degree aligns with the following institutional priorities:

“Courageous Curiosity”
- Embrace Interdisciplinarity. Cement and catalyze interdisciplinary endeavours as a core premise of learning, research, scholarship, and creativity.
• Seek Solutions. Unleash a problem-solving, entrepreneurial ethic among students, faculty and staff, harnessing opportunities to apply our research, scholarly and artistic efforts to community and global priorities.

“Boundless Collaboration”
• Invigorate the impact of collaboration and partnership in everything we do.
• Enrich Disciplines. Build, enhance and sustain academic and research strength central to vibrant collaboration within and among all disciplines and academic units.
• Align Structures. Ensure that academic and administrative structures enable collaborative opportunities for all students, faculty and staff.

Building our institutional capacity through this specialization also supports the University of Saskatchewan’s Learning Charter; in particular, it contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A specialization that enhances the knowledge and interpersonal connections across campus serves to pull the campus together and to develop a common institutional language, commitment, and ways of working. This specialization has the potential to serve a core function in developing the professional expertise of those involved with the learning and teaching mandates of the health professions schools and colleges. Additionally, at the department level, this specialization supports the emerging goals of advancing the Scholarship of Teaching and Learning and Indigenization.

4. Relationship to Existing Programs

Since there are no similar programs on campus, this specialization will not be drawing students from other departments or colleges. Rather, the specialization will better meet the needs of students who would either apply to our own Department as it is the closest fit to administration in health professions education, or it may attract prospective students who would otherwise apply for online types of programs from other institutions. Additionally, our current Master of Education program attracts many international students.

The Departments of Educational Administration and Curriculum Studies are currently undergoing an examination of the content of existing curricula within their courses and creating new courses to respond to the increasing demand from diverse education sectors such as health education, community-based education, pre-k-12, and post-secondary and social sectors. The new specialization in Health Professions Education will capitalize on these curriculum renewal efforts to create a new specialization that draws on the elements of existing programs, yet is customized to the needs of health educators, and,
through the Steering Committee’s work, will determine which courses can be modified or removed from the existing program. The new specialization will also require the creation of some new courses that will fit within the needs but will also enhance the offerings for existing programs. Although administration in elementary and secondary education remains the key focus for the Master of Education program, there are some exciting ways to refresh the Master program to better meet the needs of health professions educators at the University of Saskatchewan and beyond.

No programs like this currently exist at the University of Saskatchewan at this time and there is indication that faculty who may have looked to other institutions to access a Master in Education or Health Professions Education degree in the past, will be able to now achieve that in-province.

This specialty will not be drawing students from any programs outside of the Departments of Educational Administration or Curriculum Studies in the College of Education. Health professions students who may have chosen a more general master program in either department may now choose the more specific program to better meet their needs in both delivery methods and areas of study. No existing programs will be deleted or made redundant by this new specialty.

5. Resources

As the foundation of Health Professions Education is firmly situated in the more general practices of effective instructional practices, assessment and evaluation, curriculum planning and renewal, inclusivity, and organizational leadership in educational institutions, it is anticipated that there will be little impact on university resources. Nested within a successful existing program, this new specialization will be using a similar resource base as that of a more general degree. Few additional resources are anticipated.

The College of Education is a leader in offering blended courses and supporting learners in a wide range of contexts. The Departments of Educational Administration and Curriculum Studies have long been leaders in this area as is attested to by their robust and well-subscribed graduate programs.

Some additional library materials may be required as supports for the online components of the specialization. Resources, examples, and approaches will draw on the most current literature and research in the more general field of teaching and learning as well as the more specific field of teaching and learning in health professions. The Department of Educational Administration has 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.

Although there are most likely resources on health professions education topics currently in the Education library, we will consult with the library in developing resource lists for the courses aligned with this field of specialization and determine additional needs for library resources (if any).

The Departments of Educational Administration and Curriculum Studies will be working closely with the health sciences to prepare and transition existing courses and engaging with faculty from collaborating colleges to deliver classes and oversee projects and theses. There may be additional resources required to support these collaborations. There is currently a group of faculty in Medicine who are well able to teach courses in Health Professions Education as this is a priority for Medicine, it is anticipated that faculty will be encouraged to take up involvement in this specialization.

It is important to note that the College of Medicine has allocated funding to support the development of this specialty and intends to encourage their faculty to take advantage of this program. Other colleges have also indicated that this will meet current and future needs, helping to prepare their faculty to become even more aware of and in alignment with instructional practices, curriculum change and renewal, and having the skills to be instrumental in leading these changes within their colleges and departments.

Traditionally for the development of a specialty within an existing program, the one-time cost is typically for course re-development while program evaluation would be an on-going cost. Current thinking is for non-standard tuition assessed as a single flat rate for the MEd (HPE) program. Tuition rates for comparable programs in Canada are being considered (See Appendix B). There is a desire to set the tuition at a level to indicate the value of the program in relation to chief competitors, especially in an international marketplace, and at the same time to keep costs within reach for local students.

6. Risks

Our due diligence indicates that there will be interest in this specialization, but there is not a guarantee of enrolment. However, by building this specialty within the structure of an existing well-established and successful program and collaborating with University partners who have a need for such a program, we anticipate little to no risk. There is a risk to reputation for the Colleges of Education and Medicine—and to the University more broadly—if we are seen to be unresponsive to the needs of health educators in the province.
7. Anticipated Start Date

It is anticipated that the specialty will be on offer in the 2019-2020 catalogue, enrolling students for Fall 2019. With the contributions of all collaborating partners, the specialization has both the will and the resources to move forward in a timely and efficient manner.
Appendix A: Steering Committee Membership

Dr. Paul Newton, Co-chair (College of Education)
Dr. Kalyani Premkumar, Co-chair (College of Medicine)
Dr. Jane Alcorn (College of Pharmacy and Nutrition)
Dr. Jill Bally (College of Nursing)
Dr. Doug Brothwell (College of Dentistry)
Dr. David Burgess (College of Education)
Dr. Chris Clark (Western College of Veterinary Medicine)
Dr. Steven Jones (School of Public Health)
Dr. Chad London (College of Kinesiology)
Dr. Cathy MacLean (College of Medicine)
Dr. Kent Stobart (College of Medicine)
Dr. Jay Wilson (College of Education)
Appendix B: Canadian Universities offering programs in this field (For the complete international list, please see [https://www.faimer.org/resources/mastersmeded.html](https://www.faimer.org/resources/mastersmeded.html))

The following table shows the main Canadian programs that offer similar post-graduate training categorized by delivery method. Please note that there are currently no programs in Canada that are completely on-line/distance delivery only.

<table>
<thead>
<tr>
<th>Face-to-face only</th>
<th>Estimated Tuition &amp; Fees (2017-2018)</th>
<th>Blended (combination of face-to-face/online)</th>
<th>Estimated Tuition &amp; Fees (2017-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Medical Education, University of Calgary</td>
<td>$7351 (Dom.) $14,453 (Int.) first year 18 credit units total Continuing fees: $1627 (Dom.) $3693 (Int.)</td>
<td>Master of Education in Curriculum Studies for Health Interprofessionals, Dalhousie University Division of Medical Education / Acadia University School of Education</td>
<td>30 CU $10,860 (Dom.) $21360 (Int.)</td>
</tr>
<tr>
<td>Master of Arts in Educational Psychology (Health Professions Stream), McGill University Centre for Medical Education</td>
<td>24 credit units + 24 CU thesis = 48 CU total $13,536 (Dom.) $29,970 (Int.)</td>
<td>Master of Science in Health Science Education, McMaster University</td>
<td>$22,492 (Dom.) $32,614 (Int.)</td>
</tr>
<tr>
<td>Masters in Education, University of Manitoba, Faculty of Medicine</td>
<td>$5403 (Dom.) $10,987 (Int.)</td>
<td>Masters in Education with concentration in Health Professions Education, University of Ottawa, Faculty of Education</td>
<td>36 CU $11,340</td>
</tr>
<tr>
<td>Master of Science in Health Professions Education, Western University, Faculty of</td>
<td>$29,448 (Dom. &amp; Int.)</td>
<td>Master of Science in Community Health: Health Practitioner Teacher Education, University of Toronto, Dalla Lana School</td>
<td>$28,320 (2016)</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>of Public Health</td>
<td></td>
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<tr>
<td><strong>Master of Education in Health Professional Education</strong>, University of Toronto, Ontario Institute for Studies in Education</td>
<td>$18,420 (Dom. Minimum) $52,083 (Int. Minimum)</td>
<td></td>
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</tr>
<tr>
<td><strong>Master of Education in Health Sciences Education</strong>, University of Alberta, Faculty of Education, Department of Educational Psychology (one course in the program is completely face-to-face)</td>
<td>24 CU $13,938 (Dom.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Clinical Science</strong>, Western University, Schulich School of Medicine and Dentistry (appears to be for clinicians in family medicine, also offers a PhD)</td>
<td>$29,448 (Dom. &amp; Int.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internationally, three popular programs are:

1. The MMEd Medical Education, Dundee University UK. It is part-time and completely online;

2. In Maastricht, the MHPE is a two-year, half-time programme taught in English. It is largely based on distance learning, with a maximum of three short periods on-site. Students receive a Master of Science degree in Health Professions Education; and

3. At the University of Illinois, the Faculty of Medicine offers the Master of Health Professions Education (MHPE) program using a blended approach.
March 19, 2018

To whom it may concern,

Please accept this letter in support of the development of the Master of Education in Health Professions Education, also known as the MEd (HPE), in the Departments of Educational Administration and Curriculum Studies, College of Education.

I fully support the development of this new MEd degree program. The offering of an MEd (HPE) is in line with the College of Education’s priority to respond to the educational needs of partner human services fields in ways that are deliberate and impactful. Throughout the past few years, the College has committed to listening to and understanding the needs of partner and stakeholder groups—including the health sciences colleges and schools at the U of S—and to responding accordingly. The call for a program like the MEd (HPE) is another such example. The need for a formalized graduate degree program supporting the development of educational leaders in the health professions has been frequently and clearly articulated by partners and potential students alike. This proposal, developed in conjunction with the Colleges of Medicine, Nursing, Pharmacy & Nutrition, Dentistry, Kinesiology, and Veterinary Medicine, supports the development of further knowledge, dispositions, and understanding necessary to complement leadership initiatives for educational programming in health services in Saskatchewan and Canada. As a result of such frequent requests, it is timely and appropriate for the Departments to respond with an innovative program that is uniquely designed to deliver high level learning structured to serve academia as well as the field.

Offerings of the MEd (HPE) are frequently called for in centers of medical and health education, but are not readily available in this area. We recognize that programming in other centers fails to address the important leadership functions required of potential students, and needed by our partners in this initiative. As a result, demand for this degree remains consistent and persistent, and begs a response.

The Departments of Educational Administration and Curriculum Studies are well-positioned to offer the MEd (HPE). For more than a decade, the Department of Educational Administration has informally offered to physicians, nurses, and other health professionals graduate programming individually tailored to meet such students’ needs. Formalization of programming in this area recognizes these efforts and provides a mechanism for the securing sustainable resources. The Departments have the capacity to lead in the development of this work, while the
financial structures within the University’s resource allocation model will support its ongoing delivery. Both the Colleges of Medicine and Education have contributed significant resources in support of the development of this program, and the Departments of Educational Administration and Curriculum Studies and the College of Education have committed resources to the creation of a three-year term position.

It is for these reasons, among others, that the proposal for the MEd (HPE) has my full support. Please contact me if you have further questions.

Respectfully,

Michelle Prytula, Dean
College of Education
March 19, 2018

Dr. Paul Newton  
Department Head, Educational Administration  
College of Education  
Room 3079 28 Campus Drive  
Saskatoon SK  
Via Email: pnn380@mail.usask.ca

Dear Dr. Newton,

I am writing in strong support of the proposed Masters in Education Program [Health Professions Education, MEd (HPE)] in collaboration with the College of Education. In my role as Dean of the College of Medicine, I fully support the program for the reasons outlined below:

1. We want to strengthen our teachers to ensure that they have the background for education leadership roles as well as a strong grounding in educational theory, principles and practice to enhance learning across the medical education continuum.

2. We recognize that clinicians in the province strive to improve care and education is a critical aspect of this as we continue to lead change in healthcare and adopt quality improvement strategies in service and education initiatives. This would be important, especially in preparation for our approach to accreditation in the future.

3. The program would provide our faculty with the opportunity to stand out in Inter-Professional Education, a critical aspect in training future health care providers. The master’s program offers a unique ability in Saskatchewan for health professional educators to forge relationships creating a strong educational foundation for future curriculum development in IPE.

4. As a distributed campus, our physician leaders want asynchronous online options to gather the skills needed to excel in educating medical students and residents to better meet the needs of our growing population. This gives us a strategy to ‘make it happen’ with a goal to strengthen the clinical teaching that occurs in multiple centers in all regions of the province.

5. The college recognizes that more could be done around educational research and scholarship. We have many wonderful projects which may be shared and published, however, our faculty requires the knowledge and expertise to take the work they are doing and advance it as meaningful scholarship that can be disseminated and shared globally.

Given our close relationship with the health region and other colleges and schools on campus, the University of Saskatchewan is uniquely poised to maximize inter-professional education to better improve patient care outcomes.

I appreciate the consideration of this request and look forward to working with the College of Education on this exciting program.

Kind regards,

[Signature]

Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean
March 20, 2018

Dr. Paul Newton  
Department Head, Educational Administration  
College of Education  
Room 3079 28 Campus Drive  
Saskatoon SK

By Email: pmn380@mail.usask.ca

Dear Dr. Newton,

I am very pleased to write this letter of support to help launch a Masters in Education Program (Health Professions Education, ME) to be offered by the College of Education, in collaboration with other health professions colleges and schools.

The need for health professions education leaders is growing worldwide. There is a rapid increase in the offering of Masters level program in Health Professions Education globally. These developments clearly indicate the importance of training in health professions education for quality improvement. In the health professions, though the majority of practitioners are involved in the training of undergraduate and post-graduate students, only a small percentage of health professionals have formal training in education.

The proposed program is in alignment with the University plan 2025: strategic framework, whose mission is to lead interdisciplinary and collaborative approaches to discovery, teaching and outreach. I strongly support this initiative which has the potential to improve the quality of teaching and training across the medical education continuum.

Sincerely yours,

Kent Stobart MD MSc FRCPC  
Vice Dean Education  
Professor of Pediatrics
Catalogue Description

HEALTH PROFESSIONS EDUCATION - Master of Education (M.Ed.)

Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- Teaching responsibilities and/or the ability to demonstrate teaching experience

Program Requirements

A minimum of 30 credit units including:

- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- EADM 990.0: Seminar
- EADM 816.3: Leadership for the Enhancement of Teaching and Learning
- EADM 829.3: Organizational Renewal in Educational Systems and Settings
- EADM 842.3: Research in Health Professions Education
- EADM 894.3: Laboratory in Educational Administration
- ECUR 809.3: Introduction to Program Evaluation in Health Education
- ECUR 836.3: Teaching Methodologies Facilitating Learning through Technology
- ECUR 837.3: Technology and Simulation in Teaching and Learning
- ECUR 838.3: Learner Assessment
- ECUR 839.3: Program Curriculum and Course Design Development
- ECUR 991.3: Scholarship in Teaching
Consultation with the Registrar Form

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 ☐ No ☑

2 Is an existing degree, diploma, or certificate being renamed?  
   Yes ☐ No ☑

If you’ve answered NO to each of the previous two questions, please continue on to the next section.

3 What is the name of the new degree, diploma, or certificate?

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

5 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?  
   Yes ☐ No ☑

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?  
   Yes ☐ No ☑

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

10 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]

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

11 Is this a new program?  
   Yes ☐ No ☑

12 Is an existing program being revised?  
   Yes ☐ No ☑

If you’ve answered NO to each of the previous two questions, please continue on to the next section.

13 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
3. What is the name of this new/revised program?

4. What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5. What College/Department is the academic authority for this program?

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

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

8. If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1. Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes [ ] No [ ]
   If yes, choose one of the following:
   - Domestic Mobility (both jurisdictions are within Canada)
   - International Mobility (one jurisdiction is outside of Canada)

2. Please indicate the mobility type (refer to Nomenclature for definitions).
   - Joint Program
   - Joint Degree
   - Dual Degree
   - Professional Internship Program
   - Faculty-Led Course Abroad
   - Term Abroad Program

3. The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes [ ] No [ ]

4. Please state the full name of the agreement that the U of S is entering into.

5. What is the name of the external partner?

6. What is the jurisdiction for the external partner?

Section 4: 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 [ ] 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 5: 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?
   Health Professions Education [HLEP] - suggested code for student system (same will be used for the 2 certificates)

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)
   Department of Educational Administration

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?
   Department of Educational Administration, Department of Curriculum Studies in College of ED; College of ME, DE, VM, NU, KI, PN and SG [JSG School of Public Policy]

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)
   n/a

4b Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)
   n/a

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
   Master of Education-Course [MED-C-GP]

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?  
   Yes [X] No [ ]

2 Is an existing college, school, center, or department being renamed?  
   Yes [X] No [ ]

3 Is an existing college, school, center, or department being deleted?  
   Yes [X] No [ ]

If you've answered NO to each of the previous two questions, please continue on to the next section.
2. What is the name of the new (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 (i.e. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - as per current setup

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?

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.

5. Does this program, due to pedagogical reasons, require any special space or type or rooms?  
   Yes [ ] No [X]
   If YES, 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 8: Admissions, Recruitment, and Quota Information

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

   Yes - as per current set-up

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

   As per current setup

3. Does this impact enrollment?
Envisioned enrollment minimum is 15; courses become unfeasible at 10 students; maximum enrollment will be 25 students per year for pedagogical reasons.

Enrollment target is 20 and looking to reach this target in the first year.

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?
   Likely not but possible

6. What is the application deadline?
   As per current setup

7. What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
   Successfully completed a 4 year bachelor's degree or equivalent from a recognized college or university; cumulative weighted average of at least 70% in the last 2 years of study (60 cu's); teaching responsibilities or/and be able to demonstrate that they have had some teaching experience; proof of English proficiency may be required for international applications and for applicants who first language is not English

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.)
   As per current setup

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

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?)
    Online application and supplemental information

11. Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
    As per current set-up

12. Letter of acceptance - are there any special requirements for communication to newly admitted students?
    No

13. Will the standard application fee apply?
    Yes

14. Will all applicants be charged the fee or will current, active students be exempt?
    All pay the fee

15. Are international students admissible to this program?
    Yes

Section 9: Government Loan Information

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

If this is a change to an existing program, will the program change have any impact on student loan eligibility?
Section 10: Convocation Information (only for new degrees) - not applicable

1. Are there any 'ceremonial consequence' of this proposal (ie. New degree hood, special convocation, etc.)?

2. If YES, has the Office of the University Secretary been notified?

3. When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information

1. What is the start term?
   May 2019 [201905]

2. Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes [X] No [ ]
   If YES, what and by what date?

Section 12: Registration Information

1. What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification.)
   As per current set-up

2. 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: Government of Saskatchewan Graduate Retention (Tax) Program

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes [ ] No [X]

To qualify the program must meet the following requirements:
- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: 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 [ ]

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

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

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

7. Is there mobility associated with this program termination? Yes [ ] No [ ]

If yes, please select one of the following mobility activity types.
- Dual Degree Program
- Joint Degree Program
- Internship Abroad Program
- Term Abroad Program
- Taught Abroad Course
- Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination? Yes [ ] No [ ]
Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

- Standard Undergraduate per credit
- Standard Graduate per credit
- Standard Graduate per term
- Non standard per credit*
- Non standard per term*
- Other*
- Program Based*

* See attached documents for further details

PROPOSAL is for $13,000 tuition for the program.

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

TC31 is on existing courses; will be additional rules for this program and major to capture the proposed tuition per credit

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes  [ ] No  [ ]
If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes  [ ] No  [ ] X
If YES, from which tuition code to which tuition code?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: SESD - Information Dissemination (internal for SESD use only)
1. Has SED, Marketing and Student Recruitment, been informed about this new / revised program?
   Yes [ ] No [ ]
2. Has SED, Admissions, been informed about this new / revised program?
   Yes [ ] No [ ]
3. Has SED, Student Finance and Awards, been informed about this new / revised program?
   Yes [ ] No [ ]
4. Has CGSR been informed about this new / revised program?
   Yes [ ] No [ ]
5. Has SED, Transfer Credit, been informed about any new / revised courses?
   Yes [ ] No [ ]
6. Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
   Yes [ ] No [ ]
7. Has the Library been informed about this new / revised program?
   Yes [ ] No [ ]
8. Has ISA been informed of the CIP code for new degree / program / major?
   Yes [ ] No [ ]
9. Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
   Yes [ ] No [ ]
10. Has the Convocation Coordinator been notified of a new degree?
    Yes [ ] No [ ]
11. What is the highest level of financial approval required for this submission? Check all that apply.
    a. None - as it has no financial implications
    OR
    b. Fee Review Committee
    c. Institutional Planning and Assessment (IPA)
    d. Provost's Committee on Integrated Planning (PCIP)
    e. Board of Governors
    f. Other

SIGNED

Date: [November 7, 2018]

Registrar (Russell Isinger): [Signature]

College / Department Representative(s): [Signature]

IPA Representative(s): [Signature]
Catalogue Description

Certificate in Improving Teaching and Learning in Health Professions Education

Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- Teaching responsibilities and/or the ability to demonstrate teaching experience

Program Requirements

A minimum of 12 credit units including:
- EADM 816.3: Leadership for the Enhancement of Teaching and Learning
- EADM 829.3: Organizational Renewal in Educational Systems and Settings
- ECUR 809.3: Introduction to Program Evaluation in Health Education
- ECUR 839.3: Program Curriculum and Course Design Development
Consultation with the Registrar Form

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

2 What is the name of the new degree, diploma, or certificate?
   Graduate Certificate in Improving Teaching and Learning in Health Professions Education [GCITL - Grad Cert Improv Teach Learn - suggested code/short description for student system]; long description of Graduate Certificate in Improving Teaching and Learning in Health Professions Education will be used

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 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes □ No □

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program.
   The attribute code will be:
   CITL - In Cert in Improv Teach Learn

7 Which College is responsible for the awarding of this degree, diploma, or certificate?
   College of Graduate and Postdoctoral studies / Department of Educational Administration

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

9 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.
   Health Professions Education - HLPE - suggested code/description for student system

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

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

1 Is this a new program? Yes □ No □
   Is an existing program being revised? Yes □ No □
   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?

Graduate Certificate in Improving Teaching and Learning in Health Professions Education [GCITL - Grad Cert Improv Teach Learn - suggested code/short description for student system]; long description of Graduate Certificate in Improving Teaching and Learning in Health Professions Education will be used

3 What is the name of this new/revised program?

Graduate Certificate in Improving Teaching and Learning in Health Professions Education [GCITL-GP - Grad Cert Improv Teach Learn - suggested code/short description for student system]

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?
n/a

5 What College/Department is the academic authority for this program?

College of Graduate and Postdoctoral Studies / Department of Educational Administration

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?

n/a

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

n/a

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following:

Domestic Mobility (both jurisdictions are within Canada)
International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program ☐
Joint Degree ☐
Dual Degree ☐
Professional Internship Program ☐
Faculty-Led Course Abroad ☐
Term Abroad Program ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☒

4 Please state the full name of the agreement that the U of S is entering into.

n/a

5 What is the name of the external partner?

n/a

6 What is the jurisdiction for the external partner?

n/a
Section 4: 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 [ ] Revised [X]
   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 5: 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 [ ]
   Information in Section 1 on new major
   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? (NOTE - If this disciplinary area is being offered by multiple departments see question below.)

4. Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a. Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b. Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

Section 6: New College / School / Center / Department or Renaming of Existing
1 Is this a new college, school, center, or department?  
   Yes □ No □  
   Is an existing college, school, center, or department being renamed?  
   Yes □ No □  
   Is an existing college, school, center, or department being deleted?  
   Yes □ No □  
   If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (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 (i.e. New degree hood, adjustment to parchments, etc.)?  

Section 7: 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 - using existing ECUR and EADM subjects  

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.  

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?  

   Yes □ No □  
   If YES, 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 Fcorms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information

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

   Yes  

   4
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What term(s) can students be admitted to?</td>
<td>YYYY09 (September), YYYY01 (January), YYYY05 (May)</td>
</tr>
<tr>
<td>Does this impact enrollment?</td>
<td>Envisioned enrollment minimum is 15; courses become unfeasible at 10 students; maximum enrollment will be 25 students per year for pedagogical reasons. Enrollment target is 20 and looking to reach this target in the first year.</td>
</tr>
<tr>
<td>How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?</td>
<td>Refer to the Department of Educational Administration</td>
</tr>
<tr>
<td>Can classes towards this program be taken at the same time as another program?</td>
<td>Yes</td>
</tr>
<tr>
<td>What is the application deadline?</td>
<td></td>
</tr>
<tr>
<td>What are the admission qualifications?</td>
<td>Successfully completed a 4 year bachelor's degree or equivalent from a recognized college or university; cumulative weighted average of at least 70% in the last 2 years of study (60 cu's); teaching responsibilities or/and be able to demonstrate that they have had some teaching experience; proof of English proficiency may be required for international applicants and for applicants who first language is not English.</td>
</tr>
<tr>
<td>What is the selection criteria?</td>
<td>As per proposal document</td>
</tr>
<tr>
<td>What are the admission categories and admit types?</td>
<td>As per proposal document</td>
</tr>
<tr>
<td>What is the application process?</td>
<td>Apply online, required checklist items/standard College of Graduate and Postdoctoral Studies admissions</td>
</tr>
<tr>
<td>Who makes the admission decision?</td>
<td>College of Graduate and Postdoctoral Studies</td>
</tr>
<tr>
<td>Letter of acceptance - are there any special requirements for communication to newly admitted students?</td>
<td>No</td>
</tr>
<tr>
<td>Will the standard application fee apply?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will all applicants be charged the fee or will current, active students be exempt?</td>
<td>All applicants will be charged</td>
</tr>
<tr>
<td>Are International students admissible to this program?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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 - as is a certificate program
2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?
   Spring Convocation 2020

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

Section 11: Schedule of Implementation Information

1 What is the start term?
   201909 [September 2019]
2 Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes [X] No
   If YES, what and by what date?

Section 12: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification.)
   If in a degree program at the same time will be as per that degree; if only in certificate then NA
2 Will students register themselves?
   Yes [X] No
   If YES, what priority group should they be in?
   If in a degree program at the same time will be the group for that program; if only in certificate standard College of Graduate and Postdoctoral Studies registration access

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: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes [X] No [ ]

To qualify the program must meet the following requirements:
- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?
   If yes, what is the name of the program?

Yes [ ] No [X]

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?
   If yes, what courses?

Yes [ ] No [ ]

4 Are there currently any students enrolled in the program?
   If yes, will they be able to complete the program?

Yes [ ] No [ ]

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

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

7 Is there mobility associated with this program termination?
   If yes, please select one of the following mobility activity types.
   Dual Degree Program
   Joint Degree Program
   Internship Abroad Program

Yes [ ] No [ ]
Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

- Standard Undergraduate per credit
- Standard Graduate per credit
- Standard Graduate per term
- Non standard per credit*
- Non standard per term*
- Other *
- Program Based*

Proposed tuition is $5,200. for the program ($1,300. per course).

* See attached documents for further details

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

- TC31 is on existing courses; will be additional rules for this certificate to capture the proposed tuition per credit

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent’s proposal contain detailed information regarding requested tuition?
   If NO, please describe.

5 What is IPA’s recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?
   Yes

10 Do standard cancellation fee rules apply?
   Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?
   Yes

   If YES, from which tuition code to which tuition code?
NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: 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 SESD, Student Finance and Awards, been informed about this new / revised program?  Yes □ No □
4 Has CGSR been informed about this new / revised program?  Yes □ No □
5 Has SESD, Transfer Credit, been informed about any new / revised courses?  Yes □ No □
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?  Yes □ No □
7 Has the Library been informed about this new / revised program?  Yes □ No □
8 Has ISA been informed of the CIP code for new degree / program / major?  Yes □ No □
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?  Yes □ No □
10 Has the Convocation Coordinator been notified of a new degree?  Yes □ No □

11 What is the highest level of financial approval required for this submission? Check all that apply.
   a. None - as it has no financial implications  □
   b. Fee Review Committee  □
   c. Institutional Planning and Assessment (IPA)  □
   d. Provost’s Committee on Integrated Planning (PCIP)  □
   e. Board of Governors  □
   f. Other  □

SIGNED

Date:  November 7, 2018

Registrar (Russell Isinger):  Russell Isinger

College / Department Representative(s):  Martha Smith

IPA Representative(s):  John Rigby
Catalogue Description

Certificate in Quality Teaching in Health Professions Education

Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- Teaching responsibilities and/or the ability to demonstrate teaching experience

Program Requirements

A minimum of 12 credit units including:
- EADM 894.3: Laboratory in Educational Administration
- ECUR 836.3: Teaching Methodologies Facilitating Learning Through Teaching
- ECUR 837.3: Technology and Simulation in Teaching and Learning
- ECUR 838.3 Learner Assessment
Consultation with the Registrar Form

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 

2 What is the name of the new degree, diploma, or certificate?
   Grad Certificate in Quality Teaching in Health Professions Education [GCQT - Grad Cert Quality Teaching - suggested code/short description for student system]; long description of Grad Certificate in Quality Teaching in Health Professions Education will be used

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 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? 
   Yes [X]  No 

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be: 
   CQTE - In Cert in Quality Teaching

7 Which College is responsible for the awarding of this degree, diploma, or certificate? 
   College of Graduate and Postdoctoral Studies / Department of Educational Administration

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

9 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. 
   Health Professions Education - HLPE - suggested code/description for student system

10 If this is a new graduate degree, is it thesis-based, course-based, or project-based? 
   n/a
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

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

2. 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?
Graduate Certificate in Quality Teaching in Health Professions Education (GCQT-Grad Cert Quality Teaching - suggested code/short description for student system); long description of Graduate Certificate in Quality Teaching in Health Professions Education will be used

3. What is the name of this new/revised program?
Graduate Certificate in Quality Teaching in Health Professions Education (GCQTHPE-GP-Grad Cert Quality Teaching - suggested code/short description for student system)

4. What other program(s) currently exist that will also meet the requirements for this same degree(s)?
n/a

5. What College/Department is the academic authority for this program?
College of Graduate and Postdoctoral Studies / Department of Educational Administration

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?

8. If this is a new graduate program, is it thesis-based, course-based, or project-based?
n/a
Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?
   Yes [ ] No [x] 
   If yes, choose one of the following:
   - Domestic Mobility (both jurisdictions are within Canada)
   - International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).
   - Joint Program
   - Joint Degree
   - Dual Degree
   - Professional Internship Program
   - Faculty-Led Course Abroad
   - Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?
   Yes [ ] No [ ]

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?
Section 4: 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 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 5: 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 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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4. Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a. Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b. Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5. Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
Section 6: 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]  
   Is an existing college, school, center, or department being deleted? 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 7: 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 - using existing ECUR and EADM subjects

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.

5. Does this program, due to pedagogical reasons, require any special space or type or rooms?  
   - Yes [ ] No [ ]
   If YES, 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 8: Admissions, Recruitment, and Quota Information

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

2. What term(s) can students be admitted to?  
   - YYYY09 [September], YYYY01 [January], YYYY05 [May]

3. Does this impact enrollment?  
   - Enrollment target is 20 and looking to reach this target in the 1st year

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?  
   - Yes

6. What is the application deadline?  
   - 

7. What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)  
   - Successfully completed a 4 year bachelor's degree or equivalent from a recognized college or university; cumulative weighted average of at least 70% in the last 2 years of study (60 cu's); teaching responsibilities or/and be able to demonstrate that they have had some teaching experience; proof of English proficiency may be required for international applications and for applicants who first language is not English

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.)  
   - As per proposal document

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

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?)  
    - Apply online, required checklist items/standard College of Graduate and Postdoctoral Studies admissions

11. Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)  
    - College of Graduate and Postdoctoral Studies

12. Letter of acceptance - are there any special requirements for communication to newly admitted students?  
    - No

13. Will the standard application fee apply?  
    - Yes

14. Will all applicants be charged the fee or will current, active students be exempt?  
    - All applicants will be charged

15. Are international students admissible to this program?  
    - Yes
Section 9: Government Loan Information

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

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?
   Yes

Section 10: Convocation Information (only for new degrees)

1 Are there any "ceremonial consequences" of this proposal (ie. New degree hood, special convocation, etc.)?
   No - as is a certificate program

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?
   Spring Convocation 2020

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

Section 11: Schedule of Implementation Information

1 What is the start term?
   201909 [September 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes □ No X □
   If YES, what and by what date?
Section 12: Registration Information

1. What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification.)
   [If in a degree program at the same time will be as per that degree; if only in certificate then NA]
   Yes [X] No [ ]

2. Will students register themselves?
   If YES, what priority group should they be in?
   [If in a degree program at the same time will be the group for that program; if only in certificate standard College of Graduate and Postdoctoral Studies registration access]

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: Government of Saskatchewan Graduate Retention (Tax) Program

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   Yes [X] No [ ]
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.
Section 17: 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 [ ]
   If yes, will they be able to complete the program?

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

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

7 Is there mobility associated with this program termination?
   Yes [ ] No [ ]
   If yes, please select one of the following mobility activity types.
   - Dual Degree Program
   - Joint Degree Program
   - Internship Abroad Program
   - Term Abroad Program
   - Taught Abroad Course
   - Student Exchange Program

   Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?
   Yes [ ] No [ ]
Section 18: Proposed Tuition and Student Fees Information

1. How will tuition be assessed?

   - Standard Undergraduate per credit
   - Standard Graduate per credit
   - Standard Graduate per term
   - Non standard per credit* (X)
   - Non standard per term*
   - Other *
   - Program Based*

   * See attached documents for further details

   Proposed tuition is $5,200. for the program ($1,300. per course).

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

   TC31 is on existing courses; will be additional rules for this certificate to capture the proposed tuition per credit

3. If program based tuition, how will it be assessed? By credit unit? By term? Elsewhere?

4. Does proponent's proposal contain detailed information regarding requested tuition?

   Yes [ ] No [ ]

   If NO, please describe.

5. What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6. IPA Additional comments?

7. Will students outside the program be allowed to take the classes?

8. If YES, what should they be assessed? (This is especially important for program based.)

9. Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

   Yes

10. Do standard cancellation fee rules apply?

    Yes

11. Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

    Yes [ ] No [ X]

12. Are you moving from one tuition code (TC) to another tuition code?

    Yes [ ] No [ X]

    If YES, from which tuition code to which tuition code?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.
Section 19: SEDS - Information Dissemination (internal for SEDS use only)

1. Has SEDS, Marketing and Student Recruitment, been informed about this new / revised program?  [ ] Yes [ ] No
2. Has SEDS, Admissions, been informed about this new / revised program?  [ ] Yes [ ] No
3. Has SEDS, Student Finance and Awards, been informed about this new / revised program?  [ ] Yes [ ] No
4. Has CGSR been informed about this new / revised program?  [ ] Yes [ ] No
5. Has SEDS, Transfer Credit, been informed about any new / revised courses?  [ ] Yes [ ] No
6. Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?  [ ] Yes [ ] No
7. Has the Library been informed about this new / revised program?  [ ] Yes [ ] No
8. Has ISA been informed of the CIP code for new degree / program / major?  [ ] Yes [ ] No
9. Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?  [ ] Yes [ ] No
10. Has the Convocation Coordinator been notified of a new degree?  [ ] Yes [ ] No

11. What is the highest level of financial approval required for this submission? Check all that apply.
   a. None - as it has no financial implications
   OR
   b. Fee Review Committee
   c. Institutional Planning and Assessment (IPA)
   d. Provost’s Committee on Integrated Planning (PCIP)
   e. Board of Governors
   f. Other

SIGNED

Date: November 7, 2018

Registrar (Russell Singer):

College / Department Representative(s): Martina Smith

IPA Representative(s): John Rigby