MEMORANDUM

To: Academic Programs Committee of Council
Copy: Dr. Jennifer Lang, Department of Music
From: Office of the Associate Dean, CGPS
Date: February 3, 2021
Re: New Music Education field of study for the Master of Music degree

The College of Graduate and Postdoctoral Studies is seeking approval to implement a new field of study in Music Education for the Master of Music degree. The Department of Music has had some faculty renewal in recent years, and much work has gone into curricular review and revision. At the graduate level, Music Education programming was offered with Conducting as a combined concentration option in the Master of Music in Performance programming. That combined programming was not ideal to delivering curricular outcomes or providing the specialized training sought by potential applicants. Recently, the concentrations were divided to provide distinct curricular outcomes for students interested in pursuing graduate studies in Conducting. In the field of Music Education, it was determined that it would be more appropriate for the revised programming to be a new field of study for the Master of Music degree. Undergraduate programming in Music, including Music Education has been revised recently as well.

The Music Education field in the Master of Music degree would include both course- and thesis-based options. The thesis-based program would consist of 15 credit units of coursework and the thesis, while the course-based program would consist of 30 credit units of coursework including a new capstone project course. The programming would charge the standard graduate tuition.

The Graduate Programs Committee reviewed and supported the proposal on January 18, 2021, and the CGPS Executive Committee reviewed and supported the proposal on January 21, 2021. We are seeking to have the program added to the Course and Program Catalogue addendum with implementation in fall 2021.

Attached please find:
- support memos from the Executive Committee of CGPS and the Graduate Programs Committee
- the complete program proposal
- the Notice of Intent and supporting documentation as provided to the Planning & Priorities Committee
- support from the Planning & Priorities Committee of Council
- consultation with the Registrar documentation

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc
MEMORANDUM

To: Graduate Programs Committee (GPC)

From: Debby Burshtyn, Chair - Executive Committee

Date: January 21, 2021

Re: Master of Music in Music Education

On January 21, 2021, the Executive Committee (EC) considered the noted proposal.

The EC approved the recommended both streams of The Music Education field in the Master of Music including both course- and thesis-based options. Simonson/K. Walker ALL IN FAVOUR CARRIED

The executive committee minutes document that the proposal meets CGPS policy 20.3 outcomes and meets the minimum requirements; however, the committee recommends that the proponents clearly articulate and differentiate the learning outcomes within the proposal on both the course and thesis-based options. For example, time in program expectations and career paths may be different.

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at debby.burshtyn@usask.ca or 306-966-5759.

/11
MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Jennifer Lang, Department of Music

From: Graduate Programs Committee

Date: January 18, 2021

Re: Master of Music in Music Education

The Department of Music is seeking approval to implement a new field of study in Music Education for the Master of Music degree. The Department of Music has had some faculty renewal in recent years, and much work has gone into curricular review and revision. At the graduate level, Music Education programming was offered with Conducting as a combined concentration option in the Master of Music in Performance programming. That combined programming was not ideal to delivering curricular outcomes or providing the specialized training sought by potential applicants. Recently, the concentrations were divided to provide distinct curricular outcomes for students interested in pursuing graduate studies in Conducting. In considering the field of Music Education, it was determined that it would be more appropriate for the revised programming to be a new field of study for the Master of Music degree. Undergraduate programming in Music, including Music Education has been revised recently as well.

The Music Education field in the Master of Music degree would include both course- and thesis-based options. The thesis-based program would consist of 15 credit units of coursework and the thesis, while the course-based program would consist of 30 credit units of coursework including a new capstone project course. The programming would charge the standard graduate tuition.

The Graduate Programs Committee reviewed the proposal on January 18, 2021, and passed the following motions:

Motion: To approve the thesis-based Master of Music in Music Education. Chibbar/Tanaka CARRIED Unanimous

Motion: To approve the non-thesis Master of Music in Music Education with 30 credit unit equivalent. Tanaka/Walker CARRIED Unanimous

Attached please find the proposal for new programming, new course proposal for the capstone course, and letters of support.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc
Dear Graduate College Programs Review Committee,

Respectfully, the Department of Music is proposing a Master of Music in Music Education for consideration of implementation in September 2021. In keeping with the Department’s impressive forward progress of curriculum renewal, particularly in the Graduate area, the Department of Music has reimagined the Conducting/Music Education Concentration degree as it is currently listed under Master of Music (Performance). We have separated Conducting and Music Education and while the Conducting program will remain housed as a concentration within the Master of Music (Performance) stream, the Master of Music (Music Education) would be a separate degree stream.

As the current program exists, it is not deliverable, nor is it sustainable as Music Education does not align with the performative requirements of the Performance stream. There is considerable interest recently in the Master of Music in Music Education and as such, we are proposing a more sustainable course of study that is comparable to other Canadian institutional offerings of a Master of Music in Music Education.

This proposal has received approval from the Department of Music faculty, and the College of Arts & Science Vice-Dean Academic Gordon DesBrisay. The music librarian, Carolyn Doi, has been approached regarding library resources, and Lucy Vuong has confirmed the budget and resource document. Jacquelyn Ottman has been contacted to discuss the role of Indigenization in the proposal and Kelly Clement at the College of Graduate and Postdoctoral Studies has been instrumental in receiving and advising information for the required documents.

Please find attached in this package:
1) A letter of resource support from Department of Music Head, Prof. Dean McNeill
2) A letter of Academic support from Vice-Dean Academic of College of Arts & Science, Dr. Gordon DesBrisay
3) A Notice of Intent
4) A budget and finance template
5) A Master of Music in Music Education proposal of course offerings and examination of programs at comparable institutions

Thank you for your consideration of this proposal. Please contact me if you require any additional information.

Sincerely,

[Signature]

Dr. Jennifer Lang
Assistant Professor, Choral Music Education
University of Saskatchewan
Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Graduate Study in Music Education

Degree(s): Master of Music (M.Mus.)

Field(s) of Specialization: Music Education

Level(s) of Concentration: Master’s Degree

Option(s): Course-based and thesis-based

Degree College: Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail): Ryan Walker, Associate Dean, CGPS, 306-966-2229, kelly.clement@usask.ca, and Jennifer Lang, Professor, Music, 306-966-6812, Jennifer.lang@usask.ca

Proposed date of implementation: September 2021

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 Department of Music previously had a Conducting/Music Education concentration in the Master of Music (Performance) degree program. A Master of Music (Performance) with an independent concentration in Conducting has recently been approved.
Faculty with expertise in music education reviewed the existing programming, as well as programming at comparator institutions determining that a Master of Music in the field of Music Education would be appropriate to accurately reflect the program content and appeal to prospective students. The proposed programming would include both a thesis and course-based option.

Music Education as a specific focus at the graduate level is common in post-secondary institutions included in the U15 research intensive universities, yet many neighbouring institutions do not offer graduate programs in music education. This program would be appealing to music education practitioners in the area who seek to obtain a graduate degree.

A Master of Music in Music Education would be a sought-after program for many music educators who are practicing in the profession. Music Education differs from a Master of Education that might be obtained in the College of Education as it focuses on courses specifically pertaining to music’s role in society and in the education system. It will serve to provide a program that reflects on the pedagogy and content knowledge that is specific to music education. As such there will be courses pertaining to music curriculum, literature, pedagogy, and philosophical/psychological/sociological perspectives of music and music education. Currently there are a limited number of programs of this nature, which would fulfil a void that currently exists in Western Canada.

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.

The Department of Music embraces the three commitments of the University Plan 2025. The study of music inherently lends itself to “Courageous Curiosity, Boundless Collaboration and Inspired Communities.” By establishing a music education graduate program, we can utilize the knowledge and skill sets of faculty members in new and innovative ways. We can also expand our influence within our musical community by empowering people to become effective musicians, creators, communicators, and leaders – all characteristics of a strong music educator.

The Department of Music has made great strides to overhaul all aspects of our curriculum, as instructed by the College of Arts and Science. With specific reference to our Graduate programming, the Department has increased focus on attracting students to study music in a variety of areas. The Department already has graduate program offerings in Music Performance, Theory, and Musicology. This program addition would provide a much-needed complement to our music area.

The Vision of the University of Saskatchewan clearly aims to advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying
knowledge. A Master of Music in Music Education would be fulfilling a need for existing and future provincial music educators to advance their aspirations in meaningful ways of teaching and learning with and from faculty and each other. As such we are continually preparing and supporting students in their quest of enriching careers and fulfilling lives as engaged global citizens.

This new degree offering honours the College of Graduate and Postdoctoral Studies plan to Be Bold, Be Ambitious, as well as the College of Arts & Science plan of Think Big-Be Bold as its focus resides on encouraging and supporting faculty in offering courses and programs that extend off campus and into local and regional communities. We are attempting to meet a demand to connect with our alumni who are education practitioners in the communities and strengthening their continued relationship to the university through their professional development. We also know that there is an appeal from international students interested in music education studies in Canada and we would be one of the only Western Canadian universities to offer a graduate program in Music Education.

Furthermore, the University Plan’s 2025 commitment to Courageous Curiosity with the goal of unleashing discovery is aligned with our program offering. We know that educators have a desire to be lifelong learners and as they strengthen their content and pedagogical knowledge and expertise in a graduate program in music education, their influence on their students will “allow us to imagine a brighter, more sustainable future” directly at the grassroots level. In this respect, we are also strengthening the University’s commitment of Inspired Communities by energizing champions. In doing so we seek to strengthen “mutually beneficial relationships with alumni to serve the needs of our graduates and our institution” while supporting and nurturing our degree and depth of alumni engagement.

Within the commitment of Courageous Curiosity, we also seek the goal of Uplifting Indigenization. We believe in reducing systemic barriers for Indigenous students to explore the area of music education, and we seek to support collaborative and reciprocal relationships with Indigenous peoples in the university and broader communities. We are committed to recognizing Indigenous music and Culture Bearers in our undergraduate program of music education and honour the protocol with which music is gifted, shared, and explored with our music education students. We prioritize the education and exploration of Indigenous music with Indigenous community members as our students will be teaching the expectations of the provincial curriculum which include Indigenous content in the schools in which they are placed. Our respectful teaching and learning of Indigenous music and traditional ways of knowing with Indigenous community members will remain a commitment in our graduate music education degree.

**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 particular program would be targeted towards recent graduates of our current undergraduate Music Education programs and Education programs who wish to continue their studies in this field. In addition, this program will appeal broadly to local
and provincial educators who would either take a temporary leave from their employment situation or they could accommodate graduate studies within their current employment situation. Although we anticipate the local constituents of music educators to be ideally suited for this degree offering, the national and international reputation of our Music Education faculty would be a draw to national and international music education candidates as well. Graduate degrees are highly sought after by educators in the provincial, national, and international context for potential salary benefits and career advancement which would further situate the University of Saskatchewan as a desirable institution to study for all interested music educators.

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

Currently there is not a music education graduate program at the University of Regina which would position the University of Saskatchewan to offer the only Master of Music in Music Education program in the province. An M.Mus. in Music Education is also not available at the University of Alberta, University of Victoria, Simon Fraser University, University of Manitoba, Laurier University, University of Windsor, or Memorial University. The neighbouring provinces that do provide a Master of Music in Music Education are the University of Calgary, University of British Columbia, and Brandon University. We would be offering both a thesis-based stream and course-based stream to appeal to both the academic rigor and applied pedagogical skills and techniques that one requires in the field of music education.

2. Admissions

a. What are the admissions requirements of this program?

- a four-year Bachelor or Music degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least 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 may be required for international applicants and for applicants whose first language is not English. For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies Academic Policies for more information.
- a completed on-line application, the application fee, and all supporting application documents

Selection criteria will also include:

a) Two-page (maximum) letter detailing the specific reasons for pursuing graduate study and outlining a music education philosophy.
b) C.V. Typically, it would be expected that the CV would demonstrate a minimum of two years of successful teaching experience or equivalent professional involvement in music education.
c) Three letters of reference.

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

   The curricular objectives are to encourage students to explore, develop, and refine their knowledge, thinking, and skills in the areas of pedagogy, leadership, and musicianship. These will be accomplished through applied and practical courses such as methods and pedagogy courses, as well as academic courses such as philosophy and psychology of music education.

   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.

   The mode of delivery will be:
   Lecture and seminar courses
   A Capstone applied project for the course-based Master’s
   Thesis output for students enrolled in the thesis stream of the Master of Music in Music Education.

   We have provided the option of these two streams to appeal to those who would like to produce a thesis and those who prefer a course-based option. Each stream would satisfy the rigorous requirements of comparable programs in other institutions to earn a master’s degree and possibly continue into doctoral programs. The course-based option contains a capstone course that can be targeted to a practical and applicable project design and possible implementation in their current teaching contexts.
   The philosophy underpinning both streams is to create a balanced program that encourages exploration into relevant and topical issues engaging music educators in the current climate of the music education profession.
c. Provide an overview of the curriculum mapping.

Option 1: Course-Based Master of Music in Music Education
30 credit units (27 c/u plus 3 c/u capstone)
Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.

- GPS 960.0 Intro to Ethics and Integrity
- GPS 961.0 (If required) Ethics and Integrity, Human Research
- GPS 962.0 (If required) Ethics and Integrity, Animal Research
- MUS 990.0 Music Forum
- A minimum of 30 credit units, including:
  - EMUS 991.3: Capstone Project
  - 9 C.U. in Music Education to be selected from:
    - EMUS 838.3 (Advanced Choral Music Teaching in the Secondary School)
    - EMUS 841.3 (Advanced Philosophical Basis of Music Education)
    - EMUS 848.3 (Advanced Instrumental Music Teaching in the Secondary School)
    - EMUS 860.3 (Psychology of Music)
    - EMUS 890.3 (Advanced Seminar in Music Education)
- 18 C.U. of electives approved by the student’s Advisory Committee. Examples of elective options might include:
  - MUS 828.3 (Advanced Choral Pedagogy)
  - MUS 838 (Advanced Seminar in Instrumental Conducting)
  - MUS 833.3 (Advanced Seminar in Choral Literature and Materials)
  - MUS 863.3 (Advanced Seminar in Instrumental Literature and Materials)
  - MUS 853.3 (Seminar in Musicology I)
  - MUS 854.3 (Topics in Musicology II)
  - MUS 822.3 (Seminar in Schenkerian Theory)
  - MUS 845.3 (Seminar in Music Analysis)
  - MUS 851.3 (Seminar in Music Theory I)
  - MUS 855.3 (Seminar in 20th Century Music)

Option 2: Thesis-Based Master of Music in Music Education
15 c/u plus thesis (EMUS 994)
Students must maintain continuous registration in EMUS 994.

- GPS 960.0 Intro to Ethics and Integrity
- GPS 961.0 (If required) Ethics and Integrity, Human Research
- GPS 962.0 (If required) Ethics and Integrity, Animal Research
- MUS 990.0 Music Forum
- EMUS 994
- A minimum of 15 credit units, including:
9 C.U. in Music Education to be selected from:
- EMUS 838.3 (Advanced Choral Music Teaching in the Secondary School)
- EMUS 841.3 (Advanced Philosophical Basis of Music Education)
- EMUS 848.3 (Advanced Instrumental Music Teaching in the Secondary School)
- EMUS 860.3 (Psychology of Music)
- EMUS 890.3 (Advanced Seminar in Music Education)
- 6 C.U. of electives approved by the student’s Advisory Committee. Examples of elective options might include:
  - MUS 828.3 (Advanced Choral Pedagogy)
  - MUS 838 (Advanced Seminar in Instrumental Conducting)
  - MUS 833.3 (Advanced Seminar in Choral Literature and Materials)
  - MUS 863.3 (Advanced Seminar in Instrumental Literature and Materials)
  - MUS 853.3 (Seminar in Musicology I)
  - MUS 854.3 (Topics in Musicology II)
  - MUS 822.3 (Seminar in Schenkerian Theory)
  - MUS 845.3 (Seminar in Music Analysis)
  - MUS 851.3 (Seminar in Music Theory I)
  - MUS 855.3 (Seminar in 20th Century Music)

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

All the above requirements specifically refer to the content and pedagogical skills of music educators and practitioners. Each course syllabus will have assessment design and opportunities for demonstration of learning that allow for synthesis, analysis, application, critical thinking, and problem solving in an advanced capacity. Music educators find themselves in positions of teaching music history, theory, score analysis and performance, which synthesize cultural and theoretical concepts that must then be applied in a performative context. This program is designed to seek and explore synergies of theoretical and practical applications that music educators will encounter in their music education practice. The critical thinking element will present itself as graduate students develop a projected image of who they want to be, had to be, and need to be as teachers to engage their future students in music.

A graduate student in Music Education must apply the skills and knowledge they are learning and acquiring in these graduate courses with their colleagues, and music students in classes and ensembles. These skills are acquired through Methods, Techniques, Literature, and Pedagogy courses. Furthermore, these learning skills and outcomes will ultimately be applied in a culminating thesis or capstone course.

Ultimately, the programs of study (course-based and thesis-based) encourage the graduate students to engage in reflexive awareness as reflective practitioners as they refine their understanding of music education practice. Both the course-based and thesis-based options would be beneficial to supporting career advancement in both the private and public sectors. The thesis-based option will be appealing to students that may wish to pursue a doctoral program or simply have interest in conducting research.
e. **Explain the comprehensive breadth of the program.**

Students will participate in courses that will expand their knowledge, understanding, and application of a variety of perspectives as related to music education. These perspectives include philosophical, psychological, historical, and sociological courses as they explore critical issues that permeate the discipline of music education as it relates to school and community settings. Students will also have the opportunity to participate in research projects investigated by music education faculty to strengthen research skills and apply theoretical principles in practical contexts. The program is designed to be as specific, or as broad, as the student chooses.

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.**

As stated above, a successful music educator will be expected to critically and creatively analyse, synthesize and apply musical skills and appropriate constructs with the students they encounter in both the classroom and ensemble rehearsal contexts.

In this respect, the Pursuit of Truth and Understanding is achieved through students’ dedication to the craft of teaching by furthering their studies in this area of practice. As such, they are committed to lifelong learning and personal and professional development. The depth and breadth of the program’s course offerings provide a holistic and comprehensive knowledge base that explores perspectives of sociological, philosophical, psychological, historical, and performative frameworks that enrich the graduate student’s foundation of their subject. Essentially, these various perspectives intersect with related disciplines and facilitate exploration of differing worldviews.

Students will engage in the Pursuit of Integrity and Respect when exploring research methods and conducting primary and secondary research in respectful and ethical ways. The area of music education confronts complex issues in terms of race, gender, politics, and power not only within the music itself, but also in the dynamics of the classroom and how music is presented and explored with music learners, including the responsibility of learning in and through Indigenous music and culture bearers. Responsible teaching and learning, therefore, examines and considers these issues within the community of practice.

Students will be encouraged to pursue Skills and Practices that develop and apply appropriate skills of research through establishing research questions, inquiry-based discovery, and communication or translation of this knowledge to academic and practitioner communities. The responsibility to the profession of teaching through graduate student leadership and knowledge mobilization in the efforts to improve one’s practice and profession will adhere to the commitment of the Learning Charter’s Individual and Community Pursuits.
g. **Describe how students can enter this program from other programs (program transferability).**

All students entering the program will be expected to produce a statement outlining their philosophy of music education and will be required to meet with the music education faculty for an interview to assess the students’ goals, rationale, and objectives for enrolment in the program. Should a student want to transfer from a different Master of Music stream of study, that will be attainable, provided they have met the entrance requirements.

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.**

The program will be a success if:
- Students are applying to the program and successfully completing the requirements for graduation from the program.
- Students are successfully applying practices and principles from the course of study in their professional practice.
- Students are seeking career advancement through seeking promotion to school administration positions.
- Students are applying to doctoral programs in the field of music education or related fields.

The expected timeframe to know if the program is experiencing success would be within 3-5 years.

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.**

Not applicable.

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?**

   The Department of Music has Master of Music degrees in Theory, Musicology, and Performance in the following areas: Piano, Saxophone, Trumpet, Voice, Violin, Instrumental/Choral conducting. Several students across these degree streams can take similar graduate music courses in the areas of musicology, theory, and music education, and applied lessons. Offering both course-based and thesis-based streams will also provide the opportunity for students to further their graduate studies in doctoral programs in related fields if desired.
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 Dean of the College of Education was contacted and provided with an outline of the proposed Master of Music in Music Education program, and a letter of support is provided. Additionally, verbal consultation with the Vice-Dean Indigenous in the College of Arts & Science was scheduled to occur on February 3, 2021.

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.

Not applicable.

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

Email correspondence between Jennifer Lang and Carolyn Doi (Dec. 18, 2020)

Hi Jen,

Congrats on the new program proposal!

I think the library collections would be well suited to this type of program. I’ve purchased music education literature for many years, and those materials are complimented by the well established education literature and curriculum collections.

When the program is set to start, I’m happy to have further conversations with you about resources for specific course offerings.

All the best,

Carolyn

Carolyn Doi, BMus MLIS
Associate Librarian
Education & Music Librarian
Ph: 306-966-2433

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

Not applicable.
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).

2-3 full-time music education faculty members can assume all teaching and advising duties in this specific graduate course of study (also taking into consideration sabbatical leaves). Estimated percentage is 16% of their teaching load (based on standard 15 Credit Units).

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

The Departmental Music Education Committee carefully reviewed and considered the Master of Music in Performance with the Conducting/Music Education concentration, and those concentration options have been separated already through institutional curricular governance processes. This program proposal will terminate the Master of Music in Performance concentration in Music Education, which was not a sustainable or desirable option for students. The previous model was a project-based program, while the new field proposes course-based and thesis-based options designed to focus on Music Education as a specific field of study and appeal to student demand.

c. How are the teaching assignments of each unit and instructor affected by this proposal?

Current faculty will not be adversely affected by the proposed changes. A faculty member may see a slight increase in individual advising (2-3 hours per week) and could potentially teach an additional graduate class once every academic year (3 C.U.). However, many of the courses listed in the course map are either already being taught to the complete graduate cohort or can be cross-listed within current Department of Music undergraduate offerings, thus they already fit into existing teaching loads. All affected faculty members are willing to assume a slight voluntary teaching overload to accommodate this new programming.

Because faculty members will be assuming overloads, an additional sessional instructor may be required to teach an undergraduate course previously led by one of the Music Education faculty. It is anticipated the need for supplemental instruction will be minimal, as many courses listed in the Course Map are dual delivery.

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).
The Department does not anticipate this proposal will utilize additional unit resources. Students will be able to utilize an already established graduate student office for academic and teaching use. It is not anticipated that future students will place undue torque on existing classrooms within the Department of Music. Minimal additional administrative duties that come with the addition of students will be assumed by the existing Graduate Chair and Office Coordinator for the Department.

Please see the attached letter of support from Prof. Dean McNeill, Department Head, Department of Music.

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.**

Not applicable.

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

Not applicable.

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?**

Students will be eligible for all Departmental scholarships, as determined by specific Terms of Reference. In addition, qualified students will be considered for graduate teaching assignments that benefit the Department, and their own musical and pedagogical experience.

Students will also have access to every option of financial aid available at the department, College, and University levels. Students will also be guided to apply for Joseph-Armand Bombardier Canada Graduate Scholarships Program Master’s Scholarships.

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).**

Tuition will be consistent with the standard graduate tuition.

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)**
The following information was provided by Barb Gillis, Chief Operating Office, College of Arts and Science which was used in the 2020 proposal for the Master of Music in Performance (Conducting):

There are no new direct costs. This new course of study fits into the exiting Master of Music and will be delivered with existing faculty and staff. The TABBS calculator used an assumption of an intake of 3 students per year and in year 1 the impact is a positive $12,967 (Operating grant of $10,059 plus tuition of $9,703 minus indirect costs of $6,795).

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?

A reasonable target of students per year in the program is 2-3. It is the collective estimation of the Department that this will take approximately 3-4 years to fully achieve consistent enrolment.

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?

Please see above (section i). Revenue based on 3 students per year is $19,762. It is entirely incremental revenue and is related to core program delivery.

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?

As many courses are offered as dual delivery with the undergraduate program, the program will be sustainable with the anticipated enrolment target covering the cost of an occasional sessional lecturer. This sessional lecturer would offset an undergraduate music education course taught by a faculty member to enable this faculty member to teach a graduate music education 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).
This new program may occasionally require supplementation of sessional instruction (at a cost of approximately $7,000 for a 3 C.U. course). It is anticipated that no more than one course taught by a sessional per academic year is required. Sessional instructors will be asked to teach undergraduate courses previously taught by faculty involved with this new program of study. It is important to note that no additional funding will be required.

\[ n. \quad \text{List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program} \]

No new funding sources are anticipated, nor required, albeit the occasional sessional instructor. As previously stated, faculty involved with graduate student advising will voluntarily assume a minimal overload in teaching duties.

**College Statement**

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

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

**Related Documentation**

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

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

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

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

Required for all submissions:

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

Required for all new courses:
• New Course Proposal forms
• Calendar-draft list of new and revised courses

Required if resources needed:
• Information Technology Requirements form
• Library Requirements form
• Physical Resource Requirements form
• Budget Consultation form
COURSE SYLLABUS

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Music Education Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>EMUS 991</td>
</tr>
<tr>
<td>TERM:</td>
<td>2</td>
</tr>
<tr>
<td>COURSE CREDITS:</td>
<td>3</td>
</tr>
<tr>
<td>DELIVERY:</td>
<td>Self-Directed Study</td>
</tr>
<tr>
<td>CLASS SECTION:</td>
<td></td>
</tr>
<tr>
<td>CLASS LOCATION:</td>
<td>EDUC 1049</td>
</tr>
<tr>
<td>CLASS TIME:</td>
<td></td>
</tr>
<tr>
<td>WEBSITE:</td>
<td></td>
</tr>
<tr>
<td>START DATE:</td>
<td>January 2021</td>
</tr>
<tr>
<td>LAB LOCATION:</td>
<td></td>
</tr>
<tr>
<td>LAB TIME:</td>
<td></td>
</tr>
</tbody>
</table>

Course Description

This course serves as the summative experience for students enrolled in the course-based MMus in Music Education degree. The purpose of the course is to provide students with the opportunity to design, develop, and present a project that relates to and enriches their current or future pedagogical practice in music education. Students will work with their supervisor to generate a project idea, create a project proposal, present the summary of the project in a public setting, and generate revisions from written and oral feedback to complete a final project.

Prerequisites

This course serves as the summative experience for students enrolled in the U of S’s project stream for the Master of Music in Music Education degree. It is intended to be taken in the final term of one’s graduate studies or with permission of the department.

Treaty Acknowledgement

As we engage in both in person and remote teaching and learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is 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. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

Learning Outcomes

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

- Create a project proposal and implementation plan.
- Incorporate feedback to effectively refine proposal and plan.
• Plan, research, and publicly present a piece of original scholarship/contribution in the field of music education.
• Integrate feedback given orally and in writing, as well as insights gleaned from the experience of giving a public presentation, into a final version of the research product

**Communication and Meetings:**
• Students will set a weekly meeting time with their supervisor
• Students are welcome to make use of office hours or email to communicate with their supervisor between weekly meetings

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
University of Saskatchewan Grading System (for graduate courses)

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

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

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

60-69 Poor

A generally weak performance, but with some evidence of

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

<60 Failure

An unacceptable performance.

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

Course Overview

This course is intended to provide the student with the opportunity to undertake a self-directed project. Feedback will be provided weekly by the student’s supervisor to help the student plan, prepare, present, and produce a final project related to the field of music education.

Class Schedule

Students will set a weekly meeting time with their supervisor to report on progress.

Midterm and Final Examination Scheduling
There will be no midterm or final exams for this course.

Instructor Information
Contact Information: Dr. Jennifer Lang
306-203-9253
Jennifer.lang@usask.ca
Office Hours: By appointment

**Required Resources**

Readings/Textbooks

There are no required materials for this course. Library resources and electronic resources are made available through the university library sites and will be recommended and tailored to the individual student’s specific needs of the proposed project.

**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Evaluation Dates and Deadlines</th>
<th>Evaluators</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1 – Project Proposal</td>
<td>Due within the first two weeks of the course</td>
<td>Supervisor</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #2 – Project Refinement and Implementation plan</td>
<td>Prior to the end of week four of the semester</td>
<td>Supervisor</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #3 – Impact Statement</td>
<td>Prior to the end of week eight of the semester</td>
<td>Supervisor</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #4 – Project Presentation</td>
<td>Two weeks prior to the end of the semester</td>
<td>Supervisor</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #5 – Final Project</td>
<td>Final week of class.</td>
<td>Supervisor</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Evaluation Components**

Assignment 1: Project Proposal

**Value**: 10% of final grade

**Due Date**: Due within the first two weeks of the course

**Type**: A written document designed to outline the project concept
Description: Students are expected to submit a 1-2 page document which outlines the basic concept for the term-end project.

Assignment 2: Project Refinement and Implementation Plan
Value: 10% of final grade
Due Date: Prior to the end of week four of the semester
Type: A written document designed to incorporate feedback from the project proposal and propose an implementation strategy of the project.
Description: Students will submit a 1-3 page document which refines the term-end project concept focusing specifically on the perspective of implementation feasibility of the project in a music education context and the resources required to effectively implement the project.

Assignment 3: Impact Statement
Value: 10% of final grade
Due Date: Prior to the end of week eight of the semester
Type: A written document designed to describe the impact of the project.
Description: Students will submit a 1-3 page document which outlines the impact that this project will have on music education pedagogy practice for the role of educators, students, administrators, or educational policy.

Assignment 4: Presentation of Plan
Value: 20% of final grade
Due Date: Two weeks prior to the end of the semester. The performance date will vary depending upon the student’s individual project, however, the event date must be approved in advance by the course instructor.
Type: Students will make a public presentation of the term end final project.
Description: The presentation is a public opportunity to share the idea and implementation of the original project and should be 20 minutes in length, with an additional 10-minute question period. The presentation is assessed on the quality and delivery of the project, the effectiveness of audio-visual components, and the responses during the question period. This component is assessed by the supervisor.

Assignment 5: Final Project
Value: 50% of final grade
Due Date: Final week of term
Type: Students will submit a final project based on approval of the project proposal plan.
Description: Students will have designed a project throughout the course and at this stage will submit the project for summative assessment. Each individual project will vary in format (i.e. report, paper, module, audio/visual repository, etc...) according to the initial design plan.
**Submitting Assignments**

This course has both oral and written assignments. Written assignments must be submitted in electronic form to the instructor by the beginning of the class on the due date assigned. The written assignment must be submitted as a word document (not a pdf) in the appropriate assignment folder in Canvas. Students are required to complete assignments by the required deadlines. A summary of each assignment is provided (detailed information for each assignment will be provided during class). All final written assignments must be typed, double-spaced with Times New Roman 12-point font. References to relevant scholarly books and journal articles must be cited (in APA style) to support your assertions and provide evidence for your views. Although you may choose to start with Wikipedia or other non-professional Internet sources, do not rely on them only—check the primary source yourself. When in doubt, check with your course instructor to ensure your sources are adequate and appropriate.

Oral presentations must be completed on the day arranged as the timetable does not permit rearranging of presentation dates.

**Late Assignments**

All assignments are due at the start of class on the day indicated in the syllabus. Late assignments (including those turned in after class on the same day) will be penalized 5 percentage points per day (including weekends). Late assignments will not be accepted if they are turned in more than 7 days after the due date. Extensions are only granted in rare instances (notably as a result of family or medical emergencies) and upon receipt of adequate documentation. It is your responsibility to contact the instructor prior to the due date if possible or as soon after the due date if it was unfeasible to do so beforehand.

**Criteria That Must Be Met to Pass**

Students must complete all components of the course to pass.

**Attendance Expectations**

**Participation**

Students are expected to meet each week (in person or virtually) with their supervisor to receive formative feedback throughout the term to produce a culminating project.

**Student Feedback**

Students are encouraged to discuss questions and concerns with their supervisor throughout the duration of the course.
Integrity Defined (from the Office of the University Secretary)

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

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

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

Copyright: Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Examinations with 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.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

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/.

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, bring 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.

The USSU Pride Centre is a welcoming, vivacious, and celebratory campus community. The centre provides a friendly environment with a diverse group of people of all sexual orientations and gender identities. For more information see https://ussu.ca/main-page/centres/pride-centre/
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

<table>
<thead>
<tr>
<th>College</th>
<th>Arts &amp; Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit</td>
<td>Music</td>
</tr>
<tr>
<td>Authorizing Unit Head</td>
<td>Dean McNeill</td>
</tr>
<tr>
<td>Authorizing Unit Head Signature</td>
<td></td>
</tr>
</tbody>
</table>

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>EMUS 991</td>
<td>Music Education Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Course Hours</th>
<th>Lecture</th>
<th>Seminar</th>
<th>Lab</th>
<th>Tutorial</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly Course Hours</th>
<th>Lecture</th>
<th>Seminar</th>
<th>Lab</th>
<th>Tutorial</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

This course is intended to be the final course taken within the UofS's Master of Music in Music Education degree.

Catalogue Description (not more than 50 words)

This course serves as the summative experience for students enrolled in the course-based MMus in Music Education degree. The purpose of the course is to provide students with the opportunity to design, develop, and present a project that relates to and enriches their pedagogical practice in music education.

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

EXAM EXEMPTION

Grade Mode

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

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.

The intent of the course is to have each student design an individual project that improves their pedagogical practice, therefore no exam will be administered to assess and evaluate course content.
Rationale

What is the rationale for introducing this course?

This course serves as the culminating course in the course-based Master of Music in Music Education degree. The capstone course will focus on a project conceptualization, design, implementation, and presentation by the student that will apply skills and knowledge acquired from their required and elective graduate courses in a practical situation. This course provides a summative experience for students to synthesize and apply theoretical knowledge acquired throughout the degree that will enhance their current or future pedagogical practice in the field of music education. This culminating course provides added rigour to the course-based stream of the Master of Music in Music Education in the way that the thesis requirement functions for the thesis-based stream.

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possibly 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:

No

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

None. This is the final course in the Master of Music in Music Education degree.

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

- Yes  
- No

If yes, please list:

This course is required for students in the Master of Music in Music Education course-based degree program.
Enrolment

Expected Enrolment

3

From which colleges/programs:
The students will be within the Department of Music in the College of Arts & Science.

Resources

Proposed instructor(s) (Please include qualifications):
Dr. Jennifer Lang (Ph.D)
Dr. Darrin Oehlerking (DMA)
Dr. Glen Gillis (Ph.D)

How does the department plan to handle the additional teaching or administrative workload:
The three full-time faculty members in Music Education have agreed to assume a minimal overload in our capacity as advisors to graduate students. As much of the work in the course is student-driven, the faculty will be advising the students in this course akin to the supervisory duties expected if students were completing a thesis.

Are sufficient library or other research resources available for this course:
Yes. No additional library or research resources would be required.

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):
No additional resources would be required.

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

Signature

College Approval Date

January 4, 2021
Dear Graduate College Programs Review Committee,

I am pleased to supply this unequivocally positive letter of support in regard to the proposed M.Mus. (Music Education) document that my colleague Dr. Jennifer Lang is submitting to the Grad College on our department’s behalf.

This innovative M.Mus. program proposal has been a long time in the making. It has been thoroughly thought through and vetted at the departmental level, over a series of years. In designing this M.Mus. (Music Education) program the Department of Music has carefully measured the resultant impact on our other M.Mus. and B.Mus. degrees, on faculty teaching and administrative loads, we have consulted multiple times with cognate stakeholders in the community, and, we’ve carefully mapped out the related facilities, curricular, and budgetary ramifications.

I am very comfortable stating the following:

1) **Facilities:** We can easily offer this M.Mus. program within our current space and overall facilities allocations. No additional resources are required. As but one example of this is the email response located in the budget document from our Music Librarian Carolyn Doi. We have the space in our department to make this degree happen.

2) **Faculty and Budget:** The Music Education area of our department in general has been a core strength of ours for decades. This is why we chose to ‘spend’ 2 faculty renewal positions in this Music Education area (i.e. Dr. Lang’s appointment and Dr. Oehlerking’s appointment). Additionally with the recent appointment of our musicologist Dr. Lalonde our department is now very well positioned (i.e. academically) not only to launch this M.Mus. (Music Education) program but in so doing, to assert a significant leadership role in Western Canada in this area. To put it simply this exciting new and imaginative M.Mus. (Music Education) degree is needed and it is overdue.

3) **Need and ramifications:** We anticipate very significant interest in this M.Mus. (Music Education) degree from potential M.Mus. students. For example a number of our recent B.Mus. grads have expressed interest in enrolling in this degree as soon as it becomes available. As well with our faculty compliment now including Jr. faculty who have come from a variety of other communities I think it safe to say that our general ‘reach’ in terms of attracting potential M.Mus. students from outside the province of Saskatchewan has never been stronger. As well I am very pleased to state that our faculty hirings over the past 10 years have resulted in a much more evenly balance faculty compliment in terms of gender equity. This is yet another statistic to be proud of when we are considering doing new and exciting things, in new ways.
The implementation of this M.Mus. (Music Education) degree will unquestionably augment our collective academic offerings, it will directly enrich the RSAW activities of our music faculty, it will positively impact our undergraduate and graduate students (i.e. grad students in other M.Mus. degrees). We can do this with no additional financial resources. We now have the right people in the place to make this happen.

Thank you for considering our proposal.

Please feel free to contact me if you have any questions in regard to my strong support for this most worthy proposal.

Thank you.

Dean McNeill
Head, Department of Music
University of Saskatchewan
28 Campus Drive
Saskatoon, Saskatchewan
S7N 0X1
Work: 306-966-6169
Cell: 306-260-8543
Work Email: dean.mcneill@usask.ca
Headship Email: music.depthead@usask.ca

PS Thank you Dr. Lang for shepherd our department through this M.Mus. (Music Education) planning and proposal activities!
Dear Colleagues,

I write on behalf of the College of Arts and Science to express our strong support for this second of two recent proposals from the Department of Music to update and revise graduate training in Music Education.

Having put forward, this past spring, a case for refreshing the study of Conducting, the department now proposes to continue the work of revitalization involved in uncoupling that program from a renewed Music Education program proposed here. As noted with regard to the earlier proposal, now is a good time to refresh this graduate musical training in light of, and in line with, the substantial faculty renewal of recent years in the Department of Music. The involvement of these new faculty, in particular, is an exciting prospect.

We agree with the Department that this initiative can be undertaken without new faculty or other resources, and can be accommodated within the current faculty’s assignments of duties.

In other words, Music has the right plan, the right people, and sufficient resources to make this proposal work. The College of Arts and Science supports this initiative without reservation.

Yours sincerely,

Gordon DesBrisay
Vice-Dean Academic
January 20, 2021

To the Executive Committee, CGPS

I am writing to lend my support to the proposal for the establishment of the M.Mus. (Music Education). From the point of view of the College of Education, the redefinition of the program so that Music Education will not be combined with Conducting as a single concentration will serve the needs of students who wish to focus on pedagogy and issues arising in an educational context. It will offer an option for graduates of this college who have an interest in extending their capacities in music education and in arts education more broadly.

It is clear from the proposal that the Department of Music has been engaged in a thoughtful curriculum review, and that this proposal has been extensively considered in relation to the priorities of the department and the other changes that have been made.

The College of Arts and Science seems satisfied that the program can be offered on the basis of the resources that are currently available, and that it aligns well with the research and teaching interests of faculty members.

Yours sincerely,

Beth Bilson
Interim Dean, College of Education
Notice of Intent

Master of Music in Music Education

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

The Department of Music previously had a Conducting/Music Education concentration in the Master of Music (Performance) degree program. A Master of Music (Performance) with an independent concentration in Conducting has recently been approved.

Faculty with expertise in music education reviewed the existing programming, as well as programming at comparator institutions determining that a Master of Music in the field of Music Education would be appropriate to accurately reflect the program content and appeal to prospective students. The proposed programming would include both a thesis and course-based option.

Music Education as a specific focus at the graduate level is common in post-secondary institutions included in the U15 research intensive universities, yet many neighbouring institutions do not offer graduate programs in music education. This program would be appealing to music education practitioners in the area who seek to obtain a graduate degree.

What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

In the past, we have had potential graduate students inquire about music education graduate studies within the Department of Music, but due to the outdated and unsustainable model currently in place, we have had to either accept them in another field of study or refuse them.

We currently have serious inquiries from recent Department of Music alumni who are local educators prepared to seek admission to a Master of Music in Music Education program, should one be mounted. This program would be appealing to local and provincial educators who would accommodate graduate studies within their current employment situation. In other words, they would not have to leave their posts to complete graduate work. Although we anticipate the local constituents of music educators to be ideally suited for this degree offering, the national and international reputation of our Music Education faculty would be a draw to national and international music education candidates as well. Graduate degrees are highly sought after by
educators in the provincial, national, and international context for potential salary benefits and career advancement which would further situate the University of Saskatchewan as a desirable institution to study for all interested music educators. It is anticipated that within the first years of the program’s implementation there will be approximately 2-5 graduate students enrolled in the Master of Music in Music Education, increasing to incoming cohorts of approximately 5-8 in subsequent years. By offering this course of study in music education, we will be serving a new community of potential students by providing an opportunity for music educators in Saskatchewan and beyond to further their musical experience, knowledge, and careers.

2. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the University Plan 2025, and the university’s Vision, Mission and Values? If the program was not envisioned during the college/school strategic planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?

The Vision of the University of Saskatchewan clearly aims to advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge. A Master of Music in Music Education would be fulfilling a need for existing and future provincial music educators to advance their aspirations in meaningful ways of teaching and learning with and from faculty and each other. As such we are continually preparing and supporting students in their quest of enriching careers and fulfilling lives as engaged global citizens.

This new degree offering honours the College of Graduate and Postdoctoral Studies plan to Be Bold, Be Ambitious, as well as the College of Arts & Science plan of Think Big-Be Bold as its focus resides on encouraging and supporting faculty in offering courses and programs that extend off campus and into local and regional communities. We are attempting to meet a demand to connect with our alumni who are education practitioners in the communities and strengthening their continued relationship to the university through their professional development. We also know that there is an appeal from international students interested in music education studies in Canada and we would be one of the only Western Canadian universities to offer a graduate program in Music Education.
Furthermore, the *University Plan’s 2025* commitment to Courageous Curiosity with the goal of unleashing discovery is aligned with our program offering. We know that educators have a desire to be lifelong learners and as they strengthen their content and pedagogical knowledge and expertise in a graduate program in music education, their influence on their students will “allow us to imagine a brighter, more sustainable future” directly at the grassroots level. In this respect, we are also strengthening the University’s commitment of Inspired Communities by energizing champions. In doing so we seek to strengthen “mutually beneficial relationships with alumni to serve the needs of our graduates and our institution” while supporting and nurturing our degree and depth of alumni engagement.

Within the commitment of Courageous Curiosity we also seek the goal of Uplifting Indigenization. We believe in reducing systemic barriers for Indigenous students to explore the area of music education, and we seek to support collaborative and reciprocal relationships with Indigenous peoples in the university and broader communities. We are committed to recognizing Indigenous music and Culture Bearers in our undergraduate program of music education and honour the protocol with which music is gifted, shared, and explored with our music education students. We prioritize the education and exploration of Indigenous music with Indigenous community members as our students will be teaching the expectations of the provincial curriculum which include Indigenous content in the schools in which they are placed. Our respectful teaching and learning of Indigenous music and traditional ways of knowing with Indigenous community members will remain a commitment in our graduate music education degree.

3. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

We anticipate that students who currently register in the College of Education for a Master of Education might opt to register for a Master of Music in Music Education program if they are music teachers and have earned an undergraduate music education degree. The music education degree is a very specialized program that would not be duplicating another program in another college or school. We do not expect a program to be deleted as a result of offering this specialized program in music education. We have completed a thorough examination of Master of Music (MMus) in Music Education
programs across Canada and have discovered that an MMus in Music Education is not available at the University of Victoria, Simon Fraser University, University of Regina, University of Manitoba, Laurier University, University of Windsor, or Memorial University. Our proposed degree structure and requirements do align with course offerings at universities that do offer an MMus in Music Education (please see appendix 1 in the proposal).

4. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program.

The Department of Music has the resources in place to offer this program and is committed in every way to offering the program and supporting its successful implementation. We have three full-time tenure-track and tenured music education professors who will teach the graduate courses. A faculty member may see a slight increase in advising (2-3 hours per week) and could potentially teach an additional graduate class once every academic year (3 C.U.). However, many of the courses listed in the course map are either already being taught to the complete graduate cohort or can be cross-listed within current Department of Music undergraduate offerings, thus they already fit into existing teaching loads. Because faculty members will be assuming overloads, an additional sessional instructor may be required to teach an undergraduate course previously led by one of the Music Education faculty. It is anticipated the need for supplemental instruction will be minimal, as many courses listed in the Course Map are dual delivery. We have one office coordinator for administrative support who would be able to provide support to the graduate students, as is the case with the current graduate students in music performance, theory, and musicology. We would not require any additional space for students as there are rooms for graduate student offices and we would not require and additional library resources as confirmed by our music librarian,
Carolyn Doi. I have met with Lucy Vuong to confirm that the resources in the budget are accounted for and described in detail.

5. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

There has not been a risk analysis of this program conducted. We do not anticipate there to be risks or constraints associated with initiating a program at this time. This proposed program already contains many of the courses required that are taught in faculty load in person. In the event that we are still in remote modality in September 2021, these courses could be offered through remote delivery. The risk in not proceeding with the program at this time is that the students who have expressed an interest in enrolling may find an alternative institution to pursue their studies. A note from a recent U of S alumni and current music educator (Danielle Strong) in Saskatoon reads:

I’m emailing you about the Masters Program in Music Ed that will hopefully be launching in 2021 (under the impression that it will not be affected by Covid-19). I’m definitely interested in doing that masters program, and I’d love to learn more from you as a mentor. I’m sure things are still up in the air, but let me know if it is still projected to happen, and if I’m able to register for the program!

If the program is not able to begin in September 2021, we would be hopeful that these students might enrol in the Performance Conducting program and then switch into their more desired stream of Music Education, but the most desirable option is to launch this Master of Music in Music Education for September 2021.

6. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

The anticipated start date of the program is September 2021. The rationale for this date is that we have recently changed the Conducting concentration in the Master of Music Performance program, and we now seek to launch the separate program of Music Education with the graduate offerings to be able to provide programming in that area of specialization. As we are aiming for approval to satisfy the course and program catalogue addendum deadline, the CGPS has indicated that the proposed start date could be accommodated inclusive of required system setup in the Student Information System.
**Planning & Priorities Committee of Council**  
**Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal**

**Requirements:** To be completed for proposals of new academic programs or revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

**Instructions:**
1. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
2. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
3. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
4. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

**Name of Program:** Master of Music in Music Education

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition revenue:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total # of domestic students (headcount)</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Domestic tuition rate</td>
<td>$4,260.00</td>
<td>$4,260</td>
<td>$4,260</td>
<td>$4,260</td>
<td>$4,260</td>
</tr>
<tr>
<td>Total tuition revenue - domestic</td>
<td>$12,780.00</td>
<td>$17,040.00</td>
<td>$21,300.00</td>
<td>$21,300.00</td>
<td>$21,300.00</td>
</tr>
<tr>
<td>Total # of international students (headcount)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>International tuition rate</td>
<td>$6,730.80</td>
<td>$6,730.80</td>
<td>$6,730.80</td>
<td>$6,730.80</td>
<td>$6,730.80</td>
</tr>
<tr>
<td>Total tuition revenue - international</td>
<td>$ -</td>
<td>$6,730.80</td>
<td>$13,461.60</td>
<td>$13,461.60</td>
<td>$20,192.40</td>
</tr>
<tr>
<td>Student fees*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excursion</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Lab</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other (list in Comments)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total student fees</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>External funding sources (list in Comments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal funding sources (list in Comments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$12,780.00</td>
<td>$23,770.80</td>
<td>$34,761.60</td>
<td>$34,761.60</td>
<td>$41,492.40</td>
</tr>
</tbody>
</table>

| **Expenditures** |       |       |       |       |       |
| Start-up costs | $ - | n/a | n/a | n/a | n/a |
| Salary and benefits: |       |       |       |       |       |
| Faculty | $ - | $ - | $ - | $ - | $ - |
Because faculty members will be assuming overloads, an additional sessional instructor may be required to teach an undergraduate course previously led by one of the Music Education faculty. It is anticipated the need for supplemental instruction will be minimal, as many courses listed in the Course Map are dual delivery.

<table>
<thead>
<tr>
<th>Sessionals or limited term instructional support</th>
<th>$</th>
<th>$7,000</th>
<th>$7,000</th>
<th>$7,000</th>
<th>$7,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Staff</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Honoraria</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total salary and benefits</td>
<td>-</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>Scholarships and bursaries</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Marketing and promotion</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Materials and supplies</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Travel</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment and IT</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other costs (list in Comments)</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
</tr>
</tbody>
</table>

**Notes:**

*Relates to fees revenue specific to the course or program (e.g. excursion, lab, materials, etc). Excludes compulsory institutional fees (e.g. Athletic, Recreation, etc.).

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.
**Planning & Priorities Committee of Council**  
Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

**Requirements:** Itemize start-up costs for proposals of new academic programs or revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

**Instructions:**
1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Master of Music in Music Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Start-Up Costs</th>
<th>Academic Year</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and staff recruitment</td>
<td>$</td>
<td>-  No additional faculty or sessionals would be required</td>
</tr>
<tr>
<td>Marketing and promotion</td>
<td>$</td>
<td>-  Digital advertising of the program will not cause an expense</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>$</td>
<td>-  Courses are already built for the program</td>
</tr>
<tr>
<td>Facilities refurbishment</td>
<td>$</td>
<td>-  No additional space or facilities would be required</td>
</tr>
<tr>
<td>Equipment and IT</td>
<td>$</td>
<td>-  No additional equipment or IT support would be required for the program.</td>
</tr>
<tr>
<td>Library enhancements</td>
<td>$</td>
<td>-  Carolyn Doi has confirmed that we have the music education resources to meet the needs of the program. See Notes below.</td>
</tr>
<tr>
<td>Other (list in Comments)</td>
<td>$</td>
<td>-</td>
</tr>
</tbody>
</table>

| Total Start-Up Costs                     | $             | -                                                                               |

**Notes:** Email from Carolyn Doi: I think the library collections would be well suited to this type of program. I’ve purchased music education literature for many years, and those materials are complimented by the well established education literature and curriculum collections.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.
**Name of Program:** Master of Music in Music Education

**Enrolment:** What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

The anticipated target market would be music or education students who have completed their undergraduate degrees at the U of S and seek to continue their studies in a Master of Music Education program, in addition to current music educators who wish to further their studies of music education and/or advance their career objectives by pursuing a graduate degree. We do not anticipate barriers to recruiting in the coming year as we have received several serious inquiries from alumni who would like to begin a Master in Music: Music Education. If enrolment targets are not met, the program will be able to continue because we have Master of Music programs in performance, musicology, and theory of which the students could also take music education graduate courses. We believe that the music education graduate degree will be our most sought after degree in the Music Department.

**Faculty and staff:** List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program. *This should include new and existing faculty and staff resources.*

Year 1: 3 USFA music education professors; 1 CUPE office coordinator
Year 2: 3 USFA music education professors; 1 CUPE office coordinator
Year 3: 3 USFA music education professors; 1 CUPE office coordinator
Year 4: 3 USFA music education professors; 1 CUPE office coordinator
Year 5: 3 USFA music education professors; 1 CUPE office coordinator

**Indirect costs:** Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).
Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.

We do not anticipate financial repercussions from lower enrolment and a shortfall of revenue or excess in expenditures as the current 3 music education faculty members can assume all teaching and advising duties in this specific graduate course of study (also taking into consideration sabbatical leaves). The estimated percentage is 16% of their teaching load (based on standard 15 Credit Units). Current music faculty will not be adversely affected by the proposed changes. A faculty member may see a slight increase in advising (2-3 hours per week), and could potentially teach an additional graduate class once every academic year (3 C.U.). However, many of the courses listed in the course map are either already being taught to the complete graduate cohort, or can be cross-listed within current Department of Music undergraduate offerings, thus they already fit into existing teaching loads. All affected faculty members are willing to assume a slight voluntary teaching overload to accommodate this new programming. Other graduate courses are offered by musicology, theory, and performance streams that the music education students could also register. In addition, there are courses in the College of Education and College of Arts & Science currently offered that would fulfil partial degree requirements.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.
Approved.

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar’s Office
Teaching, Learning and Student Experience
University of Saskatchewan
E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-6723
Cell Phone - 306-280-6178
Fax - 306-966-6730

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Make your mark on a student’s life with a gift today at give.usask.ca/students

Confidentiality Notice: This message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

Sent from Russell Isinger's iPhone XS Max

On Jan 25, 2021, at 5:50 PM, Walker, Ryan <ryan.walker@usask.ca> wrote:

I confirm the details are correct.
Sincerely
Ryan

Ryan Walker, Ph.D. RPP MCIP
Associate Dean, Policy and Programming Innovation
I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

---

From: Warrington, Seanine <seanine.warrington@usask.ca>  
Sent: Monday, January 25, 2021 2:05 PM  
To: Isinger, Russ <russell.isinger@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>  
Cc: Clement, Kelly <kelly.clement@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>  
Subject: Consultation with the Registrar Forms - Music Education for the Master of Music (M.Mus.) program

Good afternoon,

Please see the completed Consultation with the Registrar Forms to propose a new field of study in Music Education for the existing M.Mus. degree program. This new field of study will be offered in both course-based and thesis-based M.Mus. programs. As a result, the existing concentration in Music Education will be terminated.

The tuition is standard graduate per term tuition, so there are no tuition implications.

Please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.  
Senior Editor and Coordinator  
Catalogue and Academic Programs  
Registrarial Services  
University of Saskatchewan  
Teaching, Learning and Student Experience  
Ph: 306-966-1874

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.
**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 [ ]  
   - X [X]

2. Is an existing degree, diploma, or certificate being renamed?  
   - Yes [ ]  
   - No [ ]  
   - X [X]

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

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

5. What is the credential of this new degree, diploma, or certificate?  
   - [Example - D.M.D. = Doctor of Dental Medicine]  

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

7. 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?  

8. 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 [ ]  

9. 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:  

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

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

12. 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]  

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


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

1. Is this a new program? Yes X No  
   Is an existing program being revised? Yes X 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?  
   Master of Music (MMUS) - exists in Banner

3. What is the name of this new/revised program?  
   New Program - Master of Music-Course (MMUS-C-GP) - suggested description and code for Banner  
   Revised Program - Master of Music-Thesis (MMUS-T-GP) - exists in Banner  
   - Addition of existing Music Education (EMUS) major to the above programs

4. What other program(s) currently exist that will also meet the requirements for this same degree(s)?  
   Master of Music-Project (MMUS-P-GP)

5. What College/Department is the academic authority for this program?  
   College of Graduate and Postdoctoral Studies / Department of Music

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?  
   Course

9. If this is a new non-degree or undergraduate level program, what is the expected completion time?
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 [x] Revised [ ]
   If you’ve answered NO, please continue on to the next section.

2. If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3. What is the name of this new / revised major, minor, or concentration?

4. Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

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

Section 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 [ ] No [ ] Revised [x]
   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?

Music Education (EMUS) major added to the existing Master of Music-Thesis (MMUS-T-GP) program
Music Education (EMUS) major added to the new Master of Music-Course (MMUS-C-GP) program
### Section 6: New College / School / Center / Department or Renaming of Existing

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

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

3. **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 or deleted) 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 or deleted) 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

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** - As per current set-up for existing Master of Music programs **EXCEPT** for admission average (see below)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students apply on-line? If not, how will they apply?</td>
<td></td>
</tr>
<tr>
<td>What term(s) can students be admitted to?</td>
<td></td>
</tr>
<tr>
<td>Does this impact enrollment?</td>
<td></td>
</tr>
<tr>
<td>How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?</td>
<td></td>
</tr>
<tr>
<td>Can classes towards this program be taken at the same time as another program?</td>
<td></td>
</tr>
<tr>
<td>What is the application deadline?</td>
<td></td>
</tr>
<tr>
<td>What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)</td>
<td>Cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (60 credit units)</td>
</tr>
<tr>
<td>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.)</td>
<td></td>
</tr>
<tr>
<td>What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)</td>
<td></td>
</tr>
<tr>
<td>What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)</td>
<td></td>
</tr>
<tr>
<td>Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)</td>
<td></td>
</tr>
<tr>
<td>Letter of acceptance - are there any special requirements for communication to newly admitted students?</td>
<td></td>
</tr>
<tr>
<td>Will the standard application fee apply?</td>
<td></td>
</tr>
<tr>
<td>Will all applicants be charged the fee or will current, active students be exempt?</td>
<td></td>
</tr>
<tr>
<td>Are international students admissible to this program?</td>
<td></td>
</tr>
</tbody>
</table>
Section 9: Government Loan Information - As per current set-up for existing Master of Music programs

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?

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' 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?
   202109 (September 2021)

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 - As per current set-up for existing Master of Music programs

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; undergraduate degree level certificates will use numeric year.)

2. Will students register themselves?
   
   If YES, what priority group should they be in?

Section 13: Academic History Information - As per current set-up for existing Master of Music programs

1. Will instructors submit grades through self-serve?

2. Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - As per current set-up for existing Master of Music programs

1. Should classes count towards T2202s?

Section 15: Awards Information - As per current set-up for existing Master of Music programs

1. Will terms of reference for existing awards need to be amended?

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 - As per current set-up for existing Master of Music programs

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   
   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 X
   Standard Graduate per term X
   Non standard per credit*
   Non standard per term*
   Other *
   Program Based*  
   * 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?

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)?

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?  
   If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed “Application for New Fee or Fee Change Form” for every new course with additional fees.
Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1. Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?  
   - Yes  
   - No

2. Has TLSE, Admissions, been informed about this new / revised program?  
   - Yes  
   - No

3. Has TLSE, Student Finance and Awards, been informed about this new / revised program?  
   - Yes  
   - No

4. Has CGPS been informed about this new / revised program?  
   - Yes  
   - No

5. Has TLSE, 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: 

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):