MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Dr. Jay Wilson, Head, Department of Curriculum Studies

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: September 28, 2020

Re: New Master of the Scholarship of Teaching and Learning and new graduate certificate in the Scholarship of Teaching and Learning

On July 6, 2020, the Graduate Programs Committee considered and approved a proposal for a new Master of the Scholarship of Teaching and Learning (MSoTL) and a new graduate certificate in the Scholarship of Teaching and Learning. The proposals were subsequently considered and approved by the Executive Committee of the College of Graduate and Postdoctoral Studies (CGPS) on September 23, 2020.

Funding to launch the new school and programming was in place from a donation from Ron and Jane Graham.

There was discussion about how the new program proposals compared to the Teaching Preparation Certificate that had recently been approved. It was noted that the Scholarship of Teaching and Learning (SoTL) was comprised of credited coursework requirements while the Teaching Preparation Certificate did not include credited coursework and was based on demonstration of competency areas. It was expected that the programming may be complementary and there may be some overlap, but they should be distinct programs.

There was discussion on whether the content could be incorporated into an existing Master of Education program. SoTL is a relatively new scholarly focus, and the Grahams had provided financial support to establish the new school and programming to support that scholarly focus. It was noted that SoTL is a distinct field within the larger field of education. It was clarified that this would be a new degree in North America requiring 12 credit units of prescribed coursework, 9 credit units of electives, and completion of the thesis requirements.

It was noted that the Grahams would want a full report on the “pilot” stage of the program, and rigorous program evaluation would be anticipated as that provided opportunity for program improvement. It was noted that the University continued to employ academic program reviews on a cycle.
It was understood that SoTL was a research area gaining traction. It was noted that it seemed that the target audience was intended to be folks in the K-12 sector, which seemed to be the same target audience as other existing Master's programs in Education. It was understood that a new SoTL degree option may recruit a student that would have pursued an existing degree. The Social Science Research Lab (SSRL, renamed the Canadian Hub for Applied and Social Research, CHASR) had conducted a needs assessment survey that suggested that there would be uptake in the new program, and there was a need for a new program. It was noted that a thesis in the field of Curriculum Studies could focus on SoTL; however, the new program would provide complete focus directly on SoTL where existing programming did not.

It did not seem that an excessive amount of resources would be needed. The standard graduate tuition was being proposed.

The programming could be completed fully online, though students would not be restricted from completing on-campus course offerings when/where available. It was noted that the COVID-19 pandemic had required the institution to find solutions for all program elements to be completely remotely, including thesis defence processes.

The CGPS is seeking to have the Academic Programs Committee recommend the new programming proposals to University Council.

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

:kc
MEMORANDUM

To: Academic Programs Committee APC  
From: Debby Burshtyn, Chair - Executive Committee  
Date: September 24, 2020  
Re: New Master of the Scholarship of Teaching and Learning and new graduate certificate in the Scholarship of Teaching and Learning

On September 23, 2020, the Executive Committee (EC) reviewed the recommendation from the Graduate Programs Committee (GPC) that the two following programs be approved:

1. A new Master of the Scholarship of Teaching and Learning (SoTL) and 
   Creed/McQuillan 1 abstention: CARRIED.

2. A new graduate certificate in the Scholarship of Teaching and Learning (SoTL) 
   Creed/Roesler CARRIED unanimously.

A member asked why these programs would not fit within the Master of Education (M.Ed.). The committee recognized that largely the demand for SoTL is an emerging need and responds to individuals in search of professional development to further and or expand their career trajectory.

The chair recognized the proponents for a well-crafted proposal.

To follow please find the proponents submission for additional context.

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

/II
MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Jay Wilson, Head, Department of Curriculum Studies

From: Graduate Programs Committee

Date: September 15, 2020

Re: New Master of the Scholarship of Teaching and Learning and new graduate certificate in the Scholarship of Teaching and Learning

On July 6, 2020, the Graduate Programs Committee considered a proposal for a new Master of the Scholarship of Teaching and Learning (MSoTL) and a new graduate certificate in the Scholarship of Teaching and Learning.

Funding to launch the new school and programming was in place from a donation from Ron and Jane Graham.

The Graduate Programs Committee discussed how the proposals compare to the Teaching Preparation Certificate that had recently been approved. It was noted that the Scholarship of Teaching and Learning (SoTL) was comprised of credited coursework requirements while the Teaching Preparation Certificate did not include credited coursework and was based on demonstration of competency areas. It was expected that the programming may be complementary and there may be some overlap, but they should be distinct programs.

Grad Programs Committee members noted that the degree would have some focus on learning about teaching and learning, and committee members discussed whether the content could be incorporated into an existing Master of Education program. SoTL is a relatively new scholarly focus, and the Grahams had provided financial support to establish the new school and programming to support that scholarly focus. It was noted that SoTL is a distinct field within the larger field of education. It was clarified that this would be a new degree in North America requiring 12 credit units of prescribed coursework, 9 credit units of electives, and completion of the thesis requirements.

It was noted that the Grahams would want a full report on the “pilot” stage of the program, and rigorous program evaluation would be anticipated as that provided opportunity for program improvement. It was noted that the University continued to employ academic program reviews on a cycle.
It was understood that SoTL was a research area gaining traction. It was noted that it seemed that the target audience was intended to be folks in the K-12 sector, which seemed to be the same target audience as other existing Master’s programs in Education. It was understood that a new SoTL degree option may recruit a student that would have pursued an existing degree. The Social Science Research Lab (SSRL) had conducted a needs assessment survey that suggested that there would be uptake in the new program, and there was a need for a new program. It was noted that a thesis in the field of Curriculum Studies could focus on SoTL; however, the new program would provide complete focus directly on SoTL where existing programming did not.

It did not seem that an excessive amount of resources would be needed. The standard graduate tuition was being proposed.

The programming could be completed fully online, though students would not be restricted from completing on-campus course offerings when/where available. It was noted that the COVID-19 pandemic had required the institution to find solutions for all program elements to be completely remotely, including thesis defence processes.

The Graduate Programs Committee passed the following motions:

Motion: To recommend approval of the Master of the Scholarship of Teaching and Learning.
Labrecque/Da Silva CARRIED 2 abstentions

Motion: To recommend approval of the Graduate Certificate in the Scholarship of Teaching and Learning. Labrecque/Da Silva CARRIED 1 abstention

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

:kc
Proposal for Academic Programs
Master of the Scholarship of Teaching and Learning
Certificate in the Scholarship of Teaching and Learning

1 by Kyla Duhamel at https://flickr.com/photos/31119510@N06/7491545734
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Preamble

At the April 16, 2020 meeting of University Council, the School for the Scholarship of Teaching and Learning (SSoTL) was established. The School was created to house and support researchers doing discipline-based education research, provide graduate programing to develop leadership in the conduct of research and scholarship in teaching and learning, and provide a locus and community for interdisciplinary research on teaching and learning across disciplines and make findings public. Its academic home is the Department of Curriculum Studies. The purpose of this submission is to propose the academic programming to be offered through the School for the Scholarship of Teaching and Learning.

In this document we include proposals for two related programs. The first is a Master of the Scholarship of Teaching and Learning degree program (M.SoTL). The second is a Certificate in the Scholarship of Teaching and Learning that is comprised of four courses that ladder into the M.SoTL program. They are proposed separately but submitted jointly, and because they share a great deal substantively, the proposals will have redundancies, and they will share a common set of appendices and course proposals.

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2 The Scholarship of Teaching and Learning (SoTL) is an emerging movement of scholarly inquiry that focuses on the reciprocal relationship between teaching and learning, typically at the post-secondary level. The purpose of SoTL research is to improve learning by investigating the many features of discipline specific expertise and best pedagogical practice, and making the results public. (paraphrased from the Society for Teaching and Learning in Higher Education (2019), https://www.stthe.ca/sotl/what-is-sotl/)
Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Master of the Scholarship of Teaching and Learning

Field(s) of Specialization: Education, Scholarship of Teaching and Learning

Degree College: Education

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Proposed date of implementation:
September, 2021

Proposal Document

1. Academic justification:
   a. Describe why the program would be a useful addition to the university, from an academic programming perspective.

The M.SoTL will provide a level of specialization in conducting SoTL research, while providing opportunities through elective courses to shape the program to their professional goals. If their professional goal is to conduct a
particular kind of research, they can take methodology courses to build expertise; if they want to provide leadership and facilitate others’ growth, they can take electives that emphasize leadership and change agency.

The new School for the Scholarship of Teaching and Learning and its programming is the first priority identified in the College of Education strategic plan. It is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning is held in disciplines, and larger communities of educators could benefit from inquiry and scholarship coming from those units. In addition to disciplinary research, there is growing interest in research into how learners become members of those disciplines, and SoTL inquiry recognizes that what is learned in one discipline has value to other disciplines.

M.SoTL Goals: Prepare specialists in the scholarship of teaching and learning who:
- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student’s context
- conduct SoTL research and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research.
- lead and facilitate research into teaching and learning diverse contexts and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

The programming will also attract international students when the courses are taken online, given that this is the first university to offer SoTL as a graduate program. Online course development will occur during the 2020–21 academic year, with an intention to take the program online in 2021–22. We have also been careful to consult with Indigenous colleagues on the design of new courses as well as the program in its entirety, and following their advice, we include two Indigenous inquiry courses as electives.

Educational research in disciplines is distinct from disciplinary research. A chemist does disciplinary research to discover new knowledge in chemistry, but educational research in chemistry seeks to discover new knowledge about how we improve learning in the specialized culture and demands of that discipline. And so it goes with every discipline. Teaching and learning cultures and practices in the disciplines differ substantially. Students are taught differently in humanities, and say, Law. Different traditions and expectations are embedded in the disciplines. Pedagogies that flourish in one discipline are unthinkable in another. But there is much to be learned from each of these disciplines about teaching and learning that could hold value in other teaching contexts. If the knowledge we gain about teaching and learning is left unexamined and confined to our classrooms, we deny others the opportunity to grow and innovate from what could be shared. In response, SoTL is a burgeoning area of study devoted to conducting educational research within and across disciplines and sharing the results publicly. Simply stated, every discipline is unique, but SoTL recognizes they share the need to discover ways to improve learning by teaching those disciplines well.

Thought of this way, cross-disciplinary and interdisciplinary research into teaching in higher education is horizontal. There is also value in thinking about it as vertical by discovering and sharing of knowledge about teaching and learning between secondary and post-secondary levels of education. Universities hear a common complaint that students arrive on campus ill-prepared to deal with the rigours of disciplinary learning. A great deal of attention is required to introduce students entering university to the traditions, skills, and expectations of disciplines they have only been introduced to in secondary schools. They need to learn how to learn in specialized settings, and to think like scholars in those settings. Too often, students feel overwhelmed and instructors feel frustrated. Sharing SoTL findings vertically (between secondary and post-secondary settings) could address this persistent problem.

We also propose that the knowledge, methods, and skills required to conduct rigorous and meaningful research in SoTL often differ from the knowledge and skills required to do disciplinary research. Research into teaching and learning has unique ethical considerations, and the skill set necessary to conduct research into the human experience of learning requires varies depending on the context and questions being investigated. The graduate programs proposed for the School for SoTL (SSoTL) will offer academic training in those skills for those who conduct
discipline-based educational research, and for those who look to become leaders in SoTL in their own disciplines or professional roles.

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.

First, the Scholarship of Teaching and Learning, and therefore M.SoTL, is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning are held in disciplines, and larger communities of educators could benefit from inquiry and scholarship coming from those units. In addition to disciplinary research, there is growing interest in research into how learners become members of those disciplines, and SoTL inquiry recognizes that what is learned in one discipline has value to other disciplines.

For example, SoTL recognizes that disciplines often employ signature pedagogies. Fine arts have studios and sciences often have laboratories; health sciences use rounds; creative and expository writing classes workshop drafts of writing; indigenous classes regularly use storying, and law and business both make extensive use of case studies. Much can be learned and shared about these approaches to teaching and learning, yet much of that knowledge is undiscovered or confined to disciplinary units. SoTL encourages educators in all disciplines to conduct rigorous research into their teaching and learning environments and share what they learn publicly and across disciplines. It is an approach that is grounded in research and discovery, and that encourages the growth of cross-disciplinary communities of practice.

Alignments with our commitment in the University Plan:

Courageous Curiosity
- The School for SoTL (SSoTL) will replace the prevailing university model of research on teaching based on competition, outputs and isolation with a collaborative, democratic model where student experience and learning is the priority.
- Through our commitment to enhancing our own and our students’ competence in pedagogy and instruction, the concept of SoTL will amplify the value of teaching and learning, necessitate deepening of expertise, embrace interdisciplinarity and compel connection and outreach.
- With an interest in understanding student learning, innovations in teaching practice, and the transformation of higher education, faculty members, scholars, and students from diverse disciplinary backgrounds will bring their disciplinary lenses to examine their own teaching techniques and classrooms for insights into how various approaches are working, or how innovations help to improve student learning.

Boundless Collaboration
- Faculty members, staff and students will interact with each other at high levels, and will learn from each other, leading to innovative practices in teaching for faculty members and advances student learning and teaching quality.
- Students across campus will benefit from improved quality of instruction that is aligned to student circumstances, thoughts, actions and contexts.
- Academics from the University of Saskatchewan and other universities and colleges across the province, the country, and the world will be invited to examine their classroom practices, looking at successes as well as failures, with a goal of sharing their
experiences as bona fide research in ways that enhance the application of teaching and learning practices to benefit all stakeholders in education.

**Inspired Communities**

- The concept of SoTL will encourage collaboration with communities in the creation of reciprocal and new, impactful, and inspirational knowledge that results in improvements in teaching and learning locally and globally.
- As a distinct and impactful academic unit, the SSoTL will inspire our communities – Indigenous and non-Indigenous, individually and collectively – to work together to discover creative solutions to common and distinct problems of teaching and learning.
- With the elevated practical teaching and learning skills, the university will produce stronger and higher quality teachers and professionals that the world needs.

**Alignment with the UofS Learning Charter**

The University of Saskatchewan Learning Charter, revised in 2018, describes our university’s commitment to creating and sharing knowledge through the pursuit of knowledges, integrity and respect, skills and practices, and community. SoTL nestles into the principles and practices of the Learning Charter commitments in specific ways. We list the direct connections here, while recognizing that SoTL also contributes indirectly to every commitment in the Charter by contributing to our understanding of how to improve learning and create successful learning environments.

University Community Commitment 1: Provide Opportunities
- Offer high quality programs and activities for learning and discovery.

University Community Commitment 2: Ensure Quality
- Ensure qualified educators and effective instruction.
- Promote research-enhanced and community-driven learning.
- Create mechanisms for ongoing quality enhancement of all programs and courses.

Educator Commitment 2: Strive for Excellence in Teaching
- Bring research, scholarship, artistic work and/or professional activities into teaching and mentorship.

Educator Commitment 4: Enhance Continuously
- Engage in lifelong learning and continuous enhancement of teaching practice.

Across campus, attention and focus on SoTL is expected to grow and the quality of teaching and learning will serve to attract high-caliber faculty to the college and the university.

**Relationship to the College of Education Strategic Plan**

The College of Education identified the School for SoTL as its first initiative to intensify research and discovery in its 2019 Strategic Plan. That plan introduced that College’s ambition to become a recognized leader in the research and scholarship of teaching and learning by supporting scholars across the disciplines who are conducting research in the SoTL and becoming a hub for cross-disciplinary and interdisciplinary research in SoTL; and, providing academic programming that will develop expertise and leadership in SoTL. This School will be implemented over the next six years, first by creating its physical space and programming, and by identifying SoTL scholars on campus who will participate in the activities of the School. Space planning is underway, and SoTL scholars have been consulted this year.

Our goal is to launch a master’s degree program (M.SoTL) by the 2021-22 academic year. It will accompany the introduction of a certificate program that will ladder into it, along with accompanying professional development and undergraduate components. We anticipate attracting 22 graduate students annually to the graduate program. We
also (separately) propose a certificate program for those who have already completed advanced or terminal degrees, and who are seeking an additional credential and focused expertise. We mention the certificate program here, as we hope to begin offering both programs at the same time to allow for the synergies that can happen when new students and practicing professionals interact in the same classrooms.

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)**

For the proposal, we have consulted broadly with leaders on campus, in neighbouring communities, and across Canada, and conducted informal surveys to gauge interest. There is considerable latent demand for programs directly addressing SoTL and preparing professionals to provide leadership in SoTL, given the growing attention paid to SoTL by teaching and learning service units in universities, polytechnics, and community colleges, and there is growing interest in K–12 settings. We will describe the target audiences and demand for the M.SoTL here, but we want to emphasize that the audiences for the M.SoTL will overlap with the audiences for the Certificate, which is proposed separately. The audiences often come from the same target groups and take some of the same courses and will primarily differ in the professional needs and intentions of individuals.

Every market we have identified locally will also be available in the Canadian and international markets, particularly given that this is the first program of its kind in north America. The programs will reach a global audience, and we expect to be able to recruit successfully, particularly given that there are no competing programs yet available in Canada, either online or residential. This gives us an opportunity to establish the program and solidify its reputation before competition grows, as it inevitably will.

**Audience: Professional developers and faculty development personnel**
Professional developers and faculty development personnel in post-secondary and higher education settings will be drawn to programming that will help them lead change and improvement of teaching and learning on their campuses. Individuals leading faculty development initiatives in postsecondary and higher education settings are largely self-trained and adapted their learning in related fields to SoTL, so training specific to their professional interests will be attractive. In addition to higher education, we expect considerable interest from the polytechnic system and community colleges. We also anticipate interest from other parts of Canada and north America as we intend to offer the program online.

**Audience: K–12 facilitators in evidence-based teaching improvement**
We perceive strong interest from leaders and educators in the K–12 systems, who are looking for ways to use SoTL research strategies to lead evidence-based teaching initiatives. This is a significant area of interest in school divisions in Saskatchewan and elsewhere, and facilitators from divisions, the Saskatchewan Teachers Federation, and from government support teaching improvement initiatives.

**Audience: Educators seeking SoTL research skills**
Educators in higher education and post-secondary settings will also be attracted to a graduate program that will improve their credentials and help them improve their practice in the classroom. While existing M.Ed. programs focus on specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning.

**Audience: Educators seeking a new career path**
We also expect some K–12 educators, as well as individuals in junior teaching positions in post-secondary settings are looking for opportunities to shift away from their current classroom assignments and move into higher education. They see this as an opportunity for a shift in careers. Every major university and most post-secondary institutions in Canada have a centre tasked with improving teaching and learning, and employ professional educators with SoTL expertise, for whom the M.SoTL would offer an impressive professional credential.

**Evidence supporting these projections:**
We contracted the SSRL to survey the campus, post-secondary, and K–12 sectors for interest in the programming (see Appendix F for details and data), and aggregate data for those groups identify 66 individuals who expressed a
level of interest in a master’s degree. The data are encouraging, and we suggest there is an even larger pool of interest, given the global reach of the programming, and the limited scope of our survey due to COVID 19 closures. No other university, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning. The U of S has the opportunity to be the first to offer such programming, which should draw global interest when we take the program online. However, we are suggesting modest enrolment estimates because we realize other institutions will not be far behind.

We also discovered strong interest from leaders and educators in the K-12 systems, who are likewise looking for ways to use SoTL research strategies to lead evidence-based teaching initiatives. Teachers will also be attracted to a graduate program that will improve their credentials and help them improve their practice in the classroom. While existing M.Ed. programs focus on subject specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning. It also offers a career path for those who leave the K-12 system. On January 31 and February 10 we met in videoconferences with 27 leaders from the K-12 system. We subsequently met with two senior advisors in the Ministry of Education and followed up with the former Executive Director of the Saskatchewan Teachers’ Federation. We shared our plans for the School and its programming, and requested their advice and comments. There was strong enthusiasm and support for the plans, and they suggested the School is directly addressing a need to develop research expertise to support their evidence-based emphasis on the improvement of teaching and learning. They said there would be high levels of interest in graduate programming and professional development opportunities in the area. In addition to these meetings, we have been consulting with the Ministry of Education about particular needs in the North, and they have expressed strong interest in the initiative and the graduate programming.

We anticipate tertiary interest, although undefined, from educators across campus and across Canada who are looking for SoTL programming or who are looking for cross-disciplinary opportunities to improve their knowledge and research skills in this burgeoning area. We also expect that some educators in K–12 settings who are looking for opportunities to move into higher education will see this as an opportunity for a shift in careers. Every major university and most post-secondary institutions in Canada have a centre tasked with improving teaching and learning. None, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning. The U of S has the opportunity to be the first to offer such programming, however, we are keeping our enrolment estimates from these groups modest, because we realize other institutions will not be far behind.

The Gwenna Moss Centre for Teaching and Learning has long offered GSR 989 “Introduction to Teaching in Higher Education” to graduate students and postdoctoral fellows who are interested in adding a teaching credential to their accomplishments, and “Transforming Teaching” has been offered annually for professors. These courses are regularly fully subscribed, and sometimes over-subscribed. This is clear evidence of an appetite for professional development in teaching and learning that accompanies career aspirations of these scholars in their disciplines. The post-secondary master’s and certificate in leadership in post-secondary education, offered by the Department of Educational Administration, is also a program that attracts students from this sector who are interested in leadership and administration positions in post-secondary teaching and learning. Their emphasis is on administrative leadership, and the SoTL program’s focus is on research, so the two are complementary; EADM’s success in attracting graduate student interest suggests that the SoTL programs will also find an audience in that sector.

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

At this time there are no competing programs in Saskatchewan or Canada. The programming will be the first in North America leading to a graduate degree in the scholarship of teaching and learning.

2. Admissions
   a. What are the admissions requirements of this program?
Prospective students will have:

- successfully completed a four-year bachelor’s degree or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e., 60 credit units)
- teaching experience or equivalent experience in a non-formal or training environment.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the program

The M.SoTL will provide a level of specialization in conducting SoTL research, while providing opportunities through elective courses to shape the program and add depth to their professional goals. If their professional goal is to conduct a particular kind of research, they can take methodology courses to build expertise; if they want to provide leadership and facilitate others’ growth, they can take electives that emphasize leadership and change agency.

a. What are the curricular objectives, and how are these accomplished?

The master’s program will prepare specialists in the scholarship of teaching and learning who:

- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student’s context
- conduct SoTL research and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research.
- lead and facilitate research into teaching and learning diverse contexts and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

By the completion of the program, students will be able to:

- articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.
- develop a coherent research problem statement and conduct a targeted literature review based on that statement.
- write meaningful research questions that can be answered through SoTL inquiry.
- design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.
- consider a variety of research methods and defend the selection of methods for specific studies.
- describe different types of SoTL research, such as evaluation research, design research, and action research.
- be familiar with a range of SoTL journals and other venues for reporting SoTL research.
- trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.
- consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.
- review adult learning theory and andragogy and its expression in SoTL inquiry.
• review adult learning pedagogies and their implications for SoTL inquiry.
• describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.
• consider change agency and its relationship to transformative learning through SoTL inquiry.
• explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.
• consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.
• articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
• articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
• describe differences between generic and disciplinary educational approaches and their implications for SoTL research.
• design a research study that inquires into a signature pedagogy or threshold concept.
• discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.
• describe approaches for using SoTL inquiry to transform learning.
• conduct, synthesize, and publish a collection of SoTL studies.

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.**

This program will be delivered in a hybrid or entirely in a distributed format, depending on the choices of electives made by students. Not all elective courses are offered in distributed learning formats, but most are, so students can elect to take the entire program online or take some courses in traditional, classroom settings.

All new courses will be designed and developed with the support of the Distance Education Unit. Subject matter experts are being identified to guide the development of each of the five new courses. Each course will be designed in a way that attends to each key audience (K–12, post-secondary, higher-education) by providing examples and assignments tailored to their contexts. Attention will also be paid to encouraging meaningful interaction among students in the courses, with a goal of shaping strong and enduring learning communities. From discussions with partners and audiences, we realize the greatest value will be realized when the courses draw on the experiences of the students to inform decisions about the structure and delivery of the content and assignments in the courses, making them relevant and practical to their daily work as educators.

This program is informed by an authentic learning model, an approach grounded in active, experiential learning at every turn. It is based on a philosophy that in order to learn about doing research in the scholarship of teaching and learning, one must be a teacher who asks questions about his or her own teaching, and who practices using disciplined inquiry to find answers. As a result, every one of the core SoTL courses requires research to be done, and assignments include projects that contribute directly to research that will be done as part of the thesis. As with other Master of Education programs, students will be required to make connections to their professional lives and to draw on their experiences and practices. Authentic learning is touted as a powerful learning approach, particularly in the context of problem-based learning (Savery, 2006). Research in SoTL appears to offer a strong fit between the tenets of authentic learning and the practice of scholarship in teaching and learning. Five features of an authentic learning environment are described below.

**Problem-based, situated learning**
Problem-based learning (PBL) is an "instructional learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a problem" (Savery, 2006).

**Authentic Assessment**

An important component of problem-based learning is authentic assessment. Authentic assessment requires students to use and demonstrate the same kind of competencies or combinations of knowledge, skills, and attitudes that are applied in professional life (Gulikers, Bastiaens, & Kirschner, 2004). Students are "required to use prior knowledge, recent learning, and relevant skills to solve realistic complex problems" (DiMartino & Castaneda, 2007, p. 2).

**Project Management**

In our model of authentic learning in the scholarship of teaching and learning, the instructor acts as project manager—a guide to the process, project oversight, team motivation, and in this role the project manager criticizes the work of the researcher or research team, but does not directly create solutions to problems encountered by them.

**Scaffolding**

Students are introduced to the theoretical concepts through case studies and real world accounts of SoTL research. Later they are given the opportunity to develop their understanding and skills under the guidance of an instructor who provides structure to the process in the early stages of research projects. Prompts and questioning play an important role in student understanding of problems in an authentic learning process (Ge & Land, 2004).

**Social Agency**

The term social agency is being used more and more in education but it is not easily defined (North, 2008), and we do not intend to make dramatic use of it here; our concerns are more pragmatic than revolutionary. Appreciating the social implications of our work as SoTL researchers is, at its core, practical. We concern ourselves with exposing new researchers to the idea that their work has social consequences (Schwier, Campbell and Kenny, 2007).

We intend to offer the M.SoTL as a fully online or blended program, depending on the elective courses selected by students. All of the required courses will be online, and several of the elective courses are available in online formats. It will be possible for students to construct programs that are entirely online should they choose or require a fully online program. The Department of Curriculum Studies is a leader in distributed learning and instructional design with its highly successful and well-subscribed online program in educational technology and design. The research done in courses will allow students to build a portfolio of research, and ultimately, contribute to the multiple studies expected as part of the thesis in the M.SoTL program.

**References for this section**


North, C. E. (2008). What is all this talk about "social justice"? Mapping the terrain of education's latest catchphrase. Teachers College Record, 110(6), 1182-1206.


c. Provide an overview of the curriculum mapping.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Competency/Knowledge</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERES 800.3</td>
<td>Survey of research methods and key issues in conducting educational research. An introduction to research methods, with special reference to research in education.</td>
<td>Confront and become conversant in basic theory, principles and practices of research, including quantitative, qualitative, and mixed method approaches. Develop skills necessary for both the production of research proposals, and, informed consumption of research.</td>
</tr>
<tr>
<td>SOTL 801.3: Research Methods in the Scholarship of Teaching and Learning Elective courses in research methods</td>
<td>Appreciate and apply the unique contributions and methods of SoTL research and practice</td>
<td>Articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning. Develop a coherent research problem statement and conduct a targeted literature review based on that statement. Be familiar with a range of SoTL journals and other venues for reporting SoTL research. Describe different types of SoTL research, such as evaluation research, design research, and action research. Describe differences between generic and disciplinary educational approaches and their implications for SoTL research.</td>
</tr>
<tr>
<td>SOTL 802.3: Historical and Theoretical Foundations of the Scholarship of Teaching and Learning</td>
<td>Understand and apply theories of learning and pedagogy to research questions in SoTL Appreciate differences in disciplinary teaching/learning contexts for conducting SoTL research.</td>
<td>Trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead. Consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions. Review adult learning theory and andragogy and its expression in SoTL inquiry. Describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry. Consider change agency and its relationship to transformative learning through SoTL inquiry. Explore the role of social learning contexts,</td>
</tr>
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</table>
such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.

Consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.

SOTL 803.3: Decoding Disciplinary Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>SOTL 803.3: Decoding Disciplinary Education</td>
<td>Apply research methods appropriate in disciplinary educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student’s context</td>
</tr>
<tr>
<td></td>
<td>Articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</td>
</tr>
<tr>
<td></td>
<td>Articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</td>
</tr>
<tr>
<td></td>
<td>Design a research study that inquires into a signature pedagogy or threshold concept.</td>
</tr>
<tr>
<td></td>
<td>Discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.</td>
</tr>
<tr>
<td></td>
<td>Describe approaches for using SoTL inquiry to transform learning.</td>
</tr>
<tr>
<td></td>
<td>Mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.</td>
</tr>
</tbody>
</table>

Elective courses in research methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective courses in leadership in teaching and learning</td>
<td>Add depth to the repertoire of research skills</td>
</tr>
<tr>
<td></td>
<td>Lead and facilitate research into teaching and learning in diverse contexts and share the results through conventional and unconventional academic outlets</td>
</tr>
<tr>
<td></td>
<td>Consider a variety of research methods and defend the selection of methods for specific studies.</td>
</tr>
<tr>
<td></td>
<td>Deepen knowledge of, and experience with selected research methods and foundations.</td>
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<tr>
<td></td>
<td>Articulate and employ approaches to change agency and leadership in educational settings.</td>
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</table>

SOTL 994: Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct, synthesize, publish, and defend a collection of SoTL studies.</td>
</tr>
</tbody>
</table>

d. **Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.**
As this is a program of study based on inquiry and research skills, it deliberately addresses analysis, critical thinking, and problem solving in every course. Students are challenged to articulate research questions and systematically address them by designing research studies or components of studies in every course. Problem solving begins with the identification of significant questions to address in the research, and critical analysis is required to make decisions that will ensure rigour and meaningful outcomes. This activity will occur several times over the course of the program, allowing for a scaffolded experience where depth is enhanced through repeated iterations of applying research protocols and analysing data, then applying what is learned to the next research study in sequence.

Synthesis is initiated with the first research seminar, where students outline a series of research studies that can be addressed during their programs, and that in sum represent a significant, original contribution to an area of investigation. Throughout the program, mini-studies are completed, and in the thesis are pulled together, revisited, augmented, and synthesized into a single research document addressing a specific problem in teaching and learning. For example, in the SoTL 990 seminar at the beginning of a student’s program, a student might identify three mini-studies as part of a larger program of research on procrastination in online courses, with one investigating student experiences, one investigating instructor experiences, and one investigating performance outcomes. Each of the studies would be completed during the program of study, and then combined into a single research document in the thesis, drawing on the combined results to draw conclusions. This process of intentionally building for depth and significance is based on synthesis of learnings and research conducted throughout the program.

Every core course in the program will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to research studies. As many students in this program will be teaching, students will have repeated opportunities to apply what they are learning in courses to research studies conducted in their own settings. This immediate application accompanied by the demands of research practice engage higher-level thinking and performance skills.

e. Explain the comprehensive breadth of the program.

The core part of the program (12 c.u.) will be highly focused on SoTL-specific topics and research. Breadth and depth will be added with the addition of 9 c.u. of elective courses, where students can tailor their programs to fit their professional aspirations more closely. For example, if they are interested in leading evidence-based development initiatives in K–12 or post-secondary institutions, they can add leadership courses as electives. If they want more breadth in qualitative research methods, they can add courses in narrative and indigenous research methods. The program was designed to allow the core intentions to be kneaded in directions the students prefer, and this is particularly relevant to SoTL scholarship, where the employment possibilities are varied, and where the skills and applications are expansive.

The Program Advisory Group from the College of Education, the SoTL scholars and K–12 leaders with whom we consulted, and survey data suggest the courses should draw on the experiences of the students and be flexible enough to take advantage of their preferences and ambitions. The overall intention of the program is to improve teaching and learning environments through evidence-based educational research conducted by educators in their own disciplines and teaching settings. If the program works as intended, over time we should see improved teaching practice, particularly but not exclusively in post-secondary settings.

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 described earlier, the proposed program aligns closely with several of the University’s commitments in the Learning Charter to provide opportunities, ensure quality, strive for excellence in teaching, and enhance continuously. The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning
Charter. Each course includes exploration, application, and synthesis through conducting research into teaching and learning. As a graduate-level program, the expectations are high and demanding for students.

Specifically, the program addresses the five learning goals in the following ways:

**Discovery Goals (The Pursuit of Knowledges):** Students will apply critical and creative thinking in their research – a fundamentally discovery-oriented expectation. They will conduct research in their own teaching/learning environments and discover specific ways to improve their own practice and their students’ learning. Students will synthesize what they learn in the program and put it into practice by conducting research – not just learning about it. And they will share their perspectives with fellow students who are from diverse disciplines, thereby learning from each other about the approaches and traditions specific to other disciplines.

**Knowledge Goals (The Pursuit of Truth and Understanding):** This entire program is about discovering truth and developing a richer understanding, based on evidence, of how to improve teaching and learning. Each course includes an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows students to gain understanding of how SoTL research can influence change in teaching and learning. Students will develop a comprehensive knowledge of the field and link their learning with their professional lives.

**Integrity Goals (The Pursuit of Integrity and Respect):** Ethics, rigour, and intellectual integrity are fundamental to every course in SoTL, given that integrity is a core principle of research. Of course, every course syllabus also addresses integrity, but it’s important to point out that it is dealt with as a topic in every course and an important part of every research study conducted as part of the program of study.

**Skills Goals (The Pursuit of Skills and Practices):** SoTL research emphasizes research skills and their application. The entire program is applied and experiential, and students are challenged to define and conduct research studies, growing in skill and knowledge as they apply what they learn in their own teaching settings. There are other collateral skills too: communication skills through writing and publishing research results, and navigating, acquiring, and critically assessing scholarly literature to support their inquiry.

**Citizenship Goals (Individual and Community Pursuits):** One of the hallmarks of SoTL inquiry is its intentional goal of sharing results publicly, in professional communities, but also with the broader public. In this way, SoTL scholars become community leaders by sharing their knowledge broadly and with a focus on improving learning environments. SoTL also views students as partners in research, not as “subjects” of research, so they participate in every aspect of the inquiry, including sharing the results. Graduates of SoTL programming become champions of improving learning opportunities and promoting teaching excellence.

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

Because the master’s program shares one research course (ERES 800.3) with every other research program offered by departments in the College of Education, any student could apply that course to a SoTL program if they transfer. Also, the program allows two elective courses (restricted electives), so students could apply those if they transfer from another program.

Similarly students could potentially use the courses in this program as electives in other programs where permitted by those programs.

Of course, the certificate is designed for full transferability into the master’s program proposed here, and there is the possibility that students could transfer out of the master’s program and into the certificate program, and apply all of their SoTL courses to it.
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.

We will plan for evaluation to be on-going with regular reports to the Department of Curriculum Studies. As with all programs in the University, participating teaching faculty will be required to conduct student evaluations of their courses, and make appropriate adjustments based on student feedback.

After the first year of delivery and every five subsequent years, the master’s program and the certificate program will undergo a formal internal evaluation conducted under the direction of the Management Board of the School. The Management Board was established as part of the governance structure of the School to provide operational leadership with respect to the planning and priorities of the School and advise the dean of the College on financial matters relating to the programming of the School. The membership of this Management Board includes the dean of the College, as chair, the associate dean (research and scholarship of teaching and learning)/director of the School, the head of the Department of Curriculum Studies, a representative of the Gwenna Moss Centre for Teaching and Learning, two academic members of the School not appointed in the College of Education as selected by the head of the Department of Curriculum Studies and approved by the dean of the College, and the associate director of the School.

An evaluation report will address, among other things:
- Application rates and acceptances
- Enrolment rates for each program and course
- Completion rates for each program
- Number of students starting with the certificate and then enrolling in the master’s program
- Timeframe to completion for the certificate and the degree
- Student satisfaction with the programming
- Surveys of students who have completed the programming to learn about their professional experiences

Ultimately, we will assess whether the programs are well subscribed and market demand is constant or growing, and whether the programs are financially sustainable and contributing professionally.

We will also conduct exit surveys with all graduating students and follow up with a second survey two years after graduation to assess their satisfaction with the program, and continually recalibrate the program based on their professional experiences.

i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.

Accreditation does not apply to this program at this time.

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?
This program is unique to the College of Education, the University of Saskatchewan, and higher education institutions across Canada. There is no other School for the Scholarship of Teaching and Learning, and while other universities have service units that offer professional development and occasionally certificates, these are focused on supporting faculty in their teaching, not in preparing individuals who specialize in the scholarship of teaching and learning.

As a program housed within the College of Education, the proposed program will concern itself with research methods focused on conducting SoTL inquiry. Students in other programs may find SoTL research to be of interest, and they may consider including a SoTL course as an elective. SoTL courses would be open to them. This program does not lead into other programs offered at the University of Saskatchewan or elsewhere, although the master’s degree would qualify recipients to apply for doctoral studies in most other education programs.

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 groups and names of individuals consulted, correspondence, and letters of support are detailed and included in Appendix A. We have consulted extensively nationally and locally with leaders and SoTL scholars. We have received over a dozen letters of support from Deans, and letters of support from external units with whom we will partner in the initiative, including the Gwenna Moss Centre for Teaching and Learning. We have also had ongoing collaboration with the Library, particularly the College of Education branch. Prior to the announcement of the Graham donation and launch of the project in October 2019, the Dean held two sessions with faculty in the College of Education to discuss the initiative as part of the development of our strategic plan. We have reported progress at monthly Faculty Council meetings, we hosted four SSoTL-specific information and discussion sessions for all faculty and staff of the College of Education, and we held numerous focused discussions with individual faculty members and consulted with indigenous faculty members in the College of Education. We offered to meet with each department in the College of Education, and because campus was closed, we met with three in videoconference sessions, and one we consulted through correspondence. We have also consulted broadly across campus and in most every discipline and College, particularly with faculty identified as SoTL scholars.

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.

We have consulted with the Library (see Appendix D). The library has a considerable number of SoTL resources, including access to digital journals. In the course syllabi we have assembled significant collections of resources, most available online from our online subscriptions and other open sources. We do not anticipate any extraordinary resource requirements. Resources, examples, and approaches draw on the most current literature and research in the more general field of research methods as well as the scholarship of teaching and learning.
e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

As this is an online program, the Distance Education Unit (DEU) will be involved in the design and development of courses. We have consulted with Cheri Spooner, Director of the DEU, and we will enter into an agreement with the DEU for instructional design support and services. Lisa Berg has been assigned to manage the project, and Jordan Epp will provide instructional design support. We are assigning a subject matter expert to each of the course development teams, and providing a course release where required, which is funded by the donation from the Grahams. Work on the course development will begin in September, 2020.

The School is also collaborating closely with the Gwenna Moss Centre for Teaching and Learning (GMCTL) to amplify the work they have done in SoTL and provide an academic home for the SoTL scholarship being led by the GMCTL. The GMCTL also has several outstanding SoTL scholars who have appropriate credentials and who are interested in teaching in the programs. We are interested in recognising their affiliation with the School formally through associate memberships or adjunct appointments. We are also negotiating a partnership agreement between the GMCTL and the School to allow those scholars to teach in the programs, an arrangement that requires renegotiation of their status if made part of their regular assignments. If that option is not available, or until it can be negotiated, interested individuals will be contracted to offer classes.

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).

Given the proposed schedule of classes, core programming will require four new core courses and one seminar to be delivered annually. While we anticipate that these courses will be taught by four different instructors, Teaching one course in this program would constitute approximately 7-10% of an individual instructor’s time, depending on their level of experience. These new courses will be shared between MSotL students and certificate students, so the net effect should be an increase in enrolment in classes rather than increasing the number of sections taught. The upper limit for enrolment in online courses for this program is anticipated to be approximately 30 students (since masters and certificate students will be enrolled). Additional teaching personnel will be recruited as sessional lecturers as needed, or if needed, faculty within the department will be paid overload stipends.

Faculty will also supervise graduate students and theses, and these assignments will be negotiated by the Department Head in consultation with the Director of the School and the Graduate Coordinator of the Department of Curriculum Studies. Resourcing for new courses and student supervision of thesis students is provided through the College’s resourcing model. Opportunities will also be provided to the cadre of SoTL scholars on campus to supervise theses and advise students. A survey of SoTL scholars in February identified 28 individuals who were interested in participating.

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

None. This is a new program, initially funded externally, that does not erode the capacity of the College of Education to offer its other programs. The intention is to add to the capacity of the College of Education without drawing heavily on existing resources. We should be able to cover the teaching without eliminating other courses or programs.
b. How are the teaching assignments of each unit and instructor affected by this proposal?

This program has minimal effect on assignments college-wide. The greatest potential demand is on the Department of Curriculum Studies, which is the academic home of the masters and certificate programs. Given the opportunity for using the new courses in other programs as electives and taking advantage of efficiencies in the undergraduate program, the Department Head has committed to covering, within the current faculty complement, at least two SoTL courses. In addition, the new Director of the School for SoTL will teach at least one class per year, and through an arrangement with the Gwenna Moss Centre for Teaching and Learning, they are committing their qualified personnel to teach in the School. We also have the capability of contracting experts from around Canada to teach.

In identifying qualified teaching personnel who will provide expertise and stability to the program over time, we anticipate having a need for instructors to cover five one-half course (OHC) equivalents in 2021–22, and a similar number in subsequent years. The additional teaching demands from the School will not be onerous in the first years the programs are offered, with resources being drawn from four places:

School Management: The Director of the SSoTL will hold an academic appointment in Curriculum Studies and will teach at least one course per year as part of the regular assignment to duties. The Associate Director will deliver professional development and depending on qualifications, courses contributing to a certificate.

Department of Curriculum Studies (ECUR): The Department will provide at least two half classes of teaching to the graduate programs and will assume academic responsibility for offering the programs.

Gwenna Moss Centre for Teaching and Learning (GMCTL): The GMCTL will provide up to four half classes of teaching in the program in exchange for an Educational Developer position shared between SSoTL and the GMCTL. This commitment is subject to a memorandum of agreement currently being negotiated between the College of Education and the GMCTL.

Cross-appointments: As described above under “Affiliated Scholars” we may negotiate teaching appointments with other units on campus where desirable and appropriate, or adjunct appointments with scholars from other universities, but of course these will require negotiations with the individuals and their Deans. We have received inquiries about teaching opportunities from SoTL academics in other institutions, given that this program is the only one of its kind in Canada, so we would be able to draw on a larger group of sessional lecturers if necessary and desirable.

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

The breakdown of the budget specific to the M.SoTL program is detailed in Appendix G, and here we outline the total estimates for the School, including both programs to provide context. This program is supported initially by funding received from Jane and Ron Graham, and after the program is established it will operate sustainably on tuition revenues. We also requested $390,000 from the Provost in matching funds to support the renovations to our space in the College of Education over the next three years for the School, which was not provided in 2019–20, but we will revisit in the coming year. We have been working with Space Planning to develop the detailed drawings, and we have the opportunity to stage the development over three years, with the first year of full operation (2020–21) requiring only a small investment to occupy existing space for management and research activities. Because new SoTL programming will be online, we anticipate no impact on existing facilities.
Table 1. Projected revenues and expenses for the School for SoTL, 2019–2025.

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<td>Operating Grant/Tuition</td>
<td>0</td>
<td>0</td>
<td>244,523</td>
<td>532,310</td>
<td>532,310</td>
<td>532,310</td>
<td>1,841,453</td>
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<tr>
<td>Other Revenue</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>0*</td>
<td>0</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Salaries &amp; Benefits</td>
<td>91,445</td>
<td>201,000</td>
<td>351,750</td>
<td>362,302</td>
<td>373,171</td>
<td>384,366</td>
<td>1,763,034</td>
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<tr>
<td>Non-Salary Expenses</td>
<td>0</td>
<td>10,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Indirect costs</td>
<td>0</td>
<td>86,436</td>
<td>27,069</td>
<td>27,069</td>
<td>27,069</td>
<td>259,308</td>
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<tr>
<td>Surplus (Deficit)</td>
<td>158,555</td>
<td>39,000</td>
<td>47,667</td>
<td>392,939</td>
<td>132,070</td>
<td>120,875</td>
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<td>Director</td>
<td>1</td>
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<tr>
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<tr>
<td>Capital Request</td>
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<td></td>
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<td>390,000</td>
</tr>
</tbody>
</table>

*Jane and Ron Graham are going to do a reassessment at the end of year 4 with the possibility of an additional million-dollar investment at that time.

The projections we offer in table 1 are intentionally modest, with every intention of out-performing the revenue targets we present. We are confident from consultations that the enrolment figures will rise, particularly in the certificate program and other micro-credentialing options. We recognize that it is critical for the School to be self-sustaining, and that financial stability will be provided primarily through the programming we offer.

We will also seek other external funding as the programming advances. We intend, as early as feasible to apply to create a Canada Research Chair in the Scholarship of Teaching and Learning (Tier 2). This would attract $100,000 per year for five years, with the possibility of renewal for an additional five years for a total of $1,000,000 to support the position, and by extension, the work of the School and the delivery of its programming.

We will also lead interdisciplinary research programs on campus and apply for Tri-Council funding to support that work and intend to submit the first of such applications in the October 2020 competitions.

**d. 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.**

Yes, we intend to offer this program in distributed formats: as a fully only experience, or as a hybrid experience for local students who can take advantage of conventional classes we offer. We have consulted with Cheri Spooner at the Distance Education Unit and have requested support from that unit for the design and development of the online courseware. Those services are available as part of the commitment of that cost centre to the operation of the University. We are grateful to be able to take advantage of their expertise. As part of that development we will assign a subject matter expert to each course, who will collaborate with the instructional designers in its development. Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified. Costs associated with securing their releases and paying for replacement instructors will come from the Jane and Ron Graham School for SoTL, drawing on the donation we received from the Grahams for the startup of the School. We estimate those costs at approximately $8000 per course, to be between $24,000 and $40,000, depending on the availability of instructors to act as subject matter experts as part of their regular assignment to duties. One professor and one professor emeritus have agreed to act as subject matter experts as part of their assignments.
e. **If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.**

The program will deal with interdisciplinary topics and will invite the participation of SoTL scholars on campus, but it will not draw on the resources of other revenue centres to support the program. Any external support will be negotiated and compensated from the revenues generated by the School for SoTL.

f. **What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?**

As this is a thesis-based Master’s program, students will be eligible for devolved scholarship funding. They will, of course, be eligible to compete for other qualifying graduate level scholarships at the University of Saskatchewan. We are not, at this time, planning for additional student financial aid beyond what the University already provides.

g. **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).**

A standard tuition rate for graduate programs of $4,260 ($1,420 per term) per year is proposed for the master’s program, and given an intake of 22 students per year, we anticipate tuition revenues of $93,720, and $187,440 in the first two years of operation, beginning in the 2021-22 academic year. Tuition will follow the same rates as set by CGPS.

h. **What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)**

Total cost of resources needed to deliver the program:

- 5 courses (at per course average sessional stipend equivalent of $8200) for one cohort = approximately $41,000 (per annum in sessional/faculty offload costs). These costs will be shared with the Certificate program, which will add approximately 10 registrations to courses that are offered as part of this program. If the demand for the program grows and additional sections of courses are required, the additional revenues will cover the costs of delivery.

i. **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?**

Our target enrolment for the masters program is 22, consistent with enrolment expectations of other graduate programs in the College of Education. We intend to reach it in the first offering of the program in 2021-22. This will put us in a revenue positive position in the 2022-23 fiscal year. Maximum enrolments are approximately 30 per class, given the increased demands of online delivery. When possible, we will look to cap the enrolments to 22 per section to provide for personalized learning environments, while maintaining a healthy revenue stream.
j. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

The revenue generated from this program will mostly be new revenue. There will be a few students who will migrate from other programs, but those numbers will be minimal. A standard tuition rate for graduate programs of $4,260 ($1,420 per term) per year is proposed for the master’s program, following tuition rates set by CGPS.

k. 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?

The master’s program will be independently sustainable at 15 students per course, but could operate the first two years with even fewer students due to design of both the certificate and masters programs. Other revenues are available to support the program in the first two years of offerings if needed, with $250,000 per year committed to the School from the Jane and Ron Graham donation through the 2022–23 academic year. We also anticipate considerable revenues from tuition from the certificate program, as these students will be taking the same new core courses as the M.SoTL students. We initially estimated these revenues at $27,540 per year based on an intake of 10 certificate students, but our marketing survey indicates that the demand for the certificate may be much stronger than anticipated. We are also requesting an additional donation from Jane and Ron Graham of $1,000,000, in line with the original plans discussed with them at the time of the original donation. Of course, these are not yet committed, but have been part of the expectations established at the time of the first donation, given the successful introduction of the School.

l. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program; (ii) existing resources (including in-kind and tagged as such) applied against the total cost; and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

See Appendix G: Budget Requirements for New Programs and Major Revisions Form

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

See Appendix G: Budget Requirements for New Programs and Major Revisions Form
College Statement

Please see the attached letter from Dean Prytula in Appendix H.
PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Certificate in the Scholarship of Teaching and Learning

Field(s) of Specialization: Education, Scholarship of Teaching and Learning

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail):
Michelle Prytula, Dean
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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 certificate is aimed at individuals who want to achieve a practitioner level of skills and knowledge that can be applied in their own educational settings; the master’s degree will develop specialists who can lead and facilitate SoTL initiatives and inquiry beyond their own classrooms.

The new School for the Scholarship of Teaching and Learning and its programming is the first priority identified in the College of Education strategic plan. It is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning is held in disciplines, and larger communities of educators could benefit from inquiry and scholarship coming from those units. In addition to disciplinary research, there is growing interest in research into how learners become members of those disciplines, and SoTL inquiry recognizes that what is learned in one discipline has value to other disciplines.

Certificate Goals: Develop professional proficiency in conducting inquiry in the scholarship of teaching and learning, including:

- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods educators can apply in their own educational settings, and adapting methods to disciplinary and contextual demands, with a particular focus on the student’s context
- conducting SoTL research and sharing results through conventional and unconventional academic outlets

The certificate will provide an academic credential to recognize expertise in SoTL inquiry. This is particularly relevant for teaching personnel who conduct educational research in their disciplines, and who already have advanced academic credentials in their disciplines. In addition, individuals in higher education who support SoTL researchers can benefit from training and a credential to support their work in SoTL.

The programming will also attract international students when the courses are taken online, given that this is the first university to offer SoTL as a graduate level certificate online. Online course development will occur during the 2020–21 academic year, with an intention to take the program online in 2021–22.

Educational research in disciplines is distinct from disciplinary research. A chemist does disciplinary research to discover new knowledge in chemistry, but educational research in chemistry seeks to discover new knowledge about how we improve learning in the specialized culture and demands of that discipline. And so it goes with every discipline. Teaching and learning cultures and practices in the disciplines differ substantially. Students are taught differently in humanities, and say, Law. Different traditions and expectations are embedded in the disciplines. Pedagogies that flourish in one discipline are unthinkable in another. But there is much to be learned from each of these disciplines about teaching and learning that could hold value in other teaching contexts. If the knowledge we gain about teaching and learning is left unexamined and confined to our classrooms, we deny others the opportunity to grow and innovate from what could be shared. In response, SoTL is a burgeoning area of study devoted to conducting educational research within and across disciplines and sharing the results publicly. Simply stated, every discipline is unique, but SoTL recognizes they share the need to discover ways to improve learning by teaching those disciplines well.

Thought of this way, cross-disciplinary and interdisciplinary research into teaching in higher education is horizontal. There is also value in thinking about it as vertical by discovering and sharing of knowledge about teaching and learning between secondary and post-secondary levels of education. We hear the common complaint that students arrive on campus ill-prepared to deal with the rigours of disciplinary learning. A great deal of attention is required to introduce students entering university to the traditions, skills, and expectations of disciplines they have only been introduced to in secondary schools. They need to learn how to learn in specialized settings, and to think like scholars in those settings. Too often, students feel overwhelmed and instructors feel frustrated. Sharing SoTL findings vertically (between secondary and post-secondary settings) could address this persistent problem.

We also propose that the knowledge, methods, and skills required to conduct rigorous and meaningful research in SoTL often differ from the knowledge and skills required to do disciplinary research. Research into teaching and learning has unique ethical considerations, and the skill set necessary to conduct research into the human experience...
of learning requires varies depending on the context and questions being investigated. The graduate programs proposed for the School for SoTL (SSoTL) will offer academic training in those skills for those who conduct discipline-based educational research, and for those who look to become leaders in SoTL in their own disciplines or professional roles.

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.

First, the Scholarship of Teaching and Learning is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning are held in disciplines, and larger communities of educators could benefit from inquiry and scholarship coming from those units. In addition to disciplinary research, there is growing interest in research into how learners become members of those disciplines, and SoTL inquiry recognizes that what is learned in one discipline has value to other disciplines.

For example, SoTL recognizes that disciplines often employ signature pedagogies. Fine arts have studios and sciences often have laboratories; health sciences use rounds; creative and expository writing classes workshop drafts of writing; indigenous classes regularly use storytelling, and law and business both make extensive use of case studies. Much can be learned and shared about these approaches to teaching and learning, yet much of that knowledge is undiscovered or confined to disciplinary units. SoTL encourages educators in all disciplines to conduct rigorous research into their teaching and learning environments and share what they learn publicly and across disciplines. It is an approach that is grounded in research and discovery, and that encourages the growth of cross-disciplinary communities of practice.

Alignment with our commitment in the University Plan:

Courageous Curiosity
- The School for SoTL (SSoTL) will replace the prevailing university model of research on teaching based on competition, outputs and isolation with a collaborative, democratic model where student experience and learning is the priority.
- Through our commitment to enhancing our own and our students’ competence in pedagogy and instruction, the concept of SoTL will amplify the value of teaching and learning, necessitate deepening of expertise, embrace interdisciplinarity and compel connection and outreach.
- With an interest in understanding student learning, innovations in teaching practice, and the transformation of higher education, faculty members, scholars, and students from diverse disciplinary backgrounds will bring their disciplinary lenses to examine their own teaching techniques and classrooms for insights into how various approaches are working, or how innovations help to improve student learning.

Boundless Collaboration
- Faculty members, staff and students will interact with each other at high levels, and will learn from each other, leading to innovative practices in teaching for faculty members and advances student learning and teaching quality.
- Students across campus will benefit from improved quality of instruction that is aligned to student circumstances, thoughts, actions and contexts.
- Academics from the University of Saskatchewan and other universities and colleges across the province, the country, and the world will be invited to examine their
classroom practices, looking at successes as well as failures, with a goal of sharing their experiences as bona fide research in ways that enhance the application of teaching and learning practices to benefit all stakeholders in education.

**Inspired Communities**

- The concept of SoTL will encourage collaboration with communities in the creation of reciprocal and new, impactful, and inspirational knowledge that results in improvements in teaching and learning locally and globally.
- As a distinct and impactful academic unit, the SSoTL will inspire our communities – Indigenous and non-Indigenous, individually and collectively – to work together to discover creative solutions to common and distinct problems of teaching and learning.
- With the elevated practical teaching and learning skills, the university will produce stronger and higher quality teachers and professionals that the world needs.

**Alignment with the UofS Learning Charter**

The University of Saskatchewan Learning Charter, revised in 2018, describes our university’s commitment to creating and sharing knowledge through the pursuit of knowledges, integrity and respect, skills and practices, and community. SoTL nestles into the principles and practices of the Learning Charter commitments in specific ways. We list the direct connections here, while recognizing that SoTL also contributes indirectly to every commitment in the Charter by contributing to our understanding of how to improve learning and create successful learning environments.

**University Community Commitment 1: Provide Opportunities**
- Offer high quality programs and activities for learning and discovery.

**University Community Commitment 2: Ensure Quality**
- Ensure qualified educators and effective instruction.
- Promote research-enhanced and community-driven learning.
- Create mechanisms for ongoing quality enhancement of all programs and courses.

**Educator Commitment 2: Strive for Excellence in Teaching**
- Bring research, scholarship, artistic work and/or professional activities into teaching and mentorship.

**Educator Commitment 4: Enhance Continuously**
- Engage in lifelong learning and continuous enhancement of teaching practice.

Across campus, attention and focus on SoTL is expected to grow and the quality of teaching and learning will serve to attract high-caliber faculty to the college and the university.

**Relationship to the College of Education Strategic Plan**

The College of Education identified the School for SoTL as its first initiative to intensify research and discovery in its 2019 Strategic Plan. That plan introduced that College’s ambition to become a recognized leader in the research and scholarship of teaching and learning by supporting scholars across the disciplines who are conducting research in the SoTL and becoming a hub for cross-disciplinary and interdisciplinary research in SoTL; and, providing academic programming that will develop expertise and leadership in SoTL. This School will be implemented over the next six years, first by creating its physical space and programming, and by identifying SoTL scholars on campus who will participate in the activities of the School. Space planning is underway, and SoTL scholars have been consulted this year.
Our intention is to launch a certificate program by the 2021-22 academic year along with accompanying professional development and undergraduate components. We anticipate attracting at least 10 new students every year to the certificate, although the market demand appears to be much higher. We propose a certificate program for those who have already completed advanced or terminal degrees, and who are seeking an additional credential and focused expertise.

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)**

For the proposal, we have also consulted broadly with leaders on campus, in neighbouring communities, and across Canada, and conducted informal surveys to gauge interest. There is considerable latent demand for programs directly addressing SoTL and preparing professionals to provide leadership in SoTL, given the growing attention paid to SoTL by teaching and learning service units in universities, polytechnics, and community colleges, and there is growing interest in K–12 settings. We will describe the target audiences and demand for the Certificate here, but we want to emphasize that the audiences for the Certificate will overlap with the audiences for the M.SoTL, which is proposed separately. The audiences often come from the same target groups and take some of the same courses and will primarily differ in the professional needs and intentions of individuals.

Every market we have identified locally will also be available in the Canadian and international markets, particularly given that this is the first program of its kind in north America. The programs will reach a global audience, and we expect to be able to recruit successfully, particularly given that there are no competing programs yet available in Canada, either online or residential. This gives us an opportunity to establish the program and solidify its reputation before competition grows, as it inevitably will.

The four audiences identified here for the certificate are the same groups mentioned for the M.SoTL, but their needs differ.

**Audience: Professional developers and faculty development personnel**
Most professional developers and faculty development personnel in higher education will already have master’s or doctoral degrees, so we anticipate these individuals will be looking to augment their professional qualifications with a micro-credential. A smaller group may be looking to take the certificate before committing to the larger demands of a master’s program, given that all of the courses in the certificate can be applied to the M.SoTL program.

**Audience: K–12 facilitators in evidence-based teaching improvement**
K–12 leaders in facilitation roles who already have advanced degrees may not want or need a full master’s program, but will find that the certificate offers useful skills and professional development, and an attractive credential to solidify and confirm their expertise. Teachers are regularly looking for professional development opportunities to improve their credentials, and the SoTL certificate will provide a skill set that would be broadly applicable in educational settings.

**Audience: Educators seeking SoTL research skills**
The certificate will be attractive to professors and instructors in higher education who are looking for a credential to support their work as scholars in teaching and learning. We have a growing number of Academic Programming positions on campus, as do universities across north America, which emphasize teaching in the assignments and RSAW programs of professors. We expect most faculty would not be interested in a full master’s program, given they already hold advanced degrees in their disciplines, but a series of courses leading to a micro-credential might be a useful option. We are not anticipating current faculty to be a large demographic for programming, but rather an audience from which we will draw occasional participants.

There may also be considerable interest in SoTL certification from graduate students, lecturers, and postdoctoral fellows who are interested in adding SoTL expertise to their disciplinary qualifications.

**Audience: Educators seeking a new career path**
Lecturers, doctoral students, and sessional instructors in higher education, who hold advanced degrees in a discipline and emphasize teaching but do not have a clear path into the professoriate, could add certification that would qualify them to work in a service centre in higher education, providing SoTL support in teaching and learning centres. In addition, research centres such as the Social Sciences Research Laboratories would benefit from personnel who have SoTL research expertise.

Evidence supporting these projections:
We contracted the SSRL to survey the campus, post-secondary, and K–12 sectors for interest in the programming (see Appendix F for details and data), and aggregate data for those groups identify 102 individuals who expressed a level of interest in a formal certificate program (46 from on-campus; 56 from off-campus). The data are encouraging, and we suggest there is an even larger pool of interest, given the global reach of the programming, and the limited scope of our survey due to COVID 19 closures. No other university, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning. The U of S has the opportunity to be the first to offer such programming, which should draw global interest when we take the program online. However, we are suggesting modest enrolment estimates because we realize other institutions will not be far behind. Currently, several universities (e.g., UBC, Calgary, UofA, Dalhousie, Mount Royal, Toronto,York) offer micro-credentials in SoTL or in related teaching/learning areas, but they are confined to those institutions or even particular faculties, such as the health sciences. Our proposed certificate would be available to educators at all levels and in all disciplines.

We also discovered strong interest from leaders and educators in the K-12 systems, who are likewise looking for ways to use SoTL research strategies to lead evidence-based teaching initiatives. Teachers will also be attracted to a micro-credential program that will improve their credentials and help them improve their practice in the classroom. While existing M.Ed. programs focus on subject specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning. It also offers a career path for those who leave the K-12 system. On January 31 and February 10 we met in videoconferences with 27 leaders from the K-12 system. We subsequently met with two senior advisors in the Ministry of Education and followed up with the former Executive Director of the Saskatchewan Teachers’ Federation. We shared our plans for the School and its programming, and requested their advice and comments. There was strong enthusiasm and support for the plans, and they suggested the School is directly addressing a need to develop research expertise to support their evidence-based emphasis on the improvement of teaching and learning. They said there would be high levels of interest in graduate programming and professional development opportunities in the area. In addition to these meetings, we have been consulting with the Ministry of Education about particular needs in the North, and they have expressed strong interest in the initiative and the graduate programming.

We anticipate tertiary interest, although undefined, from educators across campus and across Canada who are looking for SoTL programming or who are looking for cross-disciplinary opportunities to improve their knowledge and research skills in this burgeoning area. We also expect that some educators in K–12 settings who are looking for opportunities to move into higher education will see this as an opportunity for a shift in careers. Every major university and most post-secondary institutions in Canada have a centre tasked with improving teaching and learning. None, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning. The U of S has the opportunity to be the first to offer such programming, however, we are keeping our enrolment estimates from these groups modest, because we realize other institutions will not be far behind.

The Gwenna Moss Centre for Teaching and Learning has long offered GSR 989 “Introduction to Teaching in Higher Education” to graduate students and postdoctoral fellows who are interested in adding a teaching credential to their accomplishments, and “Transforming Teaching” has been offered annually for professors. These courses are regularly fully subscribed, and sometimes over-subscribed. This is clear evidence of an appetite for professional development in teaching and learning that accompanies career aspirations of these scholars in their disciplines. The post-secondary master’s and certificate in leadership in post-secondary education, offered by the Department of Educational Administration, is also a program that attracts students from this sector who are interested in leadership and administration positions in post-secondary teaching and learning. Their emphasis is on administrative leadership, and the SoTL program’s focus is on research, so the two are complementary; EADM’s success in attracting graduate student interest suggests that the SoTL programs will also find an audience in that sector.
d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

At this time there are no competing programs in Saskatchewan or Canada. Other universities offering certificates in SoTL and other topics in teaching/learning confine participation to the faculty and staff in their own institutions. This will be the first certificate program we know of that is offered nationally and internationally.

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

Prospective students will have:
- successfully completed a four-year bachelor’s degree or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e., 60 credit units)
- teaching experience or equivalent experience in a non-formal or training environment.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies for more information.

3. Description of the program

The Certificate in SoTL program will prepare practitioners who are proficient in the scholarship of teaching and learning including:
- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods they can apply in their own educational settings, and adapting methods to their own disciplinary and contextual demands, with a particular focus on the student’s context
- conducting SoTL research and sharing results through conventional and unconventional academic outlets

Students in this program will complete 12 credit units of coursework to add SoTL skills and knowledge to their current qualifications, repertoire of research skills and disciplinary knowledge. The program will provide a background in SoTL and an introduction to SoTL-specific approaches to scholarship. The program will culminate in experiential course in which the student carries out an articulated and approved SoTL study in their own teaching context, and publishes it in an approved venue.

   a. What are the curricular objectives, and how are these accomplished?

By the completion of the program, students will be able to:
- articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.
- develop a coherent research problem statement and conduct a targeted literature review based on that statement.
• write meaningful research questions that can be answered through SoTL inquiry.
• design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.
• consider a variety of research methods and defend the selection of methods for specific studies.
• describe different types of SoTL research, such as evaluation research, design research, and action research.
• be familiar with a range of SoTL journals and other venues for reporting SoTL research.
• trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.
• consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.
• review adult learning theory and andragogy and its expression in SoTL inquiry.
• review adult learning pedagogies and their implications for SoTL inquiry.
• describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.
• consider change agency and its relationship to transformative learning through SoTL inquiry.
• explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.
• consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.
• articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
• articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.
• describe differences between generic and disciplinary educational approaches and their implications for SoTL research.
• design a research study that inquires into a signature pedagogy or threshold concept.

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.

This program will be delivered entirely in a distributed format, and courses will be designed and developed with the support of the Distance Education Unit. Subject matter experts are being identified to guide the development of each of the five new courses. Each course will be designed in a way that attends to each key audience (K–12, post-secondary, higher-education) by providing examples and assignments tailored to their contexts. Attention will also be paid to encouraging meaningful interaction among students in the courses, with a goal of shaping strong and enduring learning communities. From discussions with partners and audiences, we realize the greatest value will be realized when the courses draw on the experiences of the students to inform decisions about the structure and delivery of the content and assignments in the courses, making them relevant and practical to their daily work as educators.

This program is informed by an authentic learning model, an approach grounded in active, experiential learning at every turn. It is based on a philosophy that in order to learn about doing research in the scholarship of teaching and learning, one must be a teacher who asks questions about his or her own teaching, and who practices using disciplined inquiry to find answers. As a result, every one of the SoTL courses requires research to be done, and assignments include projects that contribute directly to research that will be done as part of the thesis in the master’s program, or as stand-alone research projects in the Certificate. As with other Master of Education programs, students will be required to make connections to their professional lives and to draw on their experiences and practices. Authentic learning is touted as a powerful learning approach, particularly in the context of problem-based learning (Savery, 2006). Research in SoTL appears to offer a strong fit between the tenets of authentic learning and the
practice of scholarship in teaching and learning. Five features of an authentic learning environment are described below.

**Problem-based, situated learning**

Problem-based learning (PBL) is an "instructional learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a problem" (Savery, 2006).

**Authentic Assessment**

An important component of problem-based learning is authentic assessment. Authentic assessment requires students to use and demonstrate the same kind of competencies or combinations of knowledge, skills, and attitudes that are applied in professional life (Gulikers, Bastiaens, & Kirschner, 2004). Students are "required to use prior knowledge, recent learning, and relevant skills to solve realistic complex problems" (DiMartino & Castaneda, 2007, p. 2).

**Project Management**

In our model of authentic learning in the scholarship of teaching and learning, the instructor acts as project manager—a guide to the process, project oversight, team motivation, and in this role the project manager criticizes the work of the researcher or research team, but does not directly create solutions to problems encountered by them.

**Scaffolding**

Students are introduced to the theoretical concepts through case studies and real world accounts of SoTL research. Later they are given the opportunity to develop their understanding and skills under the guidance of an instructor who provides structure to the process in the early stages of research projects. Prompts and questioning play an important role in student understanding of problems in an authentic learning process (Ge & Land, 2004).

**Social Agency**

The term social agency is being used more and more in education but it is not easily defined (North, 2008), and we do not intend to make dramatic use of it here; our concerns are more pragmatic than revolutionary. Appreciating the social implications of our work as SoTL researchers is, at its core, practical. We concern ourselves with exposing new researchers to the idea that their work has social consequences (Schwier, Campbell and Kenny, 2007).

We intend to offer the Certificate as a fully online or blended program, depending on the elective courses selected by students. All of the required courses will be online, and several of the elective courses are available in online formats. It will be possible for students to construct programs that are entirely online should they choose or require a fully online program. The Department of Curriculum Studies is a leader in distributed learning and instructional design with its highly successful and well-subscribed online program in educational technology and design. The research done in courses will allow students to build a portfolio of research, and ultimately, contribute to the multiple studies expected as part of the thesis in the M.SoTL program should students wish to transfer into that program.

**References for this section**


c. Provide an overview of the curriculum mapping.

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<tr>
<th>Courses</th>
<th>Competency/Knowledge</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>SOTL 801.3: Research Methods in the Scholarship of Teaching and Learning</td>
<td>Appreciate the unique contributions and methods of SoTL research and practice</td>
<td>Articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.</td>
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<td>Elective courses in research methods</td>
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<td>Develop a coherent research problem statement and conduct a targeted literature review based on that statement.</td>
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<td>Be familiar with a range of SoTL journals and other venues for reporting SoTL research.</td>
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<td>Describe different types of SoTL research, such as evaluation research, design research, and action research.</td>
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<td>Describe differences between generic and disciplinary educational approaches and their implications for SoTL research.</td>
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<td>SOTL 802.3: Historical and Theoretical Foundations of the Scholarship of Teaching and Learning</td>
<td>Understand and apply theories of learning and pedagogy to research questions in SoTL</td>
<td>Trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.</td>
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<td>Appreciate differences in disciplinary teaching/learning contexts for conducting SoTL research.</td>
<td>Consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.</td>
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<td>Describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.</td>
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<td>Consider change agency and its relationship to transformative learning through SoTL inquiry.</td>
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<td>Explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.</td>
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| | | Consider the implications of institutionally
| SOTL 803.3: Decoding Disciplinary Education | Apply research methods appropriate in disciplinary educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student’s context | }
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<td>Articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</td>
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<td>Articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.</td>
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<td>Design a research study that inquires into a signature pedagogy or threshold concept.</td>
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<td>Discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.</td>
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<td>Describe approaches for using SoTL inquiry to transform learning.</td>
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<td>Mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.</td>
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<tr>
<th>SOTL 804.3: Research Experience in the Scholarship of Teaching and Learning</th>
<th>Conduct SoTL research and share results through conventional and unconventional academic outlets</th>
<th>Write meaningful research questions that can be answered through SoTL inquiry. Design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.</th>
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<tr>
<td></td>
<td>Conduct, synthesize, and prepare a complete SoTL study for publication.</td>
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</tbody>
</table>

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

As this is a program of study based on inquiry and research skills, it deliberately addresses analysis, critical thinking, and problem solving in every course. Students are challenged to articulate research questions and systematically address them by designing research studies or components of studies in every course. Problem solving begins with the identification of significant questions to address in the research, and critical analysis is required to make decisions that will ensure rigour and meaningful outcomes. This activity will occur several times over the course of the program, allowing for a scaffolded experience where depth is enhanced through repeated iterations of applying research protocols and analysing data, then applying what is learned to the next research study in sequence.

Every core course in the program will provide opportunity to develop higher-level thinking skills (including synthesis, analysis, application, critical thinking, and problem solving), and to apply them to research studies. As
many students in this program will be teaching, students will have repeated opportunities to apply what they are learning in courses to research studies conducted in their own settings. This immediate application accompanied by the demands of research practice engage higher-level thinking and performance skills.

e. Explain the comprehensive breadth of the program.
The Certificate program (12 c.u.) will be highly focused on SoTL-specific topics and research, and will include three core and one elective course from the Master’s program – all required for the Certificate. All courses are specified and there are no electives. The Certificate is intended to ladder into the Master’s Degree in the Scholarship of Teaching and Learning such that all of the courses in the Certificate can be applied to the Master’s program. Students will have the option of taking the Certificate as a stand-alone program leading to a micro-credential, or transfer into the M.SoTL program after the completion of the Certificate, or following completion of any of the courses in the Certificate.

The program of study is broad and comprehensive in the sense that it spans all disciplines and levels of education, but it is highly focused on the design and conduct of research in the specific teaching contexts of the students taking the program. Every student will be expected to apply their learning to their own settings, and challenges they face as educators.

The overall intention of the Certificate is to improve teaching and learning environments through evidence-based educational research conducted by educators in their own disciplines and teaching settings. If the program works as intended, over time we should see improved teaching practice, particularly but not exclusively in post-secondary settings.

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 described earlier, the proposed program aligns closely with several of the University’s commitments in the Learning Charter to provide opportunities, ensure quality, strive for excellence in teaching, and enhance continuously. The curricular objectives for the courses that make up the field of program align with the University Learning Charter’s five core learning goals and the reframed learning pursuits of the 2018 revision of the Learning Charter. Each course includes exploration, application, and synthesis through conducting research into teaching and learning. As a graduate-level program, the expectations are high and demanding for students.

Specifically, the program addresses the five learning goals in the following ways:

Discovery Goals (The Pursuit of Knowledges): Students will apply critical and creative thinking in their research – a fundamentally discovery-oriented expectation. They will conduct research in their own teaching/learning environments and discover specific ways to improve their own practice and their students’ learning. Students will synthesize what they learn in the program and put it into practice by conducting research – not just learning about it. And they will share their perspectives with fellow students who are from diverse disciplines, thereby learning from each other about the approaches and traditions specific to other disciplines.

Knowledge Goals (The Pursuit of Truth and Understanding): This entire program is about discovering truth and developing a richer understanding, based on evidence, of how to improve teaching and learning. Each course includes an extensive resource list. Additionally, the courses for this program have been designed intentionally to provide a broad perspective. This approach allows students to gain understanding of how SoTL research can influence change in teaching and learning. Students will develop a comprehensive knowledge of the field and link their learning with their professional lives.

Integrity Goals (The Pursuit of Integrity and Respect): Ethics, rigour, and intellectual integrity are fundamental to every course in SoTL, given that integrity is a core principle of research. Of course, every course syllabus also
addresses integrity, but it’s important to point out that it is dealt with as a topic in every course and an important part of every research study conducted as part of the program of study.

Skills Goals (The Pursuit of Skills and Practices): SoTL research emphasizes research skills and their application. The entire program is applied and experiential, and students are challenged to define and conduct research studies, growing in skill and knowledge as they apply what they learn in their own teaching settings. There are other collateral skills too: communication skills through writing and publishing research results, and navigating, acquiring, and critically assessing scholarly literature to support their inquiry.

Citizenship Goals (Individual and Community Pursuits): One of the hallmarks of SoTL inquiry is its intentional goal of sharing results publicly, in professional communities, but also with the broader public. In this way, SoTL scholars become community leaders by sharing their knowledge broadly and with a focus on improving learning environments. SoTL also views students as partners in research, not as “subjects” of research, so they participate in every aspect of the inquiry, including sharing the results. Graduates of SoTL programming become champions of improving learning opportunities and promoting teaching excellence.

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

Students could potentially use the courses in this program as electives in other programs where permitted by those programs. Of course, the certificate is designed for full transferability into the master’s program proposed separately, and students could transfer all four Certificate courses into the M.SoTL program.

Beyond that, the transferability to other programs is limited.

**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.**

We will plan for evaluation to be on-going with regular reports to the Department of Curriculum Studies. As with all programs in the University, participating teaching faculty will be required to conduct student evaluations of their courses, and make appropriate adjustments based on student feedback.

After the first year of delivery and every five subsequent years, the master’s program and the certificate program will undergo a formal internal evaluation conducted under the direction of the Management Board of the School. The Management Board was established as part of the governance structure of the School to provide operational leadership with respect to the planning and priorities of the School and advise the dean of the College on financial matters relating to the programming of the School. The membership of this Management Board includes the dean of the College, as chair, the associate dean (research and scholarship of teaching and learning)/director of the School, the head of the Department of Curriculum Studies, a representative of the Gwenna Moss Centre for Teaching and Learning, two academic members of the School not appointed in the College of Education as selected by the head of the Department of Curriculum Studies and approved by the dean of the College, and the associate director of the School.

An evaluation report will address, among other things:

- Application rates and acceptances
- Enrolment rates for each program and course
- Completion rates for each program
- Number of students starting with the certificate and then enrolling in the master’s program
- Timeframe to completion for the certificate and the degree
- Student satisfaction with the programming
- Surveys of students who have completed the programming to learn about their professional experiences
Ultimately, we will assess whether the programs are well subscribed and market demand is constant or growing, and whether the programs are financially sustainable and contributing professionally.

We will also conduct exit surveys with all graduating students and follow up with a second survey two years after graduation to assess their satisfaction with the program, and continually recalibrate the program with their professional experiences.

i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.

Accreditation does not apply to this program.

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?

This program is unique to the College of Education, the University of Saskatchewan, and higher education institutions across Canada. There is no other School for the Scholarship of Teaching and Learning, and while other universities have service units that offer professional development and occasionally certificates, these are focused on supporting faculty in their teaching, not in preparing individuals who specialize in the scholarship of teaching and learning.

As a program housed within the College of Education, the proposed program will concern itself with research methods focused on conducting SoTL inquiry. Students in other programs may find SoTL research to be of interest, and they may consider including a SoTL course as an elective. SoTL courses would be open to them. This program does not lead into other programs offered at the University of Saskatchewan or elsewhere, although the master’s degree would qualify recipients to apply for doctoral studies in most other education programs.

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 groups and names of individuals consulted, correspondence, and letters of support are detailed and included in Appendix A. We have consulted extensively nationally and locally with leaders and SoTL scholars. We have received over a dozen letters of support from Deans, and letters of support from external units with whom we will partner in the initiative, including the Gwenna Moss Centre for Teaching and Learning. We have also had ongoing collaboration with the Library, particularly the College of Education branch. Prior to the announcement of the Graham donation and launch of the project in October 2019, the Dean held two sessions with faculty in the College of Education to discuss the initiative as part of the development of our strategic plan. We have reported progress at monthly Faculty Council meetings, we hosted four SSoTL-specific information and discussion sessions for all faculty and staff of the College of Education, and we held numerous focused discussions with individual faculty members and consulted with indigenous faculty members in the College of Education. We offered to meet with each
department in the College of Education, and because campus was closed, we met with three in videoconference sessions, and one we consulted through correspondence. We have also consulted broadly across campus and in most every discipline and College, particularly with faculty identified as SoTL scholars.

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.**

We have consulted with the Library (see Appendix D). The library has a considerable number of SoTL resources, including access to digital journals. In the course syllabi we have assembled significant collections of resources, most available online from our online subscriptions and other open sources. We do not anticipate any extraordinary resource requirements. Resources, examples, and approaches draw on the most current literature and research in the more general field of research methods as well as the scholarship of teaching and learning.

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

As this is an online program, the Distance Education Unit (DEU) will be involved in the design and development of courses. We have consulted with Cheri Spooner, Director of the DEU, and we will enter into an agreement with the DEU for instructional design support and services. Lisa Berg has been assigned to manage the project, and Jordan Epp will provide instructional design support. We are assigning a subject matter expert to each of the course development teams, and providing a course release where required, which is funded by the donation from the Grahams. Work on the course development will begin in September, 2020.

The School is also collaborating closely with the Gwenna Moss Centre for Teaching and Learning (GMCTL) to amplify the work they have done in SoTL and provide an academic home for the SoTL scholarship being led by the GMCTL. The GMCTL also has several outstanding SoTL scholars who have appropriate credentials and who are interested in teaching in the programs. We are interested in recognising their affiliation with the School formally through associate memberships or adjunct appointments. We are also negotiating a partnership agreement between the GMCTL and the School to allow those scholars to teach in the programs, an arrangement that requires renegotiation of their status if made part of their regular assignments. If that option is not available, or until it can be negotiated, interested individuals will be contracted to offer classes.

Additional consultations national, provincial, and local are detailed in Appendix A.

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).**
Given the proposed schedule of classes, core programming will require four new core courses and one seminar to be delivered annually. While we anticipate that these courses will be taught by four different instructors, teaching one course in this program would constitute approximately 7-10% of an individual instructor’s time, depending on their level of experience. These new courses will be shared between certificate students and MSotL students, so the net effect should be an increase in enrolment in classes rather than increasing the number of sections taught. The upper limit for enrolment in online courses for this program is anticipated to be approximately 30 students (since masters and certificate students will be enrolled). Additional teaching personnel will be recruited as sessional lecturers as needed, or if needed, faculty within the department will be paid overload stipends.

These assignments will be negotiated by the Department Head in consultation with the Director of the School and the Graduate Coordinator of the Department of Curriculum Studies. Resourcing for new courses is provided through the College’s resourcing model.

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

None. This is a new program, initially funded externally, that does not erode the capacity of the College of Education to offer its other programs. The intention is to add to the capacity of the College of Education without drawing heavily on existing resources. We should be able to cover the teaching without eliminating other courses or programs.

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

This program has minimal effect on assignments college-wide. The greatest potential demand is on the Department of Curriculum Studies, which is the academic home of the masters and certificate programs. Given the opportunity for using the new courses in other programs as electives and taking advantage of efficiencies in the undergraduate program, the Department Head has committed to covering, within the current faculty complement, at least two SoTL courses. In addition, the new Director of the School for SoTL will teach at least one class per year, and through an arrangement with the Gwenna Moss Centre for Teaching and Learning, they are committing their qualified personnel to teach in the School. We also have the capability of contracting experts from around Canada to teach.

In identifying qualified teaching personnel who will provide expertise and stability to the program over time, we anticipate having a need for instructors to cover five one-half course (OHC) equivalents in 2021–22, and a similar number in subsequent years. The additional teaching demands from the School will not be onerous in the first years the programs are offered, with resources being drawn from four places:

School Management: The Director of the SSoTL will hold an academic appointment in Curriculum Studies and will teach at least one course per year as part of the regular assignment to duties. The Associate Director will deliver professional development and depending on qualifications, courses contributing to a certificate.

Department of Curriculum Studies (ECUR): The Department will provide at least two half classes of teaching to the graduate programs and will assume academic responsibility for offering the programs.

Gwenna Moss Centre for Teaching and Learning (GMCTL): The GMCTL will provide up to four half classes of teaching in the program in exchange for an Educational Developer position shared between SSoTL and the GMCTL. This commitment is subject to a memorandum of agreement currently being negotiated between the College of Education and the GMCTL.

Cross-appointments: As described above under “Affiliated Scholars” we may negotiate teaching appointments with other units on campus where desirable and appropriate, or adjunct appointments with scholars from other universities, but of course these will require negotiations with the individuals and their Deans. We have received inquiries about teaching opportunities from SoTL academics in other institutions, given that this program is the only
one of its kind in Canada, so we would be able to draw on a larger group of sessional lecturers if necessary and desirable.

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

The breakdown of the budget specific to the Certificate program is detailed in Appendix G.1, and here we outline the total estimates for the School, including both programs to provide context. This program is supported initially by funding received from Jane and Ron Graham, and after the program is established it will operate on tuition revenues. We also requested $390,000 from the Provost in matching funds to support the renovations to our space in the College of Education over the next three years for the School, which was not provided in 2019–20, but we will revisit in the coming year. We have been working with Space Planning to develop the detailed drawings, and we have the opportunity to stage the development over three years, with the first year of full operation (2020–21) requiring only a small investment to occupy existing space for management and research activities. Because new SoTL programming will be online, we anticipate no impact on existing facilities.

Table 1. Projected revenues and expenses for the School for SoTL, 2019–2025.

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<tr>
<td>Operating Grant/Tuition</td>
<td>0</td>
<td>0</td>
<td>244,523</td>
<td>532,310</td>
<td>532,310</td>
<td>532,310</td>
<td>1,841,453</td>
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<tr>
<td>Other Revenue</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>0*</td>
<td>0</td>
<td>1,000,000</td>
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<tr>
<td>Salaries &amp; Benefits</td>
<td>91,445</td>
<td>201,000</td>
<td>351,750</td>
<td>362,302</td>
<td>373,171</td>
<td>384,366</td>
<td>1,763,034</td>
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<tr>
<td>Non-Salary Expenses</td>
<td>0</td>
<td>10,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>Indirect costs</td>
<td>0</td>
<td>86,436</td>
<td>27,069</td>
<td>27,069</td>
<td>27,069</td>
<td>27,069</td>
<td>259,308</td>
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<tr>
<td><strong>Surplus (Deficit)</strong></td>
<td>158,555</td>
<td>39,000</td>
<td>47,667</td>
<td>392,939</td>
<td>132,070</td>
<td>120,875</td>
<td>891,106</td>
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<tr>
<td>Director</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Ass. Director</td>
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<td>1</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>Capital Request</td>
<td></td>
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<td>390,000</td>
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*Jane and Ron Graham are going to do a reassessment at the end of year 4 with the possibility of an additional million-dollar investment at that time.

The projections we offer in table 1 are intentionally modest, with every intention of out-performing the revenue targets we present. We are confident from consultations that the enrolment figures will rise, particularly in the certificate program and other micro-credentialing options. We recognize that it is critical for the School to be self-sustaining, and that financial stability will be provided primarily through the programming we offer.

We will also seek other external funding. We intend, as early as feasible to apply to create a Canada Research Chair in the Scholarship of Teaching and Learning (Tier 2). This would attract $100,000 per year for five years, with the possibility of renewal for an additional five years for a total of $1,000,000 to support the position, and by extension, the work of the School.

Plans for staging the capital improvements needed for the school are outlined in Appendix E. We will also lead interdisciplinary research programs on campus and apply for Tri-Council funding to support that work and intend to submit the first of such applications in the October 2020 competitions.
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.

Yes, we intend to offer this program in distributed formats: as a fully only experience, or as a hybrid experience for local students who can take advantage of conventional classes we offer. We have consulted with Cheri Spooner at the Distance Education Unit and have requested support from that unit for the design and development of the online courseware. Those services are available as part of the commitment of that cost centre to the operation of the University. We are grateful to be able to take advantage of their expertise. As part of that development we will assign a subject matter expert to each course, who will collaborate with the instructional designers in its development. Development costs will be equivalent to 3 cu of course instruction time per course to be developed and modified, either covered through usual assignment of duties in Curriculum Studies or through College of Education accounts. Costs associated with securing their releases and paying for replacement instructors will come from the Jane and Ron Graham School for SoTL, drawing on the donation we received from the Grahams for the startup of the School. We estimate those costs, at approximately $8000 per course, to be between $24,000 and $40,000, depending on the availability of instructors to act as subject matter experts as part of their regular assignment to duties. One professor and one professor emeritus have agreed to act as subject matter experts as part of their assignments.

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

The program will deal with interdisciplinary topics and will invite the participation of SoTL scholars on campus, but it will not draw on the resources of other revenue centres to provide resources to support the program. Any external support will be negotiated and compensated from the revenues generated by the School for SoTL.

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?

In certificate programs, it is our understanding that students will not qualify for university scholarships. We expect that many of the students in this program will have access to professional support funds. Students opting to transfer to a thesis-based master’s program in the department of educational administration may be eligible for devolved scholarship funding.

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

A standard tuition of $2754 ($688.50 per 3 credit unit, subject to change as tuition rates change) per year is proposed for the one or two-year (12 credit unit) certificate program in SoTL, with an enrollment of 10 new students in each of the first two years of operation. This will generate tuition revenues of up to $27,540 each year. The proposed tuition is consistent with other certificates offered on campus. We understand graduate tuition may change and we will adjust accordingly.

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)
Total cost of resources needed to deliver the program:
• 5 courses (at per course average sessional stipend equivalent of $8200) for one cohort = approximately $41,000 (per annum in sessional/faculty offload costs). These costs will be shared with the M.SoTL program, essentially adding registrations to courses that are already provided as part of that program. If the demand for the program grows and additional sections of courses are required, the additional revenues will cover the costs of delivery.

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?

Our target enrolment for the certificate is 10 new students annually, consistent with enrolment expectations of other graduate programs in the College of Education. We intend to reach it in the first offering of the program in 2021-22. This will put us in a revenue positive position in the 2022-23 fiscal year. Maximum enrolments are approximately 30 per class, given the increased demands of online delivery. When possible, we will look to cap the enrollments to 22 per section to provide for personalized learning environments, while maintaining a healthy revenue stream.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

The revenue generated from this program will be new revenue. We do not anticipate students migrating from other programs. A standard tuition rate $2754 ($688.50 per 3 credit unit, subject to change as tuition rates change) is proposed for the Certificate, and given an intake of 10 students per year, we anticipate tuition revenues of $27,540 per year, beginning in the 2021-22 academic year

l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

We believe the Certificate program (offered in conjunction with the MSoTL) will be sustainable at 8 students per course, but the reasons are more pedagogical (creating community) than financial. Financially, the certificate could operate the first two years with even fewer students, given that it is adding registrations to courses that are already being offered through the M.SoTL program. Other revenues are available to support the program in the first two years of offerings if needed, with $250,000 per year committed to the School from the Jane and Ron Graham donation through the 2022–23 academic year, but our marketing survey indicates that the demand for the certificate may be much stronger than anticipated. We are also requesting an additional donation from Jane and Ron Graham of $1,000,000, in line with the original plans discussed with them at the time of the original donation. Of course, these are not yet committed, but have been part of the expectations established at the time of the first donation, given the successful introduction of the School.
m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program; (ii) existing resources (including in-kind and tagged as such) applied against the total cost; and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

See Appendix G.1: Budget Requirements for New Programs and Major Revisions form for the Certificate program.

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

See Appendix G.1: Budget Requirements for New Programs and Major Revisions form for the Certificate program.

College Statement

Please see the attached letter from Dean Prytula in Appendix H.
Appendix A
Consultations
As mentioned in the proposals, we have consulted widely about this initiative, including national, provincial, and local sources. We have also undertaken some initiatives to promote our new School for SoTL and by extension the programming we propose for it. Details of those consultations are provided in this appendix, with letters of support included in Appendix A.1.

**National consultations:**

Because this is a new initiative, and because it has potential to draw students and researchers from across Canada, we felt it was important to identify SoTL leaders across Canada and request their advice about the development of a School and its programming. Those consultations were valuable, not only to hear the excellent advice and experiences of these colleagues, but also to begin to spread the word about our ambitions and initiative. Names were gathered from current literature and from universities that house SoTL support units within teaching and learning centres.

Gary Poole, Professor Emeritus, School of Population and Public Health, University of British Columbia (senior SoTL scholar)
Michelle Yeo, International Society for the Scholarship of Teaching and Learning (ISSOTL) President and Academic Director of the Institute for Scholarship of Teaching and Learning, Mount Royal University (international leader and SoTL scholar)
Nicola Simmons, Brock University, and Chair of the Educational Developers Caucus, STLHE (national leader and SoTL scholar)
Brad Wuetherick, Executive Director, Learning and Teaching, Dalhousie University (national leader and SoTL scholar)
Janice Miller-Young, Academic Director, CTL, Professor, Department of Biomedical Engineering, University of Alberta (national leader and SoTL scholar)
Cheryl Admunsen, Professor, Faculty of Education, Past Director, Institute for the Study of Teaching and Learning in the Disciplines, Simon Fraser University (national leader and SoTL scholar)
Lynn Taylor, Professor Emeritus and former Vice-Provost Teaching and Learning, University of Calgary (national leader and SoTL scholar)
Carolyn Hoessler, Founder and Senior Specialist, Higher Education & Beyond (SoTL scholar)
Marti Cleveland-Innes, Professor and Program Director, Master of Education Program, Athabasca University (national leader and SoTL scholar)
Melanie Hamilton, University of Lethbridge, Vice-Chair, SoTL Canada (national leader and SoTL scholar)

**U of S consultations (outside the College of Education):**

Of course we were also interested in consulting widely across campus, and began with leaders and people who might interface directly with a SSoTL. These conversations were diverse and ranged from programmatic to administrative in emphasis. As is probably typical of large, interdisciplinary proposals on campus, these conversations are continuing in many cases, and new people emerge as the project matures.

Anthony Vannelli, Provost and Vice-President Academic
Jacquie Thomarat, Associate Secretary, Academic Governance
Trever Crowe, Interim Dean, College of Graduate and Postdoctoral Studies
Sean Maw, Jerry G. Huff Chair in Innovative Teaching, College of Engineering
Nancy Turner, Director, Gwenna Moss Centre for Teaching and Learning (GMCTL)
Wendy James, Educational Developer and SoTL Coordinator, GMCTL
Merle Massie, First Year Research Experience (FYRE) Coordinator
Stan Yu, Social Sciences Research Laboratory
Maha Kumarat, Head Librarian, College of Education
Tracy Walker, Education Programs Lead, Science Division, Canadian Light Source
Debora Rolfes, Director, Ron & Jane Graham School of Professional Development, College of Engineering
Karen Chad, Vice-President, Research (upcoming: March 2, 2020)
SoTL scholars at the UofS:

In order to gauge initial interest and understand how individuals might want to express their affiliation with the School, we administered a questionnaire that asked attendees at our recent SoTL Scholars events to identify which services provided by the school would be significant, and what might be their level of interest in participating in providing particular services. A simple tabulation of their responses follows:

Which of the following do you consider to be significant services to be provided by the School for SoTL? Check all that apply (initially or eventually).

- 29 Campus advocacy for importance of discipline-based education research
- 25 Consultation with others on your own SoTL research studies
- 27 Connections with other SoTL scholars and promotion of interdisciplinary research
- 9 Provision of office space and workspace for SoTL meetings and research teams
- 24 An outlet (open refereed online journal) for promoting and publishing SoTL work
- 33 Support for attracting funding to support SoTL programs of research
- 28 Academic leadership on campus around educational research – e.g., advising on including SoTL in standards for promotion and tenure
- 32 Professional development events about SoTL
- 30 Expanded services currently available through GMCTL (research clusters, consultations, writing support, events)

Would you be willing to consider participating in the following ways? This is an expression of interest, not a commitment.

- 30 Telling colleagues about SoTL research and the School for SoTL
- 34 Joining a community of SoTL scholars for research collaboration, mentorship
- 28 Providing graduate research supervision or thesis committee membership where appropriate and when you are available
- 35 Attending professional development events and teaching on SoTL topics (e.g., research methods, writing ethics applications, locating and writing funding applications)
- 27 Sharing your SoTL research and experiences in professional development settings
- 25 Sharing you SoTL experience in your discipline in SoTL graduate courses
- 27 Associate memberships, adjunct appointments, professional affiliations with the School

We were very encouraged that colleagues from so many different disciplines expressed interest in being actively involved in the work of the School, whether as consumers of services or as leaders. While these numbers do not reflect actual commitments, they are a measure of intent and interest, and we will be following up in the coming year. The group represented here is drawn from individuals we identified as SoTL scholars on campus, so in that respect their strong interest was not surprising. But we also know it was only a sample drawn from a larger population of scholars on campus who are doing SoTL work, so we are optimistic that we will be able to locate a large community of scholars on campus to participate.

College of Education Consultations

As this is a College of Education initiative, we clearly needed to consult internally. All faculty in the College of Education have been invited to information sessions, and regular reports have been given to Faculty Council. Ongoing conversations are being held with department heads, and we felt it was particularly important to seek the advice of our indigenous colleagues in the College during the development of the proposal. Group consultations included:

- Reports by the Interim Associate Dean, Research and SoTL to Faculty Council (monthly November, 2019, December 2019, January 2020, February, 2020, March, 2020, April, 2020, May, 2020, June, 2020)
- Faculty and Staff SoTL Salons (information and discussion sessions): December 6, 2019; January 3, 2020, January 29, 2020; January 31, 2020
- Department of Educational Administration (May 5, 2020)
• Department of Curriculum Studies (April 24, 2020; May 22, 2020)
• Department of Educational Psychology and Special Education (by correspondence, May, 2020)
• Department of Educational Foundations (June 24, 2020)

Individual faculty consultations were also held with:
  Paul Newton, Head, Department of Educational Administration
  Jay Wilson, Head, Department of Curriculum Studies
  Lynn Lemisko, Head, Department of Educational Psychology and Special Education
  Shaun Murphy, Head, Department of Educational Foundations
  Marie Battiste, Professor, Educational Foundations
  Karla Jessen Williamson, Assistant Professor, Educational Foundations
  Vicki Squires, Assistant Professor, Educational Administration
  Margaret Kovach, Professor, Educational Foundations
  Verna St. Denis, Professor, Educational Foundations
  Brenda Kalyn, Associate Professor, Curriculum Studies
  Marguerite Koole, Assistant Professor, Curriculum Studies
  Dirk Morrison, Associate Professor, Curriculum Studies
  Norman Fleury, Special Lecturer, Curriculum Studies (Métis elder)

We put additional consultations in place in order to have faculty consultation on program development as programs were designed. In order to accomplish this, we organized an internal SoTL Programming Advisory Group, and invited participation from all of the departments and the Library. The group included Dirk Morrison (Curriculum Studies), Vicki Squires (Educational Administration), Janet McVittie (Educational Foundations), Verna St. Denis (Educational Foundations, indigenous scholar), and Maha Kumaran (Education & Music Librarian). This group began meeting on January 24, 2020. They advised on the development of graduate programming, and vetted proposals for new courses before they were considered. Following the closure of the university, we also met online with the Department of Educational Administration on May 5, 2020 and by correspondence with the Department of Educational Psychology and Special Education to discuss the programs. An online meeting with the Department of Educational Foundations is scheduled for June 24.

As the program is housed in the Department of Curriculum Studies, that group considered the M.SoTL and Certificate programs on April 24, 2020 and May 22, 2020. At the May 22 meeting, the department passed the following motions:

**Motion 1: Morrison/Kalyn**

That the Department of Curriculum Studies approves the academic proposal for the creation of the Master of the Scholarship of Teaching and Learning degree, and thereby:

- approves the further creation of the course SoTL 801.3 – Research Methods in the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;

- approves the further creation of the course SoTL 802.3 – Historical and Theoretical Foundations of the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;

- approves the further creation of the course SoTL 803.3 – Decoding Disciplinary Education, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;

- approves the further creation of the course SoTL 804.3 – Research Experience in the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description;
approves the further creation of the course SoTL 990.0 – Research Seminar in the Scholarship of Teaching and Learning, and the attached syllabus for the same containing—among other agreed upon elements—the approved course description.

Motion 2: Morrison/Kalyn
That the Department of Curriculum Studies approves the academic proposal for the creation of the Certificate in the Scholarship of Teaching and Learning program

K–12 leader consultations:
Recognizing this initiative is new, and that SoTL is traditionally focused on higher education and may not be familiar to k–12 educators, we held two videoconferences with educational leaders in the province. We gave a brief overview of our proposal and asked for their observations and advice. The groups were enthusiastic and felt there was a large audience for programming of this sort, especially given the attention being paid to evidence-based improvement in teaching and learning in the province. In addition to the inquiry programming we described, they were interested in leadership and facilitation for professionals who are leading change in schools and school systems.

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional Role</th>
<th>Location</th>
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<tbody>
<tr>
<td>Amy Rutten</td>
<td>Consultant, teacher-leader</td>
<td>South East Cornerstone</td>
</tr>
<tr>
<td>Anna McQuillan</td>
<td>K-12 Mathematics Consultant</td>
<td>Greater Saskatoon Catholic</td>
</tr>
<tr>
<td>Anne-Marie Rollo</td>
<td>Consultant, teacher-leader, sessional lecturer</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Brenda Green</td>
<td>Director, Superintendent, Coordinator, Consultant</td>
<td>Ile-a-la Crosse School Division</td>
</tr>
<tr>
<td>Chad Williams</td>
<td>Teacher leader (provincial math), STF Facilitator Community</td>
<td>Good Spirit School Division</td>
</tr>
<tr>
<td>Colleen Norris</td>
<td>Coordinator, Secondary Principal, Teacher Leader</td>
<td>Saskatoon Public Schools</td>
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<tr>
<td>Dave Derksen</td>
<td>Superintendent, Coordinator, Consultant</td>
<td>Saskatoon Public Schools</td>
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<tr>
<td>Doug Njaa</td>
<td>Secondary Principal, Teacher Leader, sessional lecturer</td>
<td>U of S</td>
</tr>
<tr>
<td>Gwen Dueck</td>
<td>Executive Director, Manager of the SPDU, Consultant, sessional lecturer, educational developer at GMCTL</td>
<td>Saskatchewan Teacher’s Federation (retired)</td>
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<tr>
<td>Jade Ballek</td>
<td>Principal</td>
<td>Sun West School Division</td>
</tr>
<tr>
<td>Juanita Redekopp</td>
<td>Coordinator, Consultant</td>
<td>Regina Public Schools</td>
</tr>
<tr>
<td>Jennifer Brokofsky</td>
<td>Provincial Math Facilitator, Coordinator, Consultant</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Kirsten Dyck</td>
<td>Instructional coach, STF Facilitator Community, working towards MEd</td>
<td>Good Spirit School Division</td>
</tr>
<tr>
<td>Melissa Lander</td>
<td>Consultant</td>
<td>Sun West School Division</td>
</tr>
<tr>
<td>Michelle Naidu</td>
<td>Consultant, teacher-leader</td>
<td>Saskatchewan Teacher’s Federation</td>
</tr>
<tr>
<td>Nicole Turcotte</td>
<td>Manager</td>
<td>Saskatchewan Teacher’s Federation</td>
</tr>
<tr>
<td>Ryan Banow</td>
<td>Ed developer, sessional, working towards PhD</td>
<td>U of S</td>
</tr>
<tr>
<td>Racquel Biem</td>
<td>STF Facilitator Community, working towards PhD</td>
<td>Chinook School Division</td>
</tr>
</tbody>
</table>
Sherry Van Hesteren  Consultant, teacher-leader, STF Facilitator Community  Saskatoon Public Schools
Tammy Girolami  STF Facilitator Community, secondary principal  Saskatoon Public Schools
Terry Johanson  Manager of the SPDU, Consultant, sessional lecturer  Saskatoon Public Schools
Tracy Dolezsar-Glarvin  STF Facilitator Community  Good Spirit School Division
Terri Fradette  Superintendent of Education, consultant, coordinator  Greater Saskatoon Catholic Schools
Tim Caleval  Executive Director Priority Action Team  Government of Saskatchewan Ministry of Education
Thomas Sierzycki  Northern Education Advisor, Deputy Minister’s Office  Government of Saskatchewan Ministry of Education

Social Media:
In January, we opened a Twitter account (@SoTL_UofS) to enter the online community of SoTL scholars and institutions in Canada and elsewhere, and have been steadily using it to announce our initiatives and participate in online conversations. Starting January 30, we began producing a podcast to discuss current topics in SoTL, and also to feature our initiative. It is being promoted using social media networks we have developed, and will reach an unknown size of audience. This is more than a simple public relations project to promote the SSoTL. It will also serve as a service to feature research and development in Canadian SoTL. As of this writing, we have scheduled six recording sessions and topics, and published the first five episodes - [http://sotl-uofs.libsyn.com/rss](http://sotl-uofs.libsyn.com/rss):

1. SoTL and partnerships at the University of Saskatchewan, Nancy Turner, January 30, 2020
2. Reflections on successful SoTL research clusters at the University of Saskatchewan, Wendy James, February 25, 2020.
4. SoTL research and design case studies—SoTL at the lake, Jay Wilson, April 21, 2020
5. SoTL research as micro, meta, macro, and mega – a conversation with Nicola Simmons, Brock University (May 16, 2020)
6. SoTL in Canada with Melanie Hamilton, Chair of SoTL Canada (release date June 20, 2020)

Marketing Survey:
While not technically a consulting initiative, we conducted a survey to gauge interest in SoTL programming, and we sent it to campus personnel and to polytechnics, community colleges, and school divisions. These were designed with the support of the Social Sciences Research Laboratory, were sent in March, 2020. We mention them here because these surveys had the added benefit of informing these audiences about the initiative and inviting them to indicate their interest in our academic plans. We provide data and summaries of questions relevant to this proposal in Appendix F.
Appendix A.1
Letters of Support

We also sought support from the leaders of colleges, schools, and units on campus, of particular importance given the interdisciplinary nature of the initiative, and our hope to involve scholars from every academic corner of the University in its work. A letter requesting support along with an executive summary of the project were sent, and we include here the letters of support from:

Keith Willoughby, Dean, Edwards School of Business
Preston Smith, Dean, College of Medicine
Jane Alcorn, Dean, College of Pharmacy and Nutrition
Chad London, Dean, College of Kinesiology
Karsten Liber, Executive Director, School of Environment and Sustainability
Melissa Just, Dean, Library
Murray Fulton, Director and Professor, Johnson Shoyama Graduate School of Public Policy
Doug Freeman, Dean, Western College of Veterinary Medicine
Lois Berry, Dean, College of Nursing
Douglas Brothwell, Dean, College of Dentistry
Mary Buhr, Dean, College of Agriculture and Bioresources
Suzanne Kresta, Dean, College of Engineering
Trever Crowe, Dean, College of Graduate and Postdoctoral Studies
Nancy Turner, Director of Teaching & Learning Enhancement, Office of Vice-Provost Teaching, Learning & Student Experience
Jay Wilson, Head, Department of Curriculum Studies
Peta Bonham-Smith, Dean, College of Arts & Science
Vicki Squires, Head, Department of Educational Administration
November 27, 2019

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

On behalf of the Johnson Shoyama Graduate School of Public Policy (JSGS) at the University of Saskatchewan campus, I am pleased to indicate our support for the School of the Scholarship of Teaching and Learning (SSoTL). The JSGS is particularly interested in the ability of SSoTL to be a locus and community for interdisciplinary research on teaching and learning across disciplines.

The JSGS is pleased to support such an initiative as it is well aligned with the strategic interest of the School and its current activities. The JSGS mission states that “We inform public policy, develop thoughtful and skilled decision-makers, and improve the quality of life in our communities through excellence in our research, teaching and engagement activities.” I believe SSoTL has the ability to provide valuable insights into how we undertake our teaching and engagement activities (many of whom are based on executive education).

I very much support this project. Please do not hesitate to contact me for further information.

Sincerely,

Dr. Murray Fulton
Professor and Director
University of Saskatchewan campus
Johnson Shoyama Graduate School of Public Policy
December 6, 2019

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

RE: Letter of Support for proposed School of the Scholarship of Teaching and Learning, College of Education

Dear Dr. Prytula,

On behalf of the School of Environment and Sustainability (SENS), I am very pleased to provide this letter of support for the College of Education’s proposed School of the Scholarship of Teaching and Learning (SSoTL).

This letter indicates our support for the proposed School. We believe that the College of Education’s plan—to build a school dedicated to supporting researchers conducting discipline-based research, providing graduate programming, and creating a community for interdisciplinary education research—has considerable merit. We can see many potential opportunities for our SENS faculty and students to benefit from engaging and collaborating with other researchers across campus engaged in educational research and affiliated with a school dedicated to the scholarship of teaching and learning.

SENS looks forward to continued collaboration and partnerships with the College of Education as it works to develop and build its proposed School, and we would be delighted to explore how our two units can partner to advance education research.

Sincerely,

Karsten Liber, PhD
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability
University of Saskatchewan
November 12, 2019

Dean Michelle Prytula
College of Education
University of Saskatchewan

Dear Dean Prytula,

Thank you for sharing the overview and rationale for the development of the School of Scholarship and Teaching and Learning (SSoTL). Please accept this letter as my enthusiastic signal of support. This is exciting.

There are obvious similarities between teaching and learning at the graduate level and at the undergraduate or secondary levels, but they are not identical. Thus, I hope that in addition to the inclusion of graduate degree programs within the proposed school, there will be curiosity and discovery in the teaching and learning processes within graduate degrees of all disciplines.

Further, student supervision, encompassing one-on-one coaching and mentorship, can be the most direct and effective means for teaching and learning at the graduate level. However, I expect there will likely be nuances and a diversity of best practices in various disciplines. I encourage the SSoTL to consider the supervision and mentoring of graduate students as an area of focus.

Finally, our students (at the graduate and undergraduate levels) are changing. They do and want to learn differently. We need to find ways to support and encourage those alternate mechanisms for learning, and that will mean that teaching practices and approaches will change. I hope it is clear that I am excited for the prospects of the SSoTL helping us to improve the experiences of graduate students within the broadest spectrum of their learning.

Thank you for your leadership on this important item. I look forward to seeing the SSoTL becoming a reality. Please let me know how I can support this initiative.

Best regards,

[Signature]

Trever Crowe, PhD, P.Eng.
Interim Dean
College of Graduate & Postdoctoral Studies
University of Saskatchewan
Dear Dr. Prytula,

Re: Proposed School of the Scholarship of Teaching and Learning.

Please accept this letter as enthusiastic endorsement and support for the proposed School of the Scholarship of Teaching and Learning (SSoTL). This level of leadership and support for the scholarship of teaching and learning is perfectly aligned with the USask Learning Charter Commitments #2 – Ensure Quality, and #4 – Support Learning. These commitments require meaningful, pragmatic resources and infrastructure to be available to faculty in all academic units and disciplines. The proposed SSoTL will fill that role nicely, and support the University as a whole in achieving our educational pursuits and commitments.

The proposed SSoTL also fits well with the College of Dentistry Strategic Plan 2025: Building on Strength – Improving Tomorrow, as we have prioritized both expanded scholarly activity and improved educational quality. The scholarship of teaching and learning in dentistry is an important component of these strategic priorities. I am confident that the College of Dentistry will benefit from the cross-disciplinary and interdisciplinary scholarship research, and that several of our faculty will be valuable contributors to the proposed School due to our unique and considerable expertise in education in the psychomotor domain.

As Dean of the College of Dentistry, I fully support establishing the proposed School of the Scholarship of Teaching and Learning, and appreciate the collaborations, educational improvements, and the scholarship that the School will support. I look forward to a time when the University is known for, and is sought out as, a leader in the best educational practices for post-secondary education.

Sincerely,

Dr. Doug Brothwell
Dean, College of Dentistry
December 2, 2019

Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan

Dear Michelle,

The establishment of a School of the Scholarship of Teaching and Learning (SSoTL) at the University of Saskatchewan would be significantly beneficial to the University Library. Librarians and Learning Specialists engage in critical pedagogy, offering a range of learning and academic supports both in and outside of the classroom, using an evidence-based approach. Information literacy services offered by Librarians are modeled after the scholarship of teaching and learning (SToL) research and practice. In effect, SoTL outcomes are fundamental to helping students achieve awareness about the information that they consume and produce.

The proposed SSoTL is critical to the enhancement of the library’s current student services offerings. Since the library is not constrained to any one specific discipline, participation in the SSoTL would enable structured interdisciplinary and co-curricular teaching opportunities. Librarians and Learning Specialists could identify potential collaborators among faculty from all disciplines, create shared language and models, uncover synergies, build an information literacy community of practice, and engage in innovative applied pedagogies to focus on student learning needs.

In addition to the pedagogical partnership, SSoTL may also provide structured research collaboration opportunities between Librarians and discipline-faculty. Both groups may leverage each other’s knowledge, experience, and research skills in the areas of pedagogy and information literacy, where practice-based methodologies could be tried and tested with an intent to add to the existing literature on evidence-based education methods.

Cross-disciplinary relationships in teaching and teaching-related research to bridge literacy gaps would also promote social equity in teaching. SSoTL could play a vital role in engaging our faculty in inquiry and practices that incorporate tested EDI methodologies into our current cross-disciplinary and co-curricular instruction. This is another example of how engaging with the SSoTL could advance our delivery of information literacy, critical thinking, and digital literacy instruction.

Thank you for the opportunity to express the University Library’s support for this exciting new initiative.

Sincerely,

Melissa Just, MLIS, EdD  
Dean, University Library
TO: Dr. Michelle Prytula  
    Dean, College of Education
FROM: Dr. Keith Willoughby  
    Dean, Edwards School of Business
DATE: November 14, 2019
RE: Support for the School of the Scholarship of Teaching and Learning

I am pleased to support the College of Education’s proposed School of the Scholarship of Teaching and Learning on behalf of the Edwards School of Business. This new School will provide an invaluable venue for interdisciplinary research in the scholarship of teaching and learning.

The proposed School and its purpose align with the University’s principles of collaboration, community, and innovation. The Edwards School believes firmly in these values and sees great potential for collaboration across campus that will no doubt have a positive impact on the scholarship of teaching and learning and future students in our classrooms.

We look forward to collaborating with the College of Education and believe that Edwards faculty will benefit from the opportunity to engage with scholars from other disciplines to enhance teaching practices.

Sincerely,

Keith A. Willoughby, PhD  
Dean  
Edwards School of Business  
Nutrien Centre - 25 Campus Drive  
Saskatoon, SK, CA S7N 5A7
To Whom It May Concern

Re: School of the Scholarship of Teaching and Learning (SSoTL).

We write this letter in strong support for the proposed new 'School of the Scholarship of Teaching and Learning' put forward as a major strategic and interdisciplinary initiative by the College of Education. The Scholarship of Teaching and Learning (SSoTL) is an emerging movement of scholarly inquiry that focuses on the relationship between teaching and learning, typically at the post-secondary level. The purpose of SSoTL is to improve learning by investigating the many features of discipline-specific pedagogical practice, and making the findings public.

It is anticipated that the SSoTL will house and support discipline based education research and provide graduate programming to develop leadership and scholarship in teaching and learning. Situating the SSoTL as an academic unit will elevate the value of exemplary teaching and inquiry to achieve measurable gains in student learning and educational quality.

We support the proposal in principle, and acknowledge that we have faculty who would greatly benefit from an association with a School devoted to research in this area.

If we may be of any further assistance, please do not hesitate to contact us.

Sincerely yours,

Preston A. Smith MD, MEd, CCFP, FCFP, CCPE
Dean, College of Medicine
Professor, Family Medicine

Kent Stobart MD MSc FRCPC
Vice Dean Education
Professor of Pediatrics
President, Canadian Association of Medical Education
Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan  
Room 3046, 28 Campus Drive  
Saskatoon SK S7N 0X1  

19 February 2020  

Dear Dean Prytula,  

Re: Letter of Support for School of the Scholarship of Teaching and Learning  

On behalf of the College of Arts and Science, I am writing to provide support for the School of the Scholarship of Teaching and Learning (SSoTL), as described in the Notice of Intent (NOI). Home to a broad range of academic disciplines, the College of Arts and Science strongly encourages interdisciplinary scholarship and collaboration. We fully support research into the scholarship of teaching and learning across varied disciplines which has the potential to enhance and improve classroom practices leading to heightened student success and the benefit of current educators.

The academic rationale outlined in the SSoTL NOI aligns well with commitments articulated in our College Plan – Think Big – Be Bold: Arts and Science 2025. In particular, the college expressed its commitment to unleash discovery through “teaching excellence that inspires curious, courageous learners” and to solve problems by sharing “our teaching and learning as well as our RSAW with multiple communities in multiple ways, ensuring multi-directional processes of learning that involve interaction and listening, with the shared goal of generating mutual benefit.” The knowledge transformation and translation proposed within the SSoTL through graduate, undergraduate and certificate programming is timely as it fills a niche as there are few, if any, similar programs available in North America.

In summary, the College of Arts and Science supports the proposed School of the Scholarship of Teaching and Learning, the implementation of which has the potential to elevate the value placed on high quality teaching and improve the learning experiences of our students.

Best wishes,

Peta Bonham-Smith, Ph.D.  
Dean and Professor

cc: Gordon DesBrisay, Vice-Dean Academic, Arts & Science
November 12, 2019

Dear Dean Prytula:

On behalf of the College of Pharmacy and Nutrition I wholeheartedly support the creation of an educational unit, housed within the College of Education, devoted to the study of teaching and learning in higher education. As one of several professional colleges on the University of Saskatchewan campus – but one housing two professional programs – our ongoing accreditation requires evidence of improving our instruction and assessment practices. To have, within arms-reach, an institution with pedagogy at its core will both serve and grow our capacity to provide the best instruction to our students now and into the future.

I am particularly pleased to read in your vision that such a School will seek to integrate both horizontally across the campus, and vertically with our cousins in K-12 education. Currently, our College depends upon the expertise of those who have been through recent rounds of educational reform in grade schooling to get our faculty “up to speed” on what is new in education. While this is a great place to start, often these K-12 reformers lack the complete understanding of the higher education environment, thereby limiting their potential influence, or perceived “expertise,” in university-level reforms. To encourage pedagogical reciprocity across a P-16 environment would strike at the heart of two significant needs: the need for our high schools to better understand what is most effective preparation for higher education, and our faculty’s need to benefit from those who have been through reforms similar to those proposed at the University of Saskatchewan.

Increasingly, I see faculty members and instructors who embrace scholarship of teaching and learning as a key pillar in their work in our College. To provide support for this commitment, indeed to add legitimacy to the work of the “teacher” on this campus, strikes a harmonious chord here in Saskatoon – one which perpetuates the role of the U of S as a service university that serves the people of Saskatchewan. Please know that as your vision for a School for the Scholarship of Teaching and Learning unfolds, you will have an institutional ally in the College of Pharmacy and Nutrition. We look forward to working with you in this strategic initiative.

Kind Regards,

[Signature]

Dr. Jane Alcorn
Dean and Professor
November 18, 2019

Dr. Michelle Prytula  
Dean  
College of Education  
Saskatoon, SK

Dear Dr. Prytula,

On behalf of the College of Kinesiology, it is my pleasure to provide my full support for the proposed School of the Scholarship of Teaching and Learning (SSoTL). For many decades, the University of Saskatchewan has fostered excellence in teaching and learning grounded in scholarship and is increasingly emphasizing the scholarship of teaching and learning as a vibrant and necessary movement of scholarly inquiry. Establishing the SSoTL would accelerate the university’s research in this area, and support our plan to be the “university the world needs”.

Disciplines across the university can benefit from the work of the SSoTL, particularly when collaborative research is undertaken. By advancing understanding of teaching and learning in various contexts, the knowledge gained and the innovation developed will benefit our disciplines and ultimately our learners. While the College of Kinesiology has limited current involvement in SoTL, the College has a long history of commitment to innovation and excellence in teaching and learning. Boasting several award-winning teacher scholars, the College would be keen to collaborate with the SSoTL to enhance understanding of improved pedagogy in the delivery of kinesiology curriculum.

Kinesiology and Education have successfully collaborated on many initiatives over the years, including our recently redeveloped combined degree program. We value our existing partnerships with the college and would welcome further collaboration through the SSoTL. The establishment of the School would augment foundations already in place with our collaborative research and education initiatives.

I enthusiastically support the proposed SSoTL. The School has the opportunity to lead breakthroughs in our understanding and application of innovative learning and teaching approaches.

Sincerely,

Chad London, PhD  
Dean, College of Kinesiology
4 December 2019

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan

Dear Michelle:

I am very pleased to provide a letter of support for the new School of the Scholarship of Teaching and Learning proposed by the College of Education, it’s a terrific, interdisciplinary initiative.

We have faculty interested in and already working in the scholarship of learning. This is particularly relevant in the clinical sciences. In fact, the importance of this work is demonstrated by our CRC, which has officially acknowledged the scholarship of learning as acceptable demonstration of creative activity for promotion and tenure. So the WCVM faculty can certainly benefit from an association with a school devoted to research in this area. I would also hope it may develop into future interdisciplinary collaborations and research opportunities.

Thanks for the opportunity to provide this letter of support. Good luck with the development of the school, and please let me know if we can be of any assistance in the initiative.

Sincerely,

Douglas A. Freeman DVM, PhD
Dean
Dean Prytula and Provost Vannelli,

I am pleased to provide a letter of support for the establishment of the Jane and Ron Graham School in the College of Education.

Our first year program depends heavily on the outcomes of the Scholarship of Teaching and Learning, as do the assessment of graduate attributes and the development of learning outcomes which are now central to our Engineering Accreditation process.

Within the College of Engineering, I see potential for significant expansion of SoTL scholarship in embodied learning (sports and ViRTCL labs), indigenization (changes in how we teach and what we teach, examples which are culturally diverse), and in addressing many cognitive differences among our students.

I look forward to building strong collaborations between our two colleges around this new research and teaching opportunity, knowing the potential of this field has only begun to open up.

I want to congratulate Michelle for her leadership in establishing this initiative, and thank her for creating an opportunity which will benefit our whole campus community.

Sincerely,

Suzanne Kresta, PEng
Dean, College of Engineering
December 5, 2019

Dr. M Prytula, Dean
College of Education
University of Saskatchewan

Dear Dean Prytula,

Thank you very much for inviting the College of Agriculture and Bioresources to comment on the proposed School of the Scholarship of Teaching and Learning (SSoTL). I discussed this with AgBio’s Associate Deans Academic, and Research & Graduate Studies. We all strongly support the concept in principle, particularly given our college’s priority on novel/experiential learning approaches. We certainly have faculty in our college who are engaged in SoTL activities, and would benefit from, and perhaps participate in, this proposed school and/or its activities.

I note with pleasure your commitment to future consultations as the proposal, both from the College and the institutional perspective. At the College level, AgBio looks forward to discussing possible interdisciplinary work with faculty (e.g. cross-appointments, adjunct appointments) and to exploring research opportunities. At the institutional level, we need to discuss budget implications (e.g. budget, such as possible additional administrative, facility and/or faculty costs), and how this initiative would integrate or interact with such existing facilities as the Gwenna Moss Centre for Teaching and Learning and Engineering’s Ron & Jane Graham School of Professional Development.

In closing, let me be clear that the College of Agriculture and Bioresources is highly supportive of this concept and looks forward to participating in its development.

Sincerely,

Mary M. Buhr, PhD
Dean and Professor
December 5, 2019

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

Dear Dr. Prytula,

I am writing to share my wholehearted support for your proposal for the development of a School of the Scholarship of Teaching and Learning (SSoTL). I read your proposal with growing excitement. I see many ways this School would benefit the faculty and graduate students at the College of Nursing, and many opportunities for collaboration between our Colleges within such a School.

I am in complete agreement with your statement articulating the need for educational research within disciplines, as differentiated from disciplinary research. Not only is SSoTL important in our discipline, the Canadian Association of Schools of Nursing Accreditation program requires evidence that faculty members in schools of nursing teaching baccalaureate programs in Canada are participating in the scholarship of teaching and learning. Exploring how to effectively teach nursing is a requirement for our discipline.

The practice of the discipline of nursing is a complex dance of art and science. Evidence to support our understanding how best to teach students to become not only competent but to excel in this practice is vital. In the absence of the evidence regarding how to teach students to become effective, caring, reflective, ethical practitioners of their discipline, we regress to simply teaching the way in which we were taught.

The College of Nursing has a significant number of faculty members who are passionate about SSoTL, and many graduate students who focus on the education of nurses in their graduate work. A small number of our faculty have done masters and doctorate work in this area. The creation of a SSoTL in your College would formalize and promote partnerships between your faculty and ours to advance our expertise in this area. It would make visible and provide meaningful support to faculty members in our Colleges working in this area who have already sought each other out. It would create a home and a structure for the emerging communities of practice that are forming between members of our Colleges.

There is a stated expectation in health care institutions today that health professionals work effectively together in patient and family-centered ways. There is an ongoing need for research regarding how to effectively teach students to function as members of interprofessional teams, and to focus care around the needs of patients and families. Our efforts in these areas must be continually evaluated in response to best practice evidence. The creation of a SSoTL in your College would play a powerful role in our drive
to strengthen and deepen our ability to effectively teach health professional students how to work collaboratively in teams led by patients and their families.

The development of a SSoTL under the leadership of your College would be an important strategic tool in meeting our University commitments to collaboration as articulated in Plan 2025. I wholeheartedly and enthusiastically support this proposal and look forward to seeing and participating in its evolution in the coming years.

Sincerely,

Lois Berry, RN, PhD
Professor and Interim Dean,
College of Nursing
University of Saskatchewan
November 28, 2019

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

Dear Dean Prytula,

It is with great pleasure that I write this letter of support for the College of Education’s Scholarship of Teaching and Learning (SoTL) initiative. I have been excited to see this development taking shape in the College and am grateful for having had the opportunity to work with you and colleagues in considering the ways in which this work might advance teaching practice within the institution and the province and provide leadership in this area beyond Saskatchewan.

SoTL has been a priority for the University of Saskatchewan for several years with the Gwenna Moss Centre for Teaching and Learning (GMCTL), one of the units in my portfolio, taking strategic responsibility for its growth on campus in 2016. This responsibility aligns with the Centre’s mandate to enable ongoing enhancement of teaching and learning across the institution. The proposed SoTL initiative in the College of Education and its associated academic programming will serve to both add to our endeavors in advancing SoTL at the University and amplify the value of our current activities. It also positions us to become a leader in this area nationally and internationally. It is for these reasons that I emphatically endorse and commit to working in partnership on this development.

While many aspects of this initiative are nascent, the potential for the GMCTL and the Teaching and Learning Enhancement (TLE) portfolio to work with the College are varied and exciting. Our work to date has been founded on the provision of advice on the SoTL landscape in Canada and beyond, offered to ensure we are connecting into the vibrant international SoTL community in this work. Longer term partnership possibilities include GMCTL and TLE colleagues contributing to academic programming, potentially through cross or adjunct appointments, enabling meaningful contribution to the breadth and quality of programming while advancing the academic development of colleagues in these positions.

Beyond contributions to academic programming, there also exists great potential for joint research endeavors, collaborative development of research opportunities and developmental
support for faculty engaged or interested in SoTL from varied disciplines across the institution. The potential for this initiative to grow the community of SoTL scholars we have on this campus is great. This type of research is known to create connections and conversations across disciplines. This initiative stands to extend beyond this, connecting scholars from across sectors of education as well. These networks, once formed, are the pathways for innovation and personal and professional growth, advancing both the discovery and teaching missions of the institution.

As is apparent from what I have included in this letter, I am thrilled to see this initiative advance and am excited to work with the College as we take the next steps in confirming the vision and ultimate goals for this work institutionally, provincially and beyond, and embarking on the necessary steps, in partnership, that will get us there.

Sincerely,

Dr. Nancy Turner
Director, Teaching and Learning Enhancement
Office of the Vice Provost Teaching, Learning and Student Experience
Dr. Richard Schwier, Associate Dean, College of Education

I am pleased to offer this letter of support for the College of Education’s proposal to develop a School for the Scholarship of Teaching and Learning. The proposed initiative is ambitious and holds promise for increasing the capacity of the College and the University in research and in programming. SoTL, as an area of inquiry, is traditionally situated in higher education, and certainly, that is an essential aspect of the new School. But from the perspective of Curriculum Studies, we are particularly pleased to endorse the intention to broaden the School’s mandate to include K–12 teaching and learning as part of the research support and academic programming.

The Department of Curriculum Studies is, by its nature, an interdisciplinary unit. We are skilled at bringing together a diverse range of academics in the pursuit of new knowledge and improved practice. Our faculty includes specialists in the sciences, math, humanities, arts, and social studies, among others, so we hope to benefit from the expanded associations the School will bring to our unit. We will be involved in the development of the new connections, and we aspire to play an essential role in the research and programming missions of the School. As a first concrete step, our department has already collaborated with the School to design a new course on SoTL inquiry and open learning practices. This course is an important new elective in the undergraduate program, and we intend to offer it for the first time in the upcoming academic year.

I am pleased with the opportunities the new School of SoTL will provide the Department of Curriculum Studies. Our University is well-situated for such a school, and the leadership shown in the process has sent a message to the broader community that together we have the potential to accomplish significant change. On behalf of my department, I wholeheartedly endorse the creation of the School and anticipate its positive influence on teaching and learning here and elsewhere.

Congratulations on the work you have done and all the best in the pursuit of your future goals.

Sincerely,

Dr. Jay Wilson
Department Head, Curriculum Studies

cc: Department File
To Whom It May Concern.

It gives me great pleasure to write a letter of support for the proposed graduate program focused on the scholarship of teaching and learning. Dr. Rick Schwier has consulted with the department on the proposed program and, as a department, we are in favour of the creation and approval of this program. The proposed courses were met with approval from faculty members. Furthermore, several faculty members expressed interest in potentially being an instructor for several of the courses if the opportunity arose. We also see the potential of some of our approximately 300 graduate students being interested in taking an elective course from the program.

We have examined the proposed program and do not anticipate any impediments in implementing this program, nor do we anticipate any potential conflicts with our own graduate programs.

I am very supportive of the proposal for a Graduate Master’s Degree program offered through the School for the Scholarship of Teaching and Learning. If you have any questions, or require further information, please contact me at vicki.squires@usask.ca

Sincerely,

Vicki Squires, PhD

Vicki Squires, PhD
Appendix B
Correspondence from Review Committees

We will include correspondence from PPC, CGPS, and APC here
Appendix C
Information Technology Requirements
Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance. This form is intended to ensure that the centre

1) Articulates what ICT needs it has;
2) Can cost and fund these needs (or find alternatives);
3) Determines in agreement with ITS what needs ITS can meet; and that ITS considers the Centre’s impact on the institution’s ICT infrastructure

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.


Sponsoring Unit: College of Education

2. Network Requirements

2.1 If you need new network connections or new wireless access, please list locations for these.

The design of the renovation required for the new School space is underway, and will include four offices, two small group (6-8 people) study/meeting spaces, one large (80 seat) classroom, and one small production space for video conferencing and podcasting (networked, 4 people). Conventional wifi will be sufficient for the offices and study/meeting spaces. An ethernet connection or two for the production space would be beneficial. The classroom space will require a 3 or 4 screen projection system, and a multimedia console similar to those in other large teaching spaces on campus.

2.2 Please describe any special network requirements that the centre will have. These would include high speed data transfers, video conferencing, media streaming, remote database connections, firewall protection, or similar.

We do not anticipate any extraordinary network requirements. The videoconferencing and podcast media streaming will require a fast, reliable connection, but not any extraordinary speed or security. We do anticipate that SoTL classes will include online, hybrid, or mixed-mode delivery of classes. The use of WebEx or other videoconferencing software would be required.

2.3 Will centre employees access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be provided?

School employees (1 new hire in 2020-21; 1 new hire in 2021-22) will require typical connections to university resources for library, cloud storage, and services. Again, nothing extraordinary is expected. The School will be drawing on adjunct appointments from across campus, so these employees will already have access to the services they need.

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A small videoconferencing and podcasting space can be shared with other programs, such as the new Ed.D. program in the College of Education that is looking to include this kind of production, and online courseware development in the Department of Curriculum Studies.
2.4 Will the centre use locations that require networking beyond the extent of the current campus network? (E.g. new buildings)

No

2.5 Are there any special telephone needs? (E.g. multiple line telephones, call centre, call recording.)

No

3. Software Requirements
   Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

The School and employees will require the Microsoft 365 suite of software. We also anticipate needing access to statistical analysis packages such as SPSS, and qualitative data analysis such as NVivo or ATLAS.ti. In most cases, researchers in the School will already have access to the software they require, purchased through grants or available from their home departments.

4. Data Requirements
   Will the centre being producing, acquiring, or analysing data that have special requirements, such as privacy or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the mechanisms for data backups? What plans are required for data management?

Research data storage requirements will be met by the existing Datastore service on campus. We will not provide other data security or backup services as part of the normal operation of the School, however we may need to revisit this as needs evolve.

5. Service Requirements
   What ICT services are required by the centre? Examples include

Staff/student training services; desktop support; web development and hosting; email beyond the campus Exchange service; database design, development and management; software development; high performance computing or storage services like WestGrid or Cloud resources?

We anticipate personnel in the School will require access to desktop support services on request, and the School will need to develop a Website and have it hosted on UofS servers. Most teaching personnel for the school will already have access to conventional employee services through their home departments.

6. Hardware Requirements
   What specialised I.T. hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

No specialized hardware needs are anticipated at this time. There has been some discussion of eventually adding a Virtual Reality Lab in partnership with the College of Engineering, but we are not including that as part of this proposal. It would come forward as a separate proposal later.
7. Staff IT Support & Personnel
Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use other support services, such as ITS Desktop Support, and for which tasks?

The School will not require dedicated IT staff. As a college-level school, it will be able to draw on the existing personnel and services available in the College of Education. No doubt, there will be occasions where ITS support will be needed, but they should be routine.

8. Impact on Institutional Systems
Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed Centre? An example of where this may occur if the Centre has a partnership with an external organisation. The Centre and ITS shall provide an estimate of the systems modifications required.

The School will be offering new graduate programming (certificates and master’s program being proposed separately), so there will be associated needs for providing information and services through the Registrar’s Office, and possibly through the College of Graduate and Postdoctoral Studies.

9. Modifications
If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

All modifications that require networking and ICT hardware will be included as part of the overall renovation plan. We have been consulting with Trisha Ottenbreit in Space Planning, and we have been exploring options for the space we require.

10. Comments
Please list any other factors that may affect the Centre’s ICT requirements.

As a normal part of the larger space plan and renovation budgeting process, we will continue to review the networking and ICT needs for the SSoTL.

This form was completed with the advice of Kevin Sharp, Information Technology Coordinator, College of Education.

Date February 18, 2020

Name: Richard A. Schwier, Interim Associate Dean, Research & SoTL, College of Education

Signature
Appendix D
Library Requirements
Library Requirements for New Centre

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the subject area librarian from the University of Saskatchewan Library. Contact the Dean's Office, University Library (phone 5927) for assistance.

1. Proposal Identification
   Centre: School for the Scholarship of Teaching and Learning

   Summary: The programming offered by the School will require library support for maintaining resources, but formal programming out of the School will not begin until the 2021-22 academic year. Library personnel in the College of Education are well-positioned to provide this support. Recent cuts to the library budget for e-journals may threaten the journals required by the School, as we noted the deletion of some key titles in the area of SoTL. We have initiated conversations with the Library about recovering resources to support the new programs and research. We will also explore opportunities in open resources to support this work, but certainly, some Library budget will help to support this initiative.

2. Library Resources

   2.1 Resources are/will be located mainly in the Education & Music Library

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

   The Education & Music Library has a wide variety of resources that provide information on the Scholarship of Teaching and Learning. The staff developed a SoTL Library Research Guide that provides current information on these resources. The Guide provides comprehensive information on SoTL e-resources, journals, databases, and USask related SoTL news. The Guide also provides information on searching for library resources and SoTL research and publishing.

   We believe the current level of acquisitions are adequate to support the anticipated programming in this area. It is difficult to make a precise assessment, as this is an interdisciplinary area of study, so the needs are diverse and will shift with the home disciplines of the students in the programs. But the core journals are available for the most part, and those that aren’t can be accessed through inter-library loan.

2.3 Specify any serial titles that are core to this centre.

   E-Journals
   • The Canadian journal for the scholarship of teaching and learning (open access)
   • Journal of the scholarship of teaching and learning (open access)
   • International journal of teaching and learning in higher education (open access)
   • Scholarship of teaching and learning: Innovative pedagogy (open access)
   • International Journal of Students as Partners (open access)

   Subscription Journals
   • Studies in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
• Higher Education Research and Development (Education database, ends at 2007)
• International Journal for Academic Development (Only Taylor & Francis- interlibrary loan required)
• Teaching in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
• Innovations in Education and Teaching International (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at 2009)
• Journal of Further and Higher Ed (Only Taylor & Francis- interlibrary loan required)
• Journal of Education and Work (Only Taylor & Francis- interlibrary loan required)
• Assessment & Evaluation in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at
• New Directions for Higher Education (Wiley Online; and Available from EBSCO host Academic Search Complete – most recent year and a half not available)

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

For now, we expect to need some support for inter-library loan requests, but nothing outside of normal expectations for a graduate program. We have not identified any extraordinary library resource needs or requirements.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new centre?

The Library has an acquisitions fund that is divided among disciplines. Without additional resource, the current allocation for education materials will be used to purchase new materials for this program. This may result in diminished resources available to purchase materials in other areas of education. Future funding for the library is dependent upon the budget allocation from the University’s central allocation to the library. We hope that the University Library is able to retain the subscriptions it currently holds and can continue to add to the book collection as necessary and possible.

2.6 What are the human resource requirements to support this centre? (Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

The education librarian provides support and instruction for all programs with the College of Education. The librarian is also responsible for the overall collections in the area.
The staff at the Education & Music Library have a superb understanding of, and commitment to, the scholarship of teaching and learning. They excel in both expertise and service. We are fortunate to be so well served by our library staff.
2.7 If the centre has a teaching component, particularly for graduate students, are library resources sufficient for this program.

At this time, yes. We do anticipate the need to add to the collection over time, and we will continue to advocate for budget to improve our access to resources in the future. We will also financially support the acquisition of new resources as the funding and revenues from the School allow.

3. Additional Library Resources Required

3.1 Are new subject areas of acquisition, new electronic resources/databases, new/additional library technology requirements are needed to meet centre requirements?

No new technology or databases are needed at this time.

3.2 Are there distance education service needs and costs?

Initially, all programming will be residential, but we anticipate that in the long run we will want to take some or all of the programming online. At that time, we will revisit the need for distance education service from the Library.

3.5 Provide an estimated budget required for library resources to support this centre annually.

The e-journals mentioned in section 2.3 are open access. The estimated costs in the future will include renewals to subscription journals that the Library already has or for new subscriptions that are currently not available through the Library. The main three journals that the Library will not have access to are the Taylor & Francis titles mentioned under section 2.3.

Date: 25 February, 2020

Subject Librarian’s Signature: __________________________

Dean, University Library Signature: ______________________

Faculty member (for the sponsoring college/dept) Signature: __________________________
Appendix E
Physical Resource Requirement for Programs and Major Revisions (Space, Renovations, and Equipment)

The School for the Scholarship of Teaching and Learning will include a visible and accessible space illustrating our deep commitment to supporting the practice of engaging in the rigorous study, development and application of novel teaching and learning approaches that lead to innovative practices in teaching, which result in measurable gains in student learning and educational quality.

One of the five principles of SoTL is that it should be appropriately public – to give the sense of community property, to make it highly visible, and highly accessible. The SSoTL space must be prominent. The School for the Scholarship of Teaching and Learning is a long-awaited and much anticipated transformational change not only for the College of Education but for campus as a whole. As a cross-disciplinary teaching and research unit, it is the first of its kind to be situated within an academic unit, housing academic programs. Its potential to transform the way students, academics, and the larger community view the imperative of public and in-situ research into teaching is second to none. It is only through pulling SoTL into an academic space that any post-secondary institution could elevate the concept of SoTL in ways that so many academics, teachers, and the community desire. For the reasons above, it is imperative that SoTL is not only situated in an academic unit and among academic programs, but that it is visible to faculty and students every day.

At the same time as the development of the SSoTL, the College of Education, in its attempt to reduce costs, is in need of larger class spaces suitable for classroom enrolment sizes of 75-90. With the majority of its second floor classrooms capped at 40 students, the College is restricted in terms space for larger class sizes. The addition of one or two more classrooms that could accommodate 75-90 students (through the SoTL initiative) would support the reduction of teaching costs in the College.

Specific Requirements
- The School for the Scholarship of Teaching and Learning requires:
  - at least one large classroom
  - visible bookable collaborative spaces
  - office spaces for the SoTL associate dean/director, SoTL associate director, SoTL CRC
  - shared office space for SoTL Scholars from the disciplines and a SoTL educational development specialist
  - collaborative boardroom
  - virtual reality lab (currently being negotiated in collaboration with the College of Engineering, not as a part of this proposal)

Three options have been proposed with specifications for acquiring occupied spaces and necessary renovations, and we have held discussions with Greg Fowler. The College of Education has committed $400,000 to the renovation costs, with a request for matching funds from the Provost’s Advisory Committee for the remaining $390,000 required for capital improvements. Upon advice from the Planning and Priorities Committee, we will also commit to exploring additional sources of external funding, including through a CFI request for infrastructure funding in the amount of $800,000 to recover any investments made by the College of Education and University.
We are planning for a phased or staged approach, if required, to carry out the renovation work required to accomplish the full plan. We have already phased our use of space for this initiative. In 2019–20 we have assigned only one existing office space in the College of Education to support the development of the full proposal for the new School for the Scholarship of Teaching and Learning. We understand that capital funding is already fully distributed for the current academic year, so we will make the request for support from PAC again in 2020–21. We could begin operation of the School in 2020–21 by claiming two existing office spaces in the College of Education and at least two breakout rooms to support SoTL research teams, preferably adjacent to the offices. The remaining renovations would need to be completed as soon as possible after that for the full operation of the School.

Phase 1, 2019–20: Temporary office for Associate Dean, Research and Scholarship of Teaching and Learning (3060 Education), who will also take on the responsibilities of Director (SSoTL) when the School is approved.

Phase 2, 2020–21: Temporary office for Associate Director (SSoTL) when hired; Breakout rooms for interdisciplinary SSoTL research teams.

Phase 3, 2021–22: Offices for the Director and Associate Director; Shared space for SoTL Scholars; office space for CRC; Collaborative Boardroom; Admin Support and Reception; media production studio; 80 seat classroom
Appendix F
Market Surveys and Data Summaries
Frequencies of Selected Survey Data

For each of the following, please indicate your level of interest as an educator seeking to improve your credentials and seeing SoTL as a possible area of interest.

<table>
<thead>
<tr>
<th>Level of interest</th>
<th>Masters-campus</th>
<th>Masters-off-campus</th>
<th>Certificate-on campus</th>
<th>Certificate off campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – a little</td>
<td>9</td>
<td>5</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>3 – moderate</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>4 – interested</td>
<td>5</td>
<td>14</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>5 – very interested</td>
<td>2</td>
<td>13</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>40</strong></td>
<td><strong>46</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of interest</th>
<th>PhD-campus</th>
<th>PhD-off-campus</th>
<th>Informal-on campus</th>
<th>Informal-off campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2– a little</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>3– moderate</td>
<td>3</td>
<td>9</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>4– interested</td>
<td>6</td>
<td>17</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>5– very interested</td>
<td>5</td>
<td>12</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>43</strong></td>
<td><strong>52</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

If formal professional development opportunities were offered, which types of learning environment would be appropriate for your schedule?

<table>
<thead>
<tr>
<th>Preferred Learning Environment</th>
<th>U of S Respondents</th>
<th>Off-Campus Respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
<td>37</td>
<td>17</td>
<td>54</td>
</tr>
<tr>
<td>Distance Education</td>
<td>38</td>
<td>40</td>
<td>78</td>
</tr>
<tr>
<td>Block Programming</td>
<td>22</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>Mix of F2F &amp; Online</td>
<td>42</td>
<td>37</td>
<td>79</td>
</tr>
</tbody>
</table>

If professional development opportunities in SoTL were offered, what time of year would be appropriate for you to participate in the programming?

<table>
<thead>
<tr>
<th>Preferred Learning Environment</th>
<th>U of S Respondents</th>
<th>Off-Campus Respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Winter</td>
<td>16</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Spring</td>
<td>26</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Summer</td>
<td>23</td>
<td>13</td>
<td>36</td>
</tr>
</tbody>
</table>

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4 Note: Two surveys were administered by the Social Sciences Research Laboratory. The first was for on-campus personnel, and the second was for off-campus educators in K-12 or post-secondary settings. They shared items, but were tailored for the groups to gather additional information. We share selected, shared data here, but complete data are available on request.
Greetings!

At the University of Saskatchewan, we are creating a new School for the Scholarship of Teaching and Learning (SSoTL) and we are in the planning stages of new graduate programming the School will offer beginning in 2021-22. We want to gauge the interest in the kinds of programming we might develop.

Will you help us by taking a quick survey? We are NOT asking you to make a commitment of any kind, nor will be contact you in any way unless you ask us to follow up about something.

First, what is the Scholarship of Teaching and Learning?

It’s about asking questions and finding answers:
"The scholarship of teaching and learning (SoTL) is an approach to…teaching that views classrooms (and other learning spaces) as sites for inquiry, innovation, and knowledge-building."

It’s personal and about your own teaching:
“In SoTL, you, the educator, look closely and critically at your students’ learning to improve your own courses and programs. You also go public with insights, experiences and results that colleagues can evaluate and build on.”

It’s interdisciplinary:
“By doing SoTL, you advance the profession of teaching by joining conversations in and across institutions and fields.”

    -- Huber, Mary. "What is the Scholarship of Teaching and Learning with Mary Huber" Stanford Teaching Commons. https://teachingcommons.stanford.edu/teaching-talk/what-scholarship-teaching-and-learning-mary-huber

Many scholars think of SoTL as exclusive to post-secondary and higher education settings, but we think it has tremendous applications to other areas of education as well, including K-12 and corporate training settings. SoTL is about embedded professional learning, action research, and mostly importantly, the study of what makes learning more effective.

SoTL also positions you for new employment opportunities in K-12 schools and in post-secondary and higher education settings, for instance,

- As a teacher-leader, mentor to other teachers, or instructional coach
- As a professional developer (consultant, coordinator, superintendent) or as a faculty and staff developer
- As a trainer in corporate, government, or community organizations
- As someone leading institutional change
- As a researcher and consultant in educational practice
1. For the following options, please indicate your level of interest as an educator seeking to improve your credentials, and seeing SoTL as a possible area of interest.

<table>
<thead>
<tr>
<th>Professional Development Options</th>
<th>Not at all interested</th>
<th>A little interested</th>
<th>Moderately interested</th>
<th>Interested</th>
<th>Very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal professional development sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal professional development (3 or 4 courses leading to a certificate of participation or achievement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Master’s level program (8 courses and capstone project leading to a master’s degree)</td>
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<td>Doctoral level program (6-8 courses and a dissertation leading to a doctoral degree)</td>
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</tbody>
</table>

2. If the following options were offered at the University of Saskatchewan, how likely would you recommend these options to your colleagues and students?

<table>
<thead>
<tr>
<th>Professional Development Options</th>
<th>Very unlikely</th>
<th>Unlikely</th>
<th>Neutral</th>
<th>Likely</th>
<th>Very likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal professional development sessions</td>
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<tr>
<td>Formal professional development (3 or 4 courses leading to a certificate of participation or achievement)</td>
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</tbody>
</table>

3. If professional development opportunities were offered, what type of learning environment would be appropriate for your schedule?
   - Face-to-face
   - Distance education
   - Block programming (for instance, a 1 to 2 week intensive course)
   - A mix of face-to-face and online learning
   - Other (please specify)

4. If professional development opportunities on SOTL were offered, what time of the year would be appropriate for you to participate in the programming?
   - Fall (September to November)
   - Winter (December to February)
   - Spring (March to May)
   - Summer (June to August)
   - No preference

5. Which sector do you currently work in?

6. What is your professional title?
7. Would you be interested in receiving updates on the development of SOTL programs at the University of Saskatchewan?

- Yes
- No

8. If yes, please provide us with your name and email address:

Name: ______________________________

Email address: ______________________
Greetings!

At the University of Saskatchewan, we are creating a new School for the Scholarship of Teaching and Learning (SSoTL) and we are in the planning stages of new graduate programming the School will offer beginning in 2021-22. We want to gauge the interest in the kinds of programming we might develop.

Will you help us by taking a quick survey? We are NOT asking you to make a commitment of any kind, nor will we contact you in any way unless you ask us to follow up about something.

**First, what is the Scholarship of Teaching and Learning?**

*It’s about asking questions and finding answers:*
"The scholarship of teaching and learning (SoTL) is an approach to…teaching that views classrooms (and other learning spaces) as sites for inquiry, innovation, and knowledge-building."

*It’s personal and about your own teaching:*
“In SoTL, you, the educator, look closely and critically at your students' learning to improve your own courses and programs. You also go public with insights, experiences and results that colleagues can evaluate and build on.”

*It’s interdisciplinary:*
“By doing SoTL, you advance the profession of teaching by joining conversations in and across institutions and fields.” *— Huber, Mary. “What is the Scholarship of Teaching and Learning with Mary Huber” Stanford Teaching Commons. [https://teachingcommons.stanford.edu/teaching-talk/what-scholarship-teaching-and-learning-mary-huber](https://teachingcommons.stanford.edu/teaching-talk/what-scholarship-teaching-and-learning-mary-huber)*

Many scholars think of SoTL as exclusive to post-secondary and higher education settings, but we think it has tremendous applications to other areas of education as well, including K-12 and corporate training settings. SoTL is about embedded professional learning, action research, and mostly importantly, the study of what makes learning more effective.

SoTL also positions you for new employment opportunities in K-12 schools and in post-secondary and higher education settings, for instance,
- As a teacher-leader, mentor to other teachers, or instructional coach
- As a professional developer (consultant, coordinator, superintendent) or as a faculty and staff developer
- As a trainer in corporate, government, or community organizations
- As someone leading institutional change
- As a researcher and consultant in educational practice
1. For the following options, please indicate your level of interest as an educator seeking to improve your credentials, and seeing SoTL as a possible area of interest.

<table>
<thead>
<tr>
<th>Options</th>
<th>Not at all interested</th>
<th>A little interested</th>
<th>Moderately interested</th>
<th>Interested</th>
<th>Very interested</th>
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2. If the following options were offered at the University of Saskatchewan, how likely would you recommend these options to your colleagues and students?

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3. If professional development opportunities were offered, which types of learning environment would be appropriate for your schedule?
- Face-to-face
- Distance education
- Block programming (for instance, a 1 to 2 week intensive course)
- A mix of face-to-face and online learning
- Other (please specify)

4. If professional development opportunities on SOTL were offered, what time of the year would be appropriate for you to participate in the programming?
- Fall (September to November)
- Winter (December to February)
- Spring (March to May)
- Summer (June to August)
• No preference

5. Have you conducted research on your own teaching and learning over the past 5 years?
   • Yes
   • No

If Q5 = Yes…

6. Have you, throughout the course of your career, encountered any barriers, challenges, or concerns that have stemmed from your involvement in research into teaching and learning?
   (open-ended question)

7. What support(s), if any, could help you to conduct research on your own teaching and learning?
   (open-ended question)

8. Would you be interested in leading professional development offerings for a new School for the Scholarship of Teaching and Learning (SSoTL) at the University of Saskatchewan?
   • Yes
   • No
   • Undecided

9. Which campus department do you consider to be your home department?

10. Which school or college are you primarily affiliated with?
    • Agriculture and Bioresources
    • Arts and Science
    • Dentistry
    • Education
    • Edwards School of Business
    • Engineering
    • School of Environment and Sustainability
    • Kinesiology
    • Law
    • Library
    • Medicine
    • Nursing
    • Pharmacy and Nutrition
    • School of Rehabilitation Science
    • School of Public Health
    • Johnson-Shoyama Graduate School of Public Policy
    • Veterinary Medicine
    • Other, please specify

11. What is your current position?
    • Staff
    • Assistant Professor
    • Associate Professor
• Full Professor
• Sessional
• Lecturer
• Faculty with administrative role
• Academic Programs faculty
• Other, please specify

12. Would you be interested in receiving updates on the development of SOTL programs at the University of Saskatchewan?

• Yes
• No

13. If yes, please provide us with your name and email address:

Name: ________________________________

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

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

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

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

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

1. Proposal Identification

Full name of program: Masters of Scholarship of Teaching and Learning

Short form (degree abbreviation): M.SoTL Degree

Sponsoring Dept/College: College of Education

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

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

Initial capital and startup costs are required for renovation to existing office spaces for the school. In addition there will be, as phase two, a renovation to the student lounge in the Education building to accommodate flexible learning spaces for the school. The College plans to request up to $800,000 in CFI funding to support the capital needs of the school.
Additional equipment, computer hardware, media and technology will not be required immediately, however it will be required in phase two.

There will be course development costs related to the school and the 7, 3 credit unit courses being developed. The costs associated with the development of courses is expected to be $58,800.

The Education library contains most of the necessary resources or can provide access to necessary resources, the library has confirmed this.

Existing Information and Communications Technology (ICT) will be used for the online classes, via PAWS and the learning management system (LMS).

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

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

delivery costs will be covered under Assignment to Duty in the Department of Curriculum Studies and the Gwenna Moss Centre for Teaching and Learning. Additionally, three sessionals per year will be required.

The sessional costs involved, using three per semester would be between $24,000 and $40,000.

The Library consultation form is provided with the proposal; no additional resources are required.

The Information Technology form is provided. ICT has confirmed that no changes to the system are required.

The Physical Resources form is not provided with the proposal. Discussions are currently underway with Space Planners to renovate and develop appropriate spaces for the school

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

The sources of funding include a one million dollar donation from Jane and Ron Graham and the College of Education reserve funds.

A capital funding request of $390,000 has been initiated.

The College of Education will plan to apply to create a Canada Research Chair valued at $100,000 per year for five years.

The standard tuition rate of $1,420 per term ($4,260 per year) for the thesis program will generate tuition revenue to offset both direct and indirect costs of program.

A certificate program in the SoTL, running concurrently, will also generate tuition revenue of $27,540 per year based on 10 new students per year.

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

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

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

Tuition will be charged at $1,420 for each term. Enrolment is targeted at 22 students per year in each year and while this target will be achievable, the certificate, qualification, running concurrently, will afford the thesis qualification some flexibility.

Tuition revenue calculation done using the TABBS Strategic Analysis Tool is included to support this.

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

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

This program is administered solely by the College of Education

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

The TABBS Scenario Analysis Tool was used to capture the financial impact of the program and is included.

22 students for the M.SoTL thesis is projected to have a positive impact of $117,479 in year one, and a projected positive impact of $321,700 in year two.

Date: June 15, 2020

Financial Analyst (assisting in form preparation on behalf of the Financial Services Division): Connie Kocsis

Faculty member (for the sponsoring college/dept): Richard Schwier
Appendix G.1
Budget Requirements for New Programs and Major Revisions – Certificate in SoTL

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

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

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

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

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

6. Proposal Identification

Full name of program: Certificate in the Scholarship of Teaching and Learning

Short form (degree abbreviation): Certificate in SoTL

Sponsoring Dept/College: College of Education

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

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

*Initial capital and startup costs are required for renovation to existing office spaces for the school. In addition there will be, as phase 2 a renovation to the student lounge in the Education building to accommodate flexible learning spaces for the school. The College plans to request up to $800,000 in CFI funding to support the capital needs of the school. Additional equipment, computer hardware, media and technology will not be required immediately, however it will be required in phase 2.*

*There will be course development costs related to the school with the 5, 3 credit unit courses being developed. The costs associated with the development of courses is expected to be $42,000, which may be absorbed by either department and units involved as contribution in kind.*

*The Education library contains most of the necessary resources or can provide access to necessary resources, the library has confirmed this. Existing Information and Communications Technology (ICT) will be used for the online classes, via PAWS and the learning management system (LMS).*

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

*Administration of this program including support for the admission and application processes, academic advising will be provided by the existing SoTL staff in the College of Education. No additional staff will be required.*

*Delivery costs will be covered under Assignment to Duty in the Department of Curriculum Studies and the Gwenna Moss Centre for Teaching and Learning. Additionally, three sessionals per semester will be required.*

*The sessional costs involved, using three per semester would be between $24,000 and $40,000.*

*The Library consultation form is provided with the proposal with no additional resources required.*

*The information Technology form is provided. ICT has confirmed that no changes to the system are required.*

*The Physical Resources form is not provided with the proposal. Discussions are currently underway with Space Planners to renovate and develop appropriate spaces in phase 2.*

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

The sources of funding include a one million dollar donation from Jane and Ron Graham and the College of Education reserve funds.

A capital funding request of $390,000 has been initiated.

The College of Education will plan to apply to create a Canada Research Chair valued at $100,000 per year for five years.

The standard tuition rate of $688.50 per three credit unit course ($2,754 per year) for the certificate program will generate tuition revenue to contribute to both direct and indirect costs of program.

A thesis program in the SoTL, running concurrently, will also generate tuition revenue of $93,720 per year based on 22 new students per year.

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

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

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

Tuition will be charged at $688.50 for the 3 credit unit class. Enrolment is targeted at 10 students per year in each year and while this target will be achievable, the online nature of the program will increase demand due to its flexibility.

Tuition revenue calculation done using the TABBS Strategic Analysis Tool is included to support this.

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

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

This program is administered solely by the College of Education.

10. Additional Comments
Please provide and additional comments to support the program budget.
The TABBS Scenario Analysis Tool was used to capture the financial impact of the program and is included.

10 students for the M.SoTL certificate is projected to have a positive impact of // in year one.

Date: June 15, 2020

Financial Analyst (assisting in form preparation on behalf of the Financial Services Division): Connie Kocsis

Faculty member (for the sponsoring college/dept): Richard Schwier
Appendix G.2
Detailed Budget Scenarios for the M.SoTL and Certificate in SoTL in Years One and Two

SoTL year one – thesis and certificate

SoTL year two – thesis and certificate
Appendix H

College Statement
June 18, 2020

To Whom It May Concern:

Please accept this as a statement of support from the College of Education for the Scholarship of Teaching and Learning (SoTL) school and programming. This letter contains a recommendation from the College regarding the programming, as well as a description of the many processes used to arrive at that recommendation. Also described are some of the issues raised throughout the consultations and how these issues were resolved.

As Dean of the College of Education, I fully support the SoTL initiative and programming. This work is central to the College of Education strategic plan, the University of Saskatchewan priorities for intensifying research and interdisciplinarity, and key to continuing the College’s work in connecting with community.

In developing this programming and proposal, extensive national and local consultations have taken place with College of Education faculty and staff, Deans and Directors across campus, SoTL leaders and scholars across campus, as well as locally, nationally, and internationally, other educational institutions, and leaders in the Pre-K-12 sector. Details of all of these consultations are included in the appendices, and are summarized below.

The SoTL initiative was discussed extensively throughout the development of the College of Education strategic plan. As strategic plans were developed in consultations with other colleges and units, the SoTL initiative has been discussed and shaped through the endorsement of leaders in other units. As a result, this initiative is well-supported by Deans and Directors campus-wide, who see their faculty as contributing to and benefitting from the activities of School for SoTL. As mentioned above, these letters are included in the appendices.

Along with the letters of support from Deans and Directors, we have received letters of support from departments and external units with whom we will partner in the initiative, including the Gwenna Moss Centre for Teaching and Learning. We have also had ongoing collaboration with the Library, particularly the College of Education branch. In addition to consultations throughout the strategic planning process, and prior to the announcement of the Jane and Ron Graham donation and official announcement of the project in October 2019, two additional consultation sessions were held with faculty in the College of Education to review the format and resourcing of the initiative. We have reported progress of the initiative at monthly Faculty Council meetings, hosted four School for SoTL-specific information and discussion sessions for all faculty and staff of the College of Education, met with departments, and held numerous focused discussions with individual faculty members as well as consulted with Indigenous faculty members in the College of Education and across campus.

Over the course of developing the proposal for the new School for SoTL and now the programming, faculty understandably raised questions ranging from funding to how supporting SoTL will affect departments, as well as possibilities of overlap and the development of potential competition for graduate students. We have addressed these concerns as they have arisen, either in meetings or in correspondence, and we are satisfied that we have accommodated concerns or justified positions proposed. As with any significant initiative, continual questions will arise and continual communication is required. In addition, we have attended deliberately to concerns by providing regular reports to Faculty Council, inviting questions, inviting faculty to information sessions, requesting invitations to department meetings, and establishing a representative advisory committee as the programs were
developed. The Faculty Council approved the establishment of the School for SoTL in January, 2020, and the Department of Curriculum Studies approved the proposed programming in May, 2020.

Additional details of cross-campus consultations are itemized in the appendices. Because of the campus-wide potential of SoTL, consultations took place with leaders, faculty, and staff who might interface directly with a School for SoTL. These conversations were diverse and ranged from programmatic to administrative in emphasis. As is probably typical of large, interdisciplinary proposals on campus, these conversations are continuing in many cases, and new people emerge as the project matures.

We also consulted with SoTL Scholars across the U of S in order to gauge initial interest and understand how individuals might want to express their affiliation with the School. We administered a questionnaire that asked attendees at our recent SoTL Scholars events and identified which services provided by the school would be significant, and the level of interest in involvement in the school and programming.

We also saw it as important to identify SoTL leaders across Canada and request their advice. These consultations were valuable, not only to hear the excellent advice and experiences of these colleagues, but also to begin to spread the word about our ambitions and initiative. Names were gathered from current literature and from universities that house SoTL support units within teaching and learning centres.

Consultations were also held with Pre-K-12 leaders through two videoconferences with educational leaders in the province. We gave a brief overview of our proposal and asked for their observations and advice. The groups were enthusiastic and felt there was a large audience for programming of this sort, especially given the attention being paid to evidence-based improvement in teaching and learning in the province. In addition to the inquiry programming we described, these leaders were interested in leadership and facilitation for professionals who are leading change in schools and school systems.

Along with consulting nationally, provincially, and locally, we have also undertaken promotional initiatives for the new School for SoTL and by extension the programming being proposed for it. We have taken advantage of social media opportunities, and producing a podcast, which is ongoing. Details are in the appendices.

Lastly, in our efforts to gather as much information as possible, we conducted a marketing survey of campus personnel, polytechnics, community colleges, and school divisions through the Social Sciences Research Laboratory. Results are encouraging and direct us to continue the work. The outcomes are in the appendices.

In summary, as a result of the importance of this initiative, as well as the outcomes from the consultations, as Dean of the College of Education, I fully support the SoTL initiative and programming and support its programming and resourcing. Please feel free to contact me if you would like further information.

Sincerely,

[Signature]

Dean Michelle Prytula
College of Education
Appendix I
Program of Study Outlines, GSR400 Forms, and Syllabi
Program of Study Outline
Master of the Scholarship of Teaching and Learning

**Purpose(s) of the M.SoTL:**

Prepare specialists in the scholarship of teaching and learning who:

- understand the importance of and differences in disciplinary teaching/learning contexts
- apply research methods appropriate in educational settings, and adapt methods to disciplinary and contextual demands, with a particular focus on the student’s context
- conduct SoTL research and share results through conventional and unconventional academic outlets
- understand and accommodate differences in disciplinary teaching/learning contexts for conducting research.
- lead and facilitate research into teaching and learning diverse contexts and share the results through conventional and unconventional academic outlets.
- mentor other educators in a variety of settings to inquire into their own teaching and learning and support evidence-based improvement.

**Overview of the program:**

Students define a multi-study research program in their SoTL 990 Research Seminar, and then use research classes to prepare to prepare three studies or essential components of studies. Two or three studies will be conducted during the program. A thesis experience requires students to carry out a research project and synthesize their studies into a single, well-articulated document, share it publicly, and use feedback to prepare it for publication.

**Required courses (12 c.u.):**

SoTL 990.0 – Research Seminar in SoTL
Calendar description: This is a non-credit research seminar that will acquaint students with the process of building a research program that will span their entire program of study, including a proposal for 3–4 linked research studies in SoTL, and a draft research ethics application. The approval of the program of study will serve as the standard for successful completion.

GPS 960.0 - Introduction to Ethics and Integrity (completed as part of SoTL 990.0)
Calendar description: This is a required course for all first-year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

GPS 961.0 – Ethics and Integrity in Human Research (completed as part of SoTL 990.0)
Calendar description: Introduces students to the ethics of research with human subjects. Students will complete the Tri-Council Policy Statement: Ethics Conduct for Research involving Humans
(TCPS) Tutorial and become familiar with the human ethics processes at the University of Saskatchewan.

ERES 800.3 Research Methods Introductory
Calendar description: Introduction to research methods, with special reference to research in Education. The basic principles of research, both quantitative and qualitative, are discussed. Skills necessary for the production of research proposals are developed, e.g. techniques for surveying the research literature, and the collection and analysis of data.

SoTL 801.3 – Research Methods in SoTL
Calendar description: This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done. Specifically, it will consider how to inquire into your own teaching practice in your own setting.

SoTL 802.3 – Historical and Theoretical Foundations of SoTL
Calendar description: This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry, and considers the institutional impact of SoTL.

SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)
Calendar description: This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

Restricted electives suite (9 c.u. required from this selection):

Three courses selected from this group to complement the program of research, with the intention of conducting a SoTL research project from the student’s research program – an outcome of each course is a completed proposal for a study to be completed as part of the student’s program.

ECUR 805.3 Trends and Issues in the Scholarship of Teaching and Learning
Calendar description: SoTL within a discipline—readings and conduct one study drawn from approved research program—outcome is a completed study and a draft paper that includes an analysis and critique of teaching in a defined discipline.

ECUR 809.3 Models and Methods for Evaluation of Educational Programs
Calendar description: Examines current models for the evaluation of educational programs. The emphasis is on exploring the range of options which is available to the program evaluator and on developing an awareness of the strengths and limitations of the models. Problems in carrying out educational evaluations are also studied: examples of such problems are the utilization of evaluation results and the ethics of evaluation.

EADM 816.3 Instructional Leadership for the Enhancement of Teaching
Calendar description: This course focuses on the formal and informal organization of the school. The leadership styles of principals and vice-principals, as they affect curriculum development, implementation and evaluation, will be studied. Emphasis will be placed on organizational development strategies.

EADM 839.3 Teaching and Learning in Post-Secondary Education
Calendar description: This course will investigate adults as learners in post-secondary educational institutions and discuss best methods to promote students’ academic success. The scholarship of teaching and learning will be explored, including theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles. This exploration will involve a discussion of culturally responsive, Indigenous, and decolonizing pedagogies, and the unique needs of Aboriginal students. Topics also include examining and critically analyzing teaching approaches, key components of course development based on best practice, student assessment and learning outcomes, academic integrity, and the use of technology for teaching and learning at post-secondary institutions, both in classroom and in online delivery formats.

EFDT 845.3 Cross-cultural Research Methodology
Calendar description: A methodology course dealing with the adaptation of various research approaches to the study of variables across cultures. Students are expected to become involved in the design and conduct of a cross-cultural research study.

ERES 810.3 Indigenous Research Epistemology and Methods
Calendar description: Trends within Indigenous research as it applies to educational research will be studied in detail. Epistemological foundations, ethical considerations, and methods within Indigenous research frameworks will be explored. Throughout this course we will be referencing a variety of writings by Indigenous scholars who offer insight into Indigenous ways of knowing, provide a commentary on how this worldview shapes life choices. Through these readings, literature from non-Indigenous research scholars, and course assignments, the goal is to examine the constructs of an Indigenous epistemological framework for educational research and to offer an introductory primer on key characteristics of qualitative research to design from an Indigenous perspective. This course will provide students with an opportunity to explore the connection between their worldview, their research curiosity and research design.

ERES 820.3 Action Research in Education
Calendar description: The purpose of this course is to apply the theory & knowledge of effective teacher professional development through instructional leadership practice. Participants will engage in instructional, transformational, and distributed leadership theory, and apply this knowledge through meaningful contextual action research in schools. The course is also suitable and adaptable for students who wish to engage in professional development and data driven leadership using educational approaches and action research in other environments. The learning objectives include deepening your understanding of the theories of collaboration, professional learning, inquiry, professional development, and data-driven leadership; engaging in an action research project using the cycle of inquiry/action research framework; developing an appreciation for the larger community & political educational environment; and developing skills & awareness of the writing requirements at the graduate level.

ERES 840.3 Statistical Research Methods
Calendar description: Selected parametric and non-parametric inferential tests. Analysis of variance, one-way and factorial designs, planned and post-hoc comparisons. Computer applications of these techniques with real and/or artificial educational and social science data will be an essential component.

ERES 841.3 Advanced Statistical Research Methods
Calendar description: Selected experimental and quasi-experimental designs relevant for research in education and behavioral sciences. Multiple and step-wise regression. Introduction to selected multivariate techniques. The use of the various techniques in actual and simulated data in education and behavioral sciences will be an essential component.

ECUR 844.3 Narrative Inquiry
Calendar description: Explores narrative inquiry as a qualitative methodology for understanding experience in diverse research settings. Students will develop an understanding of narrative inquiry
as both a method and phenomenon for generating field texts and research texts. Attention to ethics will be an integral aspect of the course.

ERES 845.3 Qualitative Research Methods
Calendar description: Offers the opportunity to learn and practice inquiry processes for conducting qualitative research. Within selected theoretical frameworks, the following techniques will be studied: framing the study, participant observation, interviewing, analytic induction and constant comparison, reporting.

SoTL 804.3 – Research Experience in SoTL
Calendar description: The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student’s own classroom or organization. The study will include a research proposal and an ethics application for the study approved by the instructor and any required external groups. The successful publication of the study in an approved refereed venue will serve as the standard for successful completion.

Thesis Research (9 c.u.):

SoTL 994 – Thesis SoTL Research Report
We want to be innovative with the program and open avenues for reporting research, but in every case the student will have a supervisor, committee, and defence. The student will synthesize the studies prepared during the program or a series of studies conducted after completing coursework; if required, the student will conduct one final study to combine and replicate the previous studies to confirm or challenge results; revisit literature; rationalize and revise the papers; write; submit; publish. In addition to a defence, there will be a public presentation of results and publication online.
Program of Study Outline
Certificate in the Scholarship of Teaching and Learning

Purpose(s) of the Certificate:

Develop professional proficiency in conducting inquiry in the scholarship of teaching and learning, including:
- understanding the importance of and differences in disciplinary teaching/learning contexts
- acquiring research methods educators can apply in their own educational settings, and adapting methods to disciplinary and contextual demands, with a particular focus on the student’s context
- conducting SoTL research and sharing results through conventional and unconventional academic outlets

Overview of the program:

Students in this program will complete 12 credit units of coursework to add SoTL skills and knowledge to their current qualifications, repertoire of research skills and disciplinary knowledge. The program will provide a background in SoTL and an introduction to SoTL-specific approaches to scholarship. The program will culminate in a field-experience in which the student carries out an articulated and approved study in SoTL, and publishes it in an approved venue.

Required courses (12 c.u.):

SoTL 801.3 – Research Methods in SoTL
Calendar description: This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done. Specifically, it will consider how to inquire into your own teaching practice in your own setting.

SoTL 802.3 – Historical and Theoretical Foundations of SoTL
Calendar description: This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry, and considers the institutional impact of SoTL.

SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)
Calendar description: This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

SoTL 804.3 – Research Experience in SoTL
Calendar description: The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student’s own classroom or organization. The study will include a research proposal and an ethics application for the study approved by the instructor and any required external groups. The successful publication of the study in an approved refereed venue will serve as the standard for successful completion.
Note:

Because the accomplishment of this credential is intended to signify proficiency, it is designed to augment academic credentials already held by participants, typically to enhance their own scholarship. Three of the courses (SoTL 801.2, 802.3, 803.3), if successfully completed, may be applied toward an M.SoTL program of study, should the student choose to apply for that program. Similarly, SoTL 804.3 may be used as one of the three electives required in the M.SoTL program.
Documentation for New Courses

The following courses are new, and make up the new components of the M.SoTL and the Certificate. We have included the gsr400 forms and proposed syllabi for them. They include:

SoTL 801.3 – Research Methods in the Scholarship of Teaching and Learning
SoTL 802.3 – Historical and Theoretical Foundations of the Scholarship of Teaching and Learning
SoTL 803.3 – Decoding disciplinary education (Signature pedagogies, threshold concepts, and troublesome knowledge)
SoTL 804.3 – Research Experience in the Scholarship of Teaching and Learning
SoTL 990 – Research Seminar in the Scholarship of Teaching and Learning
SoTL 994 – Research (thesis)

It is important to note that the SoTL course prefix and course numbers will be assigned by the Registrar after consulting with us. We include them here for clarity, but acknowledge the prefix and numbers may change.
# New Graduate Course Proposal

## GSR 400.1

### 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](http://usask.ca/cgps/forms.php)

<table>
<thead>
<tr>
<th>College</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>School for the Scholarship of Teaching and Learning, Department of Curriculum Studies</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>SOTL 801.3</td>
<td>Research Methods in the Scholarship of Teaching and Learning</td>
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</table>

<table>
<thead>
<tr>
<th>Total Course Hours</th>
<th>Lecture</th>
<th>Seminar</th>
<th>Lab</th>
<th>Tutorial</th>
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<table>
<thead>
<tr>
<th>Weekly Course Hours</th>
<th>Lecture</th>
<th>Seminar</th>
<th>Lab</th>
<th>Tutorial</th>
<th>Other</th>
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<table>
<thead>
<tr>
<th>Term(s) in which course will be offered</th>
<th>Course is to be offered</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
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</table>

### Admission to the M.SoTL program.

If there are prerequisites, who can waive them?

- Department
- Instructor

### Catalogue Description (not more than 50 words)

This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning (SoTL). Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which SoTL research is done.

### Tuition code and any additional class fees

- Number of credit units
- 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/NC)
- Will there be a final exam for this course?
  - Yes
  - No

This is a research course that will require students to apply course content to their research program and conduct a study in their own teaching context. The study will include a proposal, ethics approval, and a research report that demonstrates competency in the content of the course.
### Rationale

What is the rationale for introducing this course?  
This course is part of a new certificate program and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

### Impact of Course

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?</td>
<td></td>
<td></td>
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<td>Yes, please list:</td>
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</table>

This course will be available exclusively to students in the SoTL program or M.SoTL program.

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
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<tr>
<td>Were any other academic units asked to review or comment on the proposal?</td>
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<tr>
<td>Yes, please attach correspondence.</td>
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<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Will the offering of this course lead to the deletion or modification of any other course(s)?</td>
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<td>Yes, please list:</td>
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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Course(s) for which this graduate course will be a prerequisite?</td>
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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Is this course to be required by your graduate students, or by graduate students in another program?</td>
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<td>Yes, please list:</td>
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</table>

All students in the SoTL Certificate program or the M.SoTL program will be required to take this course.
Enrolment

Expected Enrolment

22 per year

From which colleges/programs:

College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):

Dr. Michelle Prytula, Dean, College of Education

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

This course is part of a new certificate and master’s program to be offered by the School for SoTL and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we can also draw on adjunct appointments and associate members of the School for teaching. We will contract SoTL scholars with appropriate credentials who have appointments in the GMCTL and elsewhere when available.

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

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

No.

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

Michelle Prytula, Dean, College of Education

Signature

College Approval Date
COURSE TITLE: Research Methods in the Scholarship of Teaching and Learning
COURSE CODE: SOTL.801
COURSE CREDITS: 3

Course Description
This course will explore research methods specifically in the context of inquiry in the Scholarship of Teaching and Learning. Students will consider meaningful research questions and the application of research methods appropriate to the questions and sensitive to the contexts in which the research is done.

Land Acknowledgement
As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Learning Outcomes
By the completion of this course, students will be expected to:
1. Articulate research ethics issues, responsibilities, and processes for conducting inquiry in the scholarship of teaching and learning.
2. Develop a coherent research problem statement and conduct a targeted literature review based on that statement.
3. Write meaningful research questions that can be answered through SoTL inquiry.
4. Design research protocols to address scholarship of teaching and learning questions, that align the purpose and methods of the inquiry.
5. Consider a variety of research methods and defend the selection of methods for specific studies.
6. Describe different types of SoTL research, such as evaluation research, design research, and action research.
7. Be familiar with a range of SoTL journals and other venues for reporting SoTL research.

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 Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

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

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.
<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 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

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings</th>
<th>Evaluation Due Date</th>
</tr>
</thead>
</table>
MacLean, M., & Poole, G. (2010). An introduction to ethical considerations for novices to research in teaching and in Canada. *Canadian Journal for the Scholarship of Teaching and Learning, 1*(2), 1-10. doi: http://dx.doi.org/10.5206/cjsotl-rcacea.2010.2.7 Available at http://ir.lib.uwo.ca/cjsotl_rcacea/vol1/iss2/7


3 Asking meaningful questions in SoTL: intuition, anecdote, observation


4 Designing for research alignment among

| 8 | Students as partners in SoTL research | Yeo, M., Manarin, K., & Miller-Young, J. (2018). Phenomenology of surprise: Transformed “seeing” in a SoTL scholars’ program. Teaching & Learning Inquiry, 6(2). http://dx.doi.org/10.20343/teachlearnqu.6.2.3 |


Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Author(s)</th>
<th>Reference</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Selkri, M., &amp; Keany, R.K. (2020).</td>
<td>Becoming entangled in soTL and research through supercomplexity: Looking back, forward, in, out...and shaking it about! In L. Ling &amp; P. Ling (eds.) <em>Emerging methods and paradigms of scholarship and education research</em> (pp. 244–262). Hershey, PA: IGI Global.</td>
</tr>
</tbody>
</table>
|      |         | Price, R. (2017). | The Four-Part Literature

Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks

Supplementary Resources (required readings identified in the time line)

Research in SoTL references
Ethics:

Focus Groups


**Students as Partners in SoTL Research**


**Evaluation Research**


Design Research


Supercompexity and SoTL Research


Ling, L. & Ling, P. Emerging methods and paradigms in scholarship and education research. Hershey, PA: IGI Global. (Too expensive to require. Permission required to use chapters. If not available, use one chapter on supercomplexity under fair dealing provisions, and ignore the rest)

Selkrig, M., & Keany, R.K. (2020). Becoming entangled in sotl and research through supercomplexity: Looking back, forward, in, out...and shaking it about! In L. Ling & P. Ling (eds.) Emerging methods and paradigms of scholarship and education research (pp. 244–262). Hershey, PA: IGI Global.

**Mixed Design Methods in SoTL**


**Literature Reviews in SoTL**


**Journals in SoTL (sample)**

American Society for Engineering Education. Engineering Education.
Association for the Study of Medical Education. *Medical Education (Online).*
Association of American Veterinary Medical Colleges. *Journal of Veterinary Medical Education.*
*Business Education & Accreditation, Business education & accreditation : BEA.*
*Education & Science.*
Educational Publishing Foundation. *Scholarship of Teaching and Learning in Psychology.*
Georgia Southern University. Center for Excellence in Teaching. *International Journal for the Scholarship of Teaching and Learning.*
Humboldt State University, issuing body. *Scholarship of Teaching and Learning: Innovative Pedagogy.*
Indiana University. Faculty Colloquium on Excellence in Teaching. *The Journal of Scholarship of Teaching and Learning: JoSoTL.*
*International Journal of Kinesiology in Higher Education.*
Pedagogy in Health Promotion.
*Research in Drama Education.*
*Science Education.*
University of Calgary. Health Sciences Centre. *Canadian Medical Education Journal.*

**Additional Resources**
Australasia Human Research Ethics Services (AHRECS), Australia  


MacLean, M., & Poole, G. (2010). An introduction to ethical considerations for novices to research in teaching and in Canada. Canadian Journal for the Scholarship of Teaching and Learning, 1(2), 1-10. doi: http://dx.doi.org/10.5206/cjsotl-rcacea.2010.2.7 Available at http://ir.lib.uwo.ca/cjsotl_rcacea/vol1/iss2/7


University of Alberta (Edmonton, AB, Canada). Students as Research Participants http://www.reo.ualberta.ca/Human-Research-Ethics/Students-and-Research/Students-as-Participants.aspx

University of Cincinnati Ethics (Cincinnati, OH, USA). Ethics & the IRB Review Process https://www.uc.edu/content/dam/uc/cetl/docs/IRB%20for%20SoTL.pdf


## Grading Scheme

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in online discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Review of 5 SoTL articles</td>
<td>25%</td>
</tr>
<tr>
<td>Research proposal for a study that will contribute to your program of research</td>
<td>50%</td>
</tr>
<tr>
<td>Ethics proposal for submission to the Research Ethics Board</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

## Evaluation Components

### Assignment 1: Participation in class and online discussions

**Value:** 15% of final grade  
**Due Date:** See Course Schedule  
**Type:** Discussion is central to success in research, and it is especially important in SoTL research. It is important to test your ideas by having colleagues interrogate them, and necessary for your research to achieve significance and rigor.  
**Description:** During this course, you will participate in an online seminar, exploring questions about research in SoTL by writing an initial response to the questions posed by the instructor every two weeks. Your contribution must be posted by midnight on the Friday following when the discussion was opened, and must be no more than 500 words in length. During the week following your initial posting, you will be expected to read all of the posts of your classmates and respond critically to at least two posts. Your replies must be thoughtful, well-documented, and arguments must be supported by evidence, and not more than 250 words in length. A total of 6 online discussions will be held.

### Assignment 2: Review of 5 SoTL articles

**Value:** 25% of final grade  
**Due Date:** See Course Schedule  
**Type:** In order to be a SoTL scholar, you must immerse yourself in the SoTL literature, particularly but not exclusively in your discipline. This assignment will help you develop the habit of reviewing SoTL literature critically and systematically—habits of mind that will serve your continued professional growth.  
**Description:** A review of a SoTL article will:  
- clarify your own understanding of the article.  
- raise pertinent questions about SoTL research.  
- identify helpful suggestions you can share with authors.  
- help you see how to improve your own scholarly writing.  
**Outline/template for your reviews:**  
- Title and full citation, including links if possible, to the article you are reviewing  
- Your name  
- Date of the review
• Abstract: Summarize the key points made in the article, arguments, opinions, findings. Try to limit the summary to 100 words.

• Introduction: Describe the main topics you will address in your review. You should consider technical and substantive elements. Clearly present the order in which every topic will be discussed and give enough direction to understand the sections in the article you will review. If necessary, mention things you will not review, or will downplay in your review.

• Body: In this section include the elaborated discussion of each of the topics you identified in the introduction. Remember to discuss the positive elements of the article, but also identify contradictions, errors, inconsistencies or gaps if they exist. Determine whether there is sufficient evidence presented in the article to support any claims or findings. Consider questions the article may have overlooked or left unanswered.

• Conclusion: It should briefly summarize your opinions of the strengths, limitations, and contributions of the article to the SoTL literature.

• Note: include references to support your ideas where possible, and use APA 6th edition as a style guide.

The entire review should be no longer than 1000 words (approximately 2–3 pages). Each review will be marked out of 5, considering its clarity, the care taken in writing it, and the critical analysis of the content of the article.

Assignment 3: Research Proposal

Value: 50% of final grade
Due Date: See Course Schedule

Type: This is another opportunity for you to prepare a research proposal for a study to be completed as part of your research program, and which will guide a study to be included as part of your thesis. This is to be about a real study you will actually conduct. You will prepare the proposal with the intention of completing the research study immediately following the completion of the course, after consulting with your research advisor in your program.

Description: A completed SoTL research proposal will include the following elements:

Introduction

What is the big question you’re investigating, and why does it matter?
• Describe what you intend to study.
• Explain why this is important in the context of SoTL and to teaching and learning generally, and also specifically to your own professional context.
• It is entirely acceptable, and even encouraged, that you replicate a study that has already been done – make a few improvements to a research study you find in the literature and apply it in your own context.

Review of the Literature

Include a review of literature relevant to your research questions, and describe what is already known about this area and discuss how your study fits into what is already known. This review will be approximately five pages long – and may include references you reviewed in Assignment 2.
• Include a summary of the basic background information on the topic gleaned from your literature review.
• Analyze relevant literature and synthesize what existing research can tell you about your
research questions. Can they be answered without doing the research yourself?
• Point out question(s) that are unresolved that you would like to study.
• Identify (at least) one general question you would like to pursue as part of your SoTL program.

Method and Design

• List your research question(s).
• Describe how you will go about answering the questions and why?
• Describe the general methodology you choose for your study.
• Explain why this method is the best for your purposes, and you might mention why you didn’t
choose a different method if it seems like a plausible choice.
• Participants: who will participate in this research with you – your students? Describe them.
• Are there any participants you would exclude? Why, why not?
• Describe how you will gather data.
• How will you analyze the results?
• Explain how you will decide whether your research question is answered? How will you know if
you found a positive or negative answer to your question?

Ethics

What ethics permissions will you require? Just indicate where you will need to go in this part of the proposal.
Your actual ethics application will be completed separately as Assignment #4 in the course.

References
Include all references in APA (6th ed) style.

**Ethics Proposal**

Value: 10% of final grade
Due Date: See Course Schedule

Type: Every research proposal requires review from the Research Ethics Board and written permission to
proceed with the research before undertaking the research. In this assignment, you will prepare the
submission to the Research Ethics Board for the study you defined in Assignment 3.

Description:
Your assignment is to prepare an application to the Research Ethics Board–BEH for permission to conduct
your study. When completed and judged satisfactory by your instructor, the instructor will sign off on the
application as the Principal Investigator. This is done to assign responsibility to your instructor for the
ethical conduct of the research, not to identify her/him as the lead researcher in the study. You will see that
the form is detailed and requires you to make decisions about the conduct of your study. If you are unable to
provide any detail at this time, discuss it with your instructor. This is a necessary step before you can begin
the study, but you will be able to complete the application by the end of the term. Your mark and your
completion of the course is not dependent on the decision of the REB-BEH, but you will require permission
prior to beginning your research.

The forms you require, and instructions for their completion, are available for download at
[https://vpresearch.usask.ca/researchers/forms.php](https://vpresearch.usask.ca/researchers/forms.php) under the “Ethics - Human Behavioural” link.
Your mark will be determined by how clearly, thoroughly, and carefully you prepare the application. Your instructor will sign the form and submit it when it is sufficiently detailed to warrant review by the Research Ethics Board.
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

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, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

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

Acknowledgements
Course Contributor(s)
New Graduate Course Proposal

GSR 400.1

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at

Examination

College of Education
School for the Scholarship of Teaching and Learning, Department of Curriculum Studies

Authorizing Unit Head
Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning

Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number
Course Title
Total Course Hours
Lecture
Seminar
Lab
Tutorial
Other
Weekly Course Hours
Lecture
Seminar
Lab
Tutorial
Other
Term(s) in which course will be offered
Term 1
Term 2
Term 1 or 2
Term 1 and 2
Course is to be offered
Annually
Biennially
Alternate Years
Other
Prerequisite(s) or restriction(s)
If there are prerequisites, who can waive them:
Department
Instructor

Tuition code and any additional class fees:
Number of credit units:
Can this course be repeated for credit:
Yes
No

CHECKLIST

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

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

EXAM EXEMPTION

Grade Mode
Pass/Fail (P/F)
Percentage/Number
Completed Requirements/Not Completed Requirements (C/N/P/Y)

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

No

This is a research seminar that will require students to apply the content of the course to their own research programs. Specifically, they will write a comprehensive and critical literature review that includes a theoretical framework for their program of inquiry, and situates their studies in the framework. The purpose of this program is to promote doing inquiry at every turn, and applying learning to programs of research.
Rationale

What is the rationale for introducing this course?

This course is part of a new certificate program and master’s program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

Yes ☐ No ☐

If yes, please list:

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

Yes ☐ No ☐ If yes, please attach correspondence

The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education

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

Yes ☐ No ☐

If yes, please list:

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

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

Yes ☐ No ☐

If yes, please list:

All students in the SoTL Certificate program or the M.SoTL program will be required to take this course.
Enrolment

Expected Enrolment
22 per year

From which colleges/programs
College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (please include qualifications)

Director, School for the Scholarship of Teaching and Learning

Several individuals on campus are qualified to teach this course, and the assignment will be made by the Department Head, Curriculum Studies, in consultation with the Director, School for the Scholarship of Teaching and Learning.

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies, and demonstrate expertise in SoTL scholarship:

Notable SoTL scholars include Dr. Geraldine Blythe, Dr. Beverley, Dr. Geraldine Krup, Dr. Jay Wilson.

3. Nancy Porter, Director of Teaching and Learning/Environments, University of Saskatchewan (SoTL leader and scholar)
4. Wendy Forner, Director of Teaching and Learning/Environments, University of Saskatchewan (SoTL leader and scholar)
5. Noreen Tait, Director of Teaching and Learning/Environments, University of Saskatchewan (SoTL leader and scholar)
6. Elaine Farmer, Director of Teaching and Learning/Environments, University of Saskatchewan (SoTL leader and scholar)

Faculty from other departments and disciplines who are SoTL scholars, and who have the expertise and appointments in the College of Graduate and Postdoctoral Studies, (these assignments would require the interest of the faculty member in teaching the course, and the permission of the Department Head and Dean of their home unit)

This course is part of a new master’s program to be offered by the School for SoTL and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we can also draw on adjunct appointments and associate members of the School for teaching. We will contract SoTL scholars with appropriate credentials who have appointments in the GMCTL and elsewhere when available.

Are sufficient library or other research resources available for this course

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

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/2008-07/06/S2008-07-06-099phg) 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
Michelle Prytula, Dean, College of Education

Signature

Page 3 of 3
COURSE TITLE: Historical and Theoretical Foundations of the Scholarship of Teaching and Learning
COURSE CODE: SOTL 802
COURSE CREDITS: 3

Course Description
This course explores the recent history of the scholarship of teaching and learning (SoTL), reviews educational and learning theory that informs the practice of SoTL inquiry and considers the institutional impact of SoTL.

Land Acknowledgement
As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Learning Outcomes
By the completion of this course, students will be expected to:
8. Trace the history of the scholarship of teaching and learning, particularly but not exclusively, in Canada and speculate on where its trajectory will lead.
9. Consider foundational learning theory and its application to SoTL, including epistemological understandings, and behavioural, cognitive, and constructivist traditions.
11. Describe formal, non-formal, and informal learning contexts and the implications of those contexts on SoTL inquiry.
13. Explore the role of social learning contexts, such as online learning communities and communities of practice, and social learning networks on SoTL inquiry.
14. Consider the implications of institutionally networked SoTL and the institutional impact of SoTL inquiry.

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 Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

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

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.
<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 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

Class Schedule

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<th>Week</th>
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<th>Readings</th>
<th>Evaluation Due Date</th>
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https://doi.org/10.5206/cjsotl-rcacea.2019.2.8174  
<p>| 2    | Foundations of learning theory and SoTL: Ontologies, epistemologies, and impact on teaching | Kelly, M. (2020). Teacher's ontological and epistemological beliefs: Their impact on approaches to teaching and scholarship. In L. Ling &amp; P. Ling (eds.) Emerging methods and paradigms in scholarship and education research | |</p>
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<th>Page</th>
<th>Topic</th>
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<td>Gray, A., &amp; Saskatchewan School Trustees' Association. (1997). <em>Constructivist teaching and learning</em> (S.S.T.A. Research Centre report ; no. 97-</td>
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<td>6</td>
<td>Self-directed and online learning contexts and SoTL</td>
<td>Giuseffi, F. (2019). <em>Self-directed learning strategies in adult educational contexts</em> (Advances in higher education and professional development (AHEPD) book series). Hershey, PA: IGI Global (available online through EBSCO Publishing, &amp; EBooks on EBSCoHost) (ch 1; ch 6; ch 7; ch 8)</td>
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| Page | Change agency and leadership of SoTL | Degn, Lise, Thomas Franssen, Mads Sørensen, and P. Rijcke. "Research Groups as Communities of Practice—a Case Study of Four High-performing Research Groups." *Higher Education* 76, no. 2 (2018): 231-46.  
(if link breaks, should be available through UofS library)  
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<td>Change agency and leadership of SoTL</td>
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<td>12</td>
<td>Knowledge transformation and Transformative learning in SoTL</td>
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**Instructor Information**

**Contact Information**

**Office Hours**

**Instructor Profile**

**Required Resources**

**Readings/Textbooks**

See class schedule (above)

Suggestion: Driscoll, M.P. (2005). *Psychology of learning for instruction* (3rd ed). Toronto: Allyn and Bacon. ISBN 0-205-37519-7. (This is an excellent resource for condensed summaries of large schools of thought, without dumbing down any of the content. Marcy Driscoll has hinted at a new edition several times, but it may not be forthcoming. The book is very expensive, so it may be preferable to work with resources available through the library or inter-library loan.)

**Supplementary Resources**


Ontologies/epistemologies


**Doing a search in the UofS Library online will reveal a large collection of articles on epistemology and ontology in various disciplines.

Behavioural learning theory


Keller, F. S. (2003). Goodbye Teacher. Journal of Applied Behavioral Analysis, (1), 79-89. (This is an oldie but a goodie; check out the student-centred sentiments, plus the currently familiar statements regarding the role of the teacher, plus other cool stuff. Oh, and Keller, went on to be a significant figure in psychology...but you'll find that out later).


Williams, R.L. (1999). The behavioral perspective in contemporary education. The Teacher Educator 35(2), 44-60. Available ProQuest. (I would link you to the Journal but not for $39.00!).

Cognitive learning theory


**Constructivism**


**Situated cognition**


**Agency**


Knowledge Management


Schwier, R.A., Campbell, K., & Kenny, R. (2007). *Instructional designers’ perceptions of their agency: Tales of change and community.* In M.J. Keppell (Ed.), Instructional design: Case studies in communities of practice (pp. 1-18). Hershey, PA: Idea Group. (You’ll note in the case study I suggest paying attention to pp. 21–25. The pages are different as this is an original draft of the document that was later published by Keppell).


**Adult learning theory**


**Self directed and online learning**


**Design thinking**


**Transformative learning and knowledge transformation**


Communities of practice, online learning communities, social networks


**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Formal Writing Assignment (2 parts)</td>
<td>50%</td>
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<tr>
<td>Learning Journal</td>
<td>30%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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<td><strong>Total</strong></td>
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**Evaluation Components**

**Assignment 1: Formal writing assignment**

**Value:** 50% of final grade  
**Due Date:** See Course Schedule  
**Type:** The purpose of this major component is to give you an opportunity to develop an academic voice in the Scholarship of Teaching and Learning. Writing is important in every discipline, and SoTL is no exception. There are hundreds of important issues in SoTL (e.g., mobile learning pedagogy; procrastination and its influence and remedies in learning environments; new approaches to evaluation and their effect on learning; gender and cultural issues). Pick a topic that interests you or just begs for exploration.

**Description:** Formal Writing-Your Major Assignment: 50%

**OPTION 1:** Academic Paper

- Write a traditional academic paper of approximately 5000 to 7000 (approx 20 pages double-spaced) words on traditional academic paper on a topic that will support your SoTL research program. It can be a formal literature review, a critique, an expository treatment of a significant issue, or a narrative exploration of a topic.

**OPTION 2:** Development of a website, blog, or podcast on a topic that will support your SoTL research program

Design and publish a website, blog, or podcast on a topic that will explore a fundamental issue in your research program. If you create a website, it should be suitable for use by others who are also interested in learning more about your subject (the website will be made available for public consumption). The website content can be written in a casual voice but should still be scholarly, and should include at least 10 (or more) links to external resources/references on the topic, at least five (5) images, photos or figures, and include a video or a link to a video (YouTube, TED talk, etc.). Of course, all resources curated must all be used legally. You will need to learn how to produce a functional and informative website to participate in this project, and assemble all of the resources
(and licenses or permission to use them). Your publication should be licensed under a Creative Commons Attribution license and made available to the public.

If you design and publish a blog, it must be tended throughout the term (not written in big blocks at the end of the term). The blog will have at least one entry each week of approximately 750–1000 words (a minimum of 12 entries). It should expose and critically explore a topic that you learn about publicly over time and reveal your growth and depth of understanding. It can have a more casual voice, but should include evidence, references to readings or other authoritative sources, and follow APA 6th as a style guide for citations and references.

If you create a podcast, it will be based on an interview format with people who have something significant to offer about the topic you choose. As with the other options, this topic will be drawn from your larger research program and contribute to it. Podcasts will be published to popular distribution libraries (e.g., Apple Podcasts; Google Play, Stitcher). This course, and this assignment option, is not about learning how to produce a podcast. If you’re new to this kind of production, you will need to learn it on your own. Be aware this will take time, but there are excellent resources available to you on YouTube and elsewhere. As a student at the UoFS, you have access to LinkedIn learning, an excellent resource for self-paced learning about various technologies, such as producing a podcast. We recommend checking out “Podcasting with GarageBand” with Garrick Chow as a good place to start (https://www.linkedin.com/learning/garageband-podcasting/welcome?u=2059300). But again, this assignment is not about the production itself, but rather how you use it to explore a topic related to your research and share it with an audience. As with the blog option, you will need to get started early and follow through with episodes throughout the operation of the course. You will be expected to publish at least six 30-minute episodes at regular intervals.

So, given the options, think about what you might like to do. If the media creation options make you nervous, you can always fall back on the standard assessment strategies as described above (e.g., academic paper). However, if the idea of putting together a website, blog or podcast as an alternative way to do serious academic work is exciting to you, then you can try it out. The purpose of having several options is to reinforce the idea that SoTL work is fundamentally public and not confined to traditional academic outlets.

Plan of Action Proposal: 10% (of 50%)
In order encourage you to start thinking about, exploring, and working toward your Major Project, you will be required to submit one to two page "Plan for Action" or a proposal for how you will approach your topic, how you might organize your exploration, what elements your will include, what your end goals might be, and so forth. There is no "recipe" for this, given the diversity of topics, choices of Major Project types and unique approaches different people take to a piece of work such as this.

This proposal will be due at the end of week 1 – there’s no time to waste before getting started.

Taken together, the Proposal and Major Project will be worth 50% of your final grade for the course.

More on the Website, Blog, or Podcast options:
What do I need to do? What will I need to create?
This project path (and assessment strategy) is, of course, going to be unique to you as a learner and specific to your topic; for that reason, I do not have absolute concrete guidelines, rubrics, etc. constructed (and, it may be somewhat pointless to try, given the creative latitude I want to give to this assessment strategy). Nevertheless, the following are a few elements I might expect would be included in your website project, to include:

1. Have a focus: it doesn’t make much sense for your media creation to be analogous to a scrapbook-without-a-theme. It’s more than a collection – it’s evidence of growth and learning about an area of interest and significance to your SoTL program of research. In other words, while you may want to select more than one topic, it is likely helpful for these to be clustered around a central theme or focus.

2. Be well-organized and coherent: you will share your product(s) with an audience, and even a novice or layperson should easily "get it" in that it is put together in a logical, consistent, and coherent way.

3. Be accessible: the reviewer/user should not need any special skills or software to access your learning product, nor to use it. That being said, you are free to use whatever tool/s make sense for your creation.

4. Tie into at least one or more of the core ideas from your SoTL research program. So, for example, you might take one topic (e.g., procrastination in learning) and "go deep" with it, adding media, writing, research, etc., but always keeping in mind that your work has a singular focus—procrastination. Whether you’re gathering resources into a curated collection, creating blog posts that explore fresh angles on procrastination you’re learning about, or you’re interviewing experts about their own work on procrastination and students about their experiences with it, you’re always on topic.

Important Note: Any of these major research and writing exercises should be worked on across the term, organizing your time to research the area, gather your information, analyze it, synthesize your piece, and then create it. This final component, the major assignment (a paper or a website) will be due on the last day of class.

**Assignment 2: Learning Journal**

**Value:** 30% of final grade

**Due Date:** See Course Schedule

**Type:** In this course, one of the guiding principles is that learners should be encouraged, as much as possible, to apply what they are learning to their personal and professional lives, and, to reflect on the meaning-making processes that are an integral part of powerful learning experiences. We will not have a final examination. This is where you connect the dots between the course content and your own professional lives.

**Description:**

Deeper understandings and meanings can be realized in a course such as SoTL 802 by creating critical habits of the mind. To that end, the Learning Journal is an assignment where you get an opportunity to reflect on and apply your understanding of particular topics or concepts encountered and of special interest to you, during the span of the course. In other words, you be
required to think about and then articulate how the topic, idea, concept, principle, etc. can be applied and used in your professional or educational world, and why it is important to you.

*What do I submit?*
As the course progresses, you may wish to make weekly entries, or, focus on a few topics of keen interest or that have special meaning to you. You should aim to make at least eight discrete journal entries across the 13 week course. These will be written at regular intervals and posted to the online LMS for the course. Of course, you are free to journal more and more often, but this would be the minimum; the length of each journal entry is not important but rather that you capture the thoughts, reflections, insights and ideas you want to keep. At the end of the course, you will be required to submit a Learning Journal Summary, a set of highlights, themes, core insights, etc. from the review and synthesis your *sequence* of journal entries. This final product should be no more than 2,000 words in length and can be organized any way you see fit. To put it another way, you are providing a "snapshot" of your learning journey, your process, insights gained, changes in your perspective, and so on. It is often helpful to review your collection of journal entries looking for themes or patterns of application or reflection and to then comment on these in your Learning Journal Summary. Again, what you include is up to you and should represent what has been meaningful to you as a learner. Finally, at the end of the course, you will need to provide a Learning Journal Summary (the weekly online journal entries will remain in the online learning tool in the course LMS), in either Word or as a PDF, submitted directly to the instructor for assessment.

*Tips on how to proceed:*

It may be helpful to address one or more of the topics and/or module objectives in your reflective application, as a way to organize your writing. However, understand that you have license to make this your learning journal, so there is no simple "recipe" for such an exercise.

Two additional ways to organize your writing for this assignment is to apply the topic, idea, concept or principle to either your professional life. For example, you might ask yourself the following:

"Can I use this content or process knowledge in my professional life right now or at some future date?" If so, explain how. For example, can you use any of the ideas to make informed decisions in your teaching practice or other aspects of your work world?

"Can I use this content knowledge to help me look for answers for my professional or personal questions about SoTL?" If so, how would you do so? How else might you need to use this knowledge?

Your learning about content in this course will be more useful to you if you make it your own—review and to write about the things you've learned in the class, and take the opportunity to synthesize your own thinking through this "higher order thinking" process (think: Bloom's synthesis and evaluation steps). The exercise of reflective writing, embodied by the *Learning Journal* will permit you to enter into an internal and external discourse about some of the major trends and thinking in our field of study, and demonstrate the synthesis of content encountered during the course.

**Participation**

**Value:** 20% of final grade
Due Date: See Course Schedule

Type: Class participation (reflected in regular, engaged discussion amongst all members of the learning community) is so important and valuable in Graduate Education that we assign approximately 20% of your final mark to the activities and discussions we do, and your participation in them.

Description: Online discussion activities/presentations/participation

You will be given several small tasks and activities during the course. For example, you might:

- Moderate a discussion and provide a summary of the online discussion that you moderate. You will be assigned to a weekly discussion topic. You’ll see what is expected when I do it the first week.
- Participate in weekly discussion topics.
- Carry out exercises designed to help you grasp some fundamental theoretical issues in our field of study.

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

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/](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](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](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, brining 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/](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](http://students.usask.ca) for more information.

**College Supports**
OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

**Acknowledgements**

**Course Contributor(s)**
### 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/ggps/forms.php](http://usask.ca/ggps/forms.php).

**College**

**College of Education**

**Department/Unit**

School for the Scholarship of Teaching and Learning, Department of Curriculum Studies

**Authorizing Unit Head**

Richard Schwier, Associate Dean Research and the Scholarship of Teaching and Learning

**Authorizing Unit Head Signature**

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### INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

<table>
<thead>
<tr>
<th>Label and Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOTL 803.3</td>
<td>Decoding Disciplinary Education in the Scholarship of Teaching and Learning</td>
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<table>
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<th>Total Course Hours</th>
<th>Lecture</th>
<th>Seminar</th>
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</table>

**Term(s) in which course will be offered**

- Term 1
- Term 2
- Term 1 or 2
- Term 1 and 2
- Annually
- Biennially
- Alternate Years
- Other

**Term(s) in which course is to be offered**

- Term 1
- Term 2
- Term 1 or 2
- Term 1 and 2
- Annually
- Biennially
- Alternate Years
- Other

**Prerequisite(s) or restriction(s)**

If there are prerequisites, who can waive them:

- Department
- Instructor

**Tuition code and any additional class fees**

<table>
<thead>
<tr>
<th>Number of credit units</th>
<th>Can this course be repeated for credit?</th>
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<tbody>
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<td></td>
<td>Yes.</td>
</tr>
</tbody>
</table>

**Exam Exemption**

- Grade Mode: Pass/Fail (P/F), Percentage/Numeric, Completed Requirements/In Progress/Not Completed Requirements (CR/IP/NC)
- Will there be a final exam for this course?
  - Yes
  - No

**Course Description (not more than 50 words)**

This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

**Admission to the SoTL Certificate or M.SoTL program.**

- Department
- Instructor

- X

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

- No

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**CHECKLIST**

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

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

This is a research seminar that will require students to apply the content of the course to their own research programs. Specifically, in this case they will complete a literature review that includes a written critical analysis of the disciplinary context they are studying, and that describes how SoTL research must adapt to its disciplinary context, particularly addressing the pedagogical environment and disciplinary knowledge. Students will include the literature review in a research proposal for a study that will contribute to their thesis. The purpose of this program is to promote doing inquiry at every turn, and applying learning to programs of research.
Enrolment

Expected Enrolment
22 per year

From which colleges/programs:
College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):
Director, School for the Scholarship of Teaching and Learning
Dr. Nancy Turner, Director of Teaching and Learning Enhancement, University of Saskatchewan (SoTL leader and scholar)
Dr. Wendy James, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)
Dr. Susan Bians, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (SoTL leader and scholar)
Dr. Rose Roberts, Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan (Educational Development Specialist and Indigenous Education Scholar)

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies.

How does the department plan to handle the additional teaching or administrative workload:
This course is part of a new certificate and master’s program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses, and we will draw on adjunct appointments and associate members of the School for teaching support. We will also contract with SoTL scholars with appropriate credentials who have appointments in the GMCTL.

Are sufficient library or other research resources available for this course:
Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

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
Michelle Prytula, Dean, College of Education

Signature

College Approval Date
**Rationale**

What is the rationale for introducing this course

This course is part of a new certificate program and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

**Impact of Course**

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

- Yes
- No

If yes, please list:

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

- Yes
- No

If yes, please attach correspondence.

The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education

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

- Yes
- No

If yes, please list:

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

All students in the SoTL Certificate program or the M.SoTL program will be required to take this course.
COURSE SYLLABUS

COURSE TITLE: Decoding Disciplinary Education in the Scholarship of Teaching and Learning

COURSE CODE: SOTL803

COURSE CREDITS: 3

Course Description

This course explores the differences and unique characteristics of disciplines in teaching and learning environments that influence inquiry in the scholarship of teaching and learning, including signature pedagogies, threshold concepts, and troublesome knowledge.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Learning Outcomes

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

15. Articulate the construct of signature pedagogies and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.

16. Articulate the constructs of threshold concepts and troublesome knowledge and describe examples from the humanities, fine arts, social sciences, STEM, and the professions.

17. Describe differences between generic and disciplinary educational approaches and their implications for SoTL research.

18. Design a research study that inquires into a signature pedagogy or threshold concept.

19. Discuss opportunities for the cross-disciplinary implementation of signature pedagogies, and adapting disciplinary threshold concepts to other disciplines.

20. Describe approaches for using SoTL inquiry to transform learning.

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](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](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](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 Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

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

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.
<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 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

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings</th>
</tr>
</thead>
</table>


| 3    | Threshold concepts and troublesome knowledge in the disciplines and | Barradell, S. (2013). The identification of threshold concepts: A review of theoretical complexities and methodological challenges. *Higher* |
significance to SoTL
• Primary characteristics of threshold concepts
• Criticisms of the notion of threshold concepts

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<tbody>
<tr>
<td>5</td>
<td>Threshold concepts and troublesome knowledge in the humanities and fine arts</td>
<td>Select one subject from the humanities or fine arts. Select one article from the supplementary reading list on threshold concepts below from that subject area, and locate one more reference from the same subject and bring a one page review of them to class.</td>
</tr>
<tr>
<td>7</td>
<td>Threshold concepts and troublesome knowledge in the professions</td>
<td>Select one subject from the professions (other than education if you're an educator). Select one article on threshold concepts from the supplementary reading list below from that professional area, and locate one more reference from the same profession and bring a one page review of them to class.</td>
</tr>
<tr>
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</tr>
<tr>
<td>9</td>
<td>Threshold concepts and troublesome knowledge in the social sciences</td>
<td>Select one subject from the social sciences. Select one article from the supplementary reading list on threshold concepts below from that subject area and locate one more reference from the same subject and bring a one-page review of them to class.</td>
</tr>
<tr>
<td>11</td>
<td>Threshold concepts and troublesome knowledge in the sciences, technology, engineering, and mathematics (STEM)</td>
<td>Select one subject from STEM. Select one article from the supplementary reading list on threshold concepts below from that subject area, and locate one more reference from the same subject and bring a one page review of them to class.</td>
</tr>
<tr>
<td>12</td>
<td>Interdisciplinary opportunities to share signature pedagogies and threshold concepts</td>
<td>Hubbard Murdoch, N., &amp; University of Saskatchewan, College of Graduate Studies Research. (2019). <em>Describing Student Threshold Learning Experiences in Interprofessional Contexts: A Phenomenographic Study.</em></td>
</tr>
</tbody>
</table>

**Midterm and Final Examination Scheduling**

This course will not have a midterm or final examination.
Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks


Signature Pedagogies


Threshold Concepts and Transformative Learning


https://youtu.be/WR1cXIdWnNU


Criticism of threshold concepts


Troublesome knowledge:


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**Supplementary Resources**

**Signature Pedagogies in the Disciplines Professions**


STEM


Humanities and Fine Arts


Chick, N. L. (2015). Holding it up to the light: Looking at learning through the lenses of the arts and humanities. The Canadian Journal for the Scholarship of Teaching and Learning. 6, 2. doi: http://dx.doi.org/10.5206/cjsotl-rcaea.2015.2.3


**Social Sciences**


**Interdisciplinary and Cross-Disciplinary Signature Pedagogies:**


Gary Poole. (2007). Using the Scholarship of Teaching and Learning at Disciplinary, National and Institutional Levels to Strategically Improve the Quality of Post-secondary Education. *International Journal for the Scholarship of Teaching and Learning, 1*(2).


**Threshold Concepts in the Disciplines (adapted from Kent, 2016)**

**Professions**


Davey, K. “Results from a Study with Threshold Concepts in Two Chemical Engineering Undergraduate Courses.” *Education for Chemical Engineers, 7*(3) (2012): 139-152.


Learning in Higher Education


**STEM**


**Social Sciences**


Grading Scheme

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tr>
<td>Threshold concepts reviews</td>
<td>20%</td>
</tr>
<tr>
<td>Literature review on signature pedagogy</td>
<td>40%</td>
</tr>
<tr>
<td>Research proposal on teaching and learning with signature pedagogy</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

Evaluation Components

**Assignment 1: Threshold concepts reviews**

**Value:** 20% of final grade  
**Due Date:** See Course Schedule  
**Type:** These reviews will allow you to identify and delve into threshold concepts in a number of disciplines, and focus on a particular field of study within that discipline.  
**Description:** For these reviews, you are expected to select one article from the supplemental reading list, and locate another article from the same subject area. First, write a complete citation, using (APA 6th ed) as a style guide, and summarize the key points of each article in a paragraph. Then, carefully attend to a critical analysis of the key points, identifying how they contribute to a richer understanding of that subject area, and where the ideas require elaboration or reconsideration from a different point of view. Finally, identify how this threshold concept (or one selected from the article) might be applied to a different subject area or
discipline. Each review should be no longer than one page, or 400 words. Be prepared to discuss your reviews in class seminar sessions.

**Assignment 2: Literature Review of Signature Pedagogy**

**Value:** 40% of final grade  
**Due Date:** See Course Schedule  
**Type:** This assignment asks you to demonstrate facility in locating and analyzing a range of literature relevant to a signature pedagogy of a discipline you choose. You will review and critically analyze the how and why the approach is employed in that discipline, and also consider how it might be employed in other disciplines, and where it would be inappropriate. The literature review will be of publishable quality.

**Description:** First, the literature review will require a thorough review of a wide range of literature, focused on a single signature pedagogy in a particular discipline, and then expand your review to consider the same pedagogy in other disciplines. You will consider what is the pedagogy and what are its boundaries? How does it overlap with other pedagogies? Why is it a “signature” pedagogy? How might it play out in different circumstances and under what conditions would it be more successful or less? How might this pedagogy manifest itself in other disciplines? What have you learned from your review that informs educators in the home discipline? What does it have to offer educators in other disciplines?

You will find a good template for a literature review at [https://www.tru.ca/__shared/assets/Literature_Review_Template30564.pdf](https://www.tru.ca/__shared/assets/Literature_Review_Template30564.pdf) (© Pamela Fry - used with permission from Thompson Rivers University Writing Centre). If you’re interested in looking into preparing to do a literature review TRU also offers a nice resource that considers a process you can follow [https://www.tru.ca/__shared/assets/Preparing_for_your_Literature_Review45141.pdf](https://www.tru.ca/__shared/assets/Preparing_for_your_Literature_Review45141.pdf) (© Aksa Mughal – used with permission from Thompson Rivers University Writing Centre)

**From the Thompson Rivers University Writing Centre:**

**Definition:** A literature review is an objective, critical summary of published research literature relevant to a topic under consideration for research. Its purpose is to create familiarity with current thinking and research on a particular topic, and may justify future research into a previously overlooked or understudied area.

A typical literature review consists of the following components:

**Introduction**

- A concise **definition of a topic** under consideration (this may be a descriptive or argumentative thesis, or proposal), as well as the **scope** of the related literature being investigated. (Example: If the topic under consideration is ‘women’s wartime diaries’, the scope of the review may be limited to published or unpublished works, works in English, works from a particular location, time period, or conflict, etc.)
- The introduction should also note intentional **exclusions**. (Example: "This review will not explore the diaries of adolescent girls.")
- Another purpose of the introduction is to state the **general findings** of the review (what do most of the sources conclude), and comment on the **availability** of sources in the subject area.

**Main Body**

- There are many ways to organize the evaluation of the sources. **Chronological and thematic approaches** are each useful examples.
Each work should be critically summarized and evaluated for its premise, methodology, and conclusion. It is as important to address inconsistencies, omissions, and errors, as it is to identify accuracy, depth, and relevance.

- Use logical connections and transitions to connect sources.

- The conclusion summarizes the key findings of the review in general terms. Notable commonalities between works, whether favourable or not, may be included here.

- This section is the reviewer's opportunity to justify a research proposal. Therefore, the idea should be clearly re-stated and supported according to the findings of the review.

**Conclusion**

- The conclusion summarizes the key findings of the review in general terms. Notable commonalities between works, whether favourable or not, may be included here.

- This section is the reviewer's opportunity to justify a research proposal. Therefore, the idea should be clearly re-stated and supported according to the findings of the review.

**References**

As well as accurate in-text citations, a literature review must contain complete and correct citations for every source.

© Pamela Fry

**Assignment 3: Proposal for a Research Study on Signature Pedagogy**

**Value:** 40% of final grade  
**Due Date:** See Course Schedule

**Type:** In this assignment you will design a SoTL research study on a signature pedagogy of your choosing. It should be about the signature pedagogy you explored in your literature review. The proposal will include enough information to be able to conduct the research.

**Description:** A completed SoTL research proposal will include the following elements:

**Introduction**

What is the big question you're investigating, and why does it matter?
- Describe the signature pedagogy and area to be studied
- Explain why this is important in the context of SoTL

**Review of the Literature**

In a brief extraction or summary from your literature review in assignment 2, describe what is already known about this area and give a short discussion of how your study fits into what is already known. This can be a couple of paragraphs long – drawn from what you already wrote.
- Include a summary of the basic background information on the topic gleaned from your literature review.
- Point out question(s) that are unresolved that you would like to study.
- Identify (at least) one general question you would like to pursue as part of your SoTL program.
Method and Design

- List your research question(s).
- **Describe how** you will go about answering the questions and why?
- Describe the general methodology you choose for your study.
- Explain why this method is the best for your purposes, and you might mention why you didn’t choose a different method if it seems like a plausible choice.
- Participants: who will participate in this research with you – your students? Describe them.
- Are there any participants you would exclude? Why, why not?
- Describe how you will gather data.
- How will you analyze the results?
- Explain how you will decide whether your research question is answered? How will you know if you found a positive or negative answer to your question?

Ethics

What ethics permissions will you require?

References

Include all references in APA style.
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

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, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC’s Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

**International Student and Study Abroad Centre**

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

**College Supports**

OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

**Acknowledgements**

**Course Contributor(s)**

Permission from Thompson Rivers University Writing Centre to use literature review template:
CAUTION: This email originated from outside of the University of Saskatchewan. Do not click links or open attachments unless you recognize the sender and know the content is safe. If in doubt, please forward suspicious emails to phishing@usask.ca

Good morning, Rick

Thanks for the email! Feel very welcome to use this, and any other TRU Writing Centre resource. You might also be interested in this resource explaining the steps to preparing for the lit review:

https://www.tru.ca/__shared/assets/Preparing_for_your_Literature_Review45141.pdf

Warm regards,

Jenna

Jenna Goddard, TESL, MEd
Writing Centre Coordinator, STSS Lecturer
Faculty of Student Development
Thompson Rivers University
Office: OM 1411B Tel: 250-371-5748
Email: jegoddard@tru.ca

TRU’s Kamloops campus is situated on the traditional and unceded lands of the Tk'emlúps te Secwépemc within Secwépemc’ulucw, the traditional territory of the Secwépemc people.

From: Schwier, Rick <richard.schwier@usask.ca>  
Sent: Tuesday, February 04, 2020 2:53 PM  
To: Jenna Goddard <Jegoddard@tru.ca>  
Subject: Permission to use Lit Review Template?

Hi Jenna.

I am building a new class for our new School for the Scholarship of Teaching and Learning at the University of Saskatchewan that includes a literature review assignment. I ran across the Literature Review Template on your site written by Pamela Fry (https://www.tru.ca/__shared/assets/Literature_Review_Template30564.pdf) and wondered if I could have permission to use it in a new course syllabus? I would include a link to it, and would also like to include a copy of it in the body of the syllabus.

I think it’s an excellent resource, but of course wanted to check with you about its availability. Thanks so much for considering my request.

Rick Schwier

Dr. Richard Schwier, Interim Associate Dean  
Research and Scholarship of Teaching and Learning  
College of Education  
University of Saskatchewan
New Graduate Course Proposal
GSR 400.1

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>Department/Unit</th>
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<tbody>
<tr>
<td>College of Education</td>
<td>School for the Scholarship of Teaching and Learning, Department of Curriculum Studies</td>
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INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

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<td>Research Experience in SoTL</td>
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<td>Term 2</td>
<td>Biennially</td>
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<td>Term 1 and 2</td>
<td>Alternate Years</td>
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<tr>
<td>Other</td>
<td>Other</td>
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Admission to the SoTL Certificate or M.SoTL program.

If there are prerequisites, who can waive them:

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<th>Department</th>
<th>Instructor</th>
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Catalogue Description (not more than 50 words):
The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student’s own classroom or organization. The study will include a research proposal, ethics approval, review, and final preparation suitable for publication.

Tuition code and any additional fees:

Number of credit units: 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 Marks for each evaluation listed
Professor must be a member of the Graduate Faculty

EXAM EXEMPTION

Grade Mode

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<th>Pass/Fail (Y/N)</th>
<th>Percentage Numeric</th>
<th>Completed Requirements In Progress/Not Completed Requirements (X/Y/Y/N)</th>
<th>Will there be a final exam for this course</th>
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<tr>
<td>Y</td>
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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.

This is a practical, applied class based on an experiential learning approach. In lieu of an examination, the student will carry out a complete mini study. The study will include a research proposal, an approved ethics proposal, and a report of the research. The successful preparation of a paper suitable for publication and review of the study in an approved refereed venue will serve as the standard for successful completion.
Rationale

What is the rationale for introducing this course?

This course is part of a new certificate program and master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

☑️ Yes  ☐ No

If yes, please list:

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

☑️ Yes  ☐ No

If yes, please attach correspondence.

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

☐ Yes  ☐ No

If yes, please list:

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

☐ Yes  ☐ No

If yes, please list:

All students in the SoTL Certificate program will be required to take this course. The course will also serve as an elective in the M.SoTL program. Because the accomplishment of the certificate credential is intended to signify proficiency, it is designed to augment academic credentials already held by participants, typically to enhance their own scholarship. Four of the courses (SoTL 801.2, 802.3, 803.3, 804.3), if successfully completed, may be applied toward an M.SoTL program of study, should the student choose to apply for that program. Similarly, SoTL 804.3 may be used as an elective course in the M.SoTL program by M.SoTL students.
Enrolment

Expected Enrolment
22 per year

From which colleges/programs:
College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

Resources

Proposed instructor(s) (Please include qualifications):
Several instructors on campus are qualified to teach the course, and the assignment will be made by the Department Head, Curriculum Studies, in consultation with the Director, School for the Scholarship of Teaching and Learning.
Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies, and demonstrate expertise in SoTL scholarship.
Notable SoTL scholars include Dr. Susan Bissell, Dr. Value Bailey, Dr. Brenda Houghton, Dr. Jay Williams.
Dr. Nancy Turner, Director of Teaching and Learning Enhancement, University of Saskatchewan; SoTL, leader and scholar.
Dr. Wendy Jans, Geonna Moss Centre for Teaching and Learning, University of Saskatchewan; SoTL, leader and scholar.
Dr. Susan Bissell, Geonna Moss Centre for Teaching and Learning, University of Saskatchewan; SoTL, leader and scholar.
Faculty from other departments and disciplines who are SoTL scholars, and who have the expertise and appointments in the College of Graduate and Postdoctoral Studies. These courses would require the interest of the faculty member in teaching the course, and the permission of the Department Head and Dean of their home unit.

How does the department plan to handle the additional teaching or administrative workload:
This course is part of a new master’s program and certificate to be offered by the School for SoTL and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we can also draw on adjunct appointments and associate members of the School or the GMCTL for teaching. We will contract SoTL scholars with appropriate credentials if necessary.

Are sufficient library or other research resources available for this course:
Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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

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: Michelle Prytula, Dean, College of Education

Signature

College Approval Date
COURSE SYLLABUS

COURSE TITLE: Research Experience in SoTL

COURSE CODE: SOTL.804

COURSE CREDITS: 3

Course Description

The purpose of this course is to apply the theory and skills of SoTL through the successful completion and publication of a research study in SoTL conducted in the student's own classroom or organization. The study will include a research proposal and an ethics application for the study approved by the instructor and any required external groups. The successful preparation of a paper suitable for publication and the review of the study in an approved refereed venue will serve as the standard for successful completion.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Learning Outcomes

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

21. Articulate and clearly delineate an appropriate problem for a SoTL study in their own teaching context.

22. Communicate the problem, supporting literature, research questions, and research methods in a research proposal.

23. Identify ethical issues and constraints for the study, and prepare an ethics proposal suitable for consideration and approval.

24. Write a research report, submit it for review to an approved refereed outlet, and successfully publish the report.

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 Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

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

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.
<60 Failure

An unacceptable performance.

Program Requirements

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 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

Class Schedule

This course is experiential and field-based, so there is not defined weekly content or activities in the course outline. You are expected to undertake the full design and conduct of a mini-research study in SoTL in your own teaching context, under the supervision and approval of your instructor. Every week, the class will meet online in a seminar format to discuss progress and problems, and deal with shared challenges. The instructor will guide the group, identify common issues, and bring content as needed to direct the activities of the group in weekly online sessions.

Midterm and Final Examination Scheduling

This course will not have an examination.

Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks
**Grading Scheme**

<table>
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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research proposal</td>
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<tr>
<td>Ethics proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper preparation (40%), submission, review in approved outlet, and revision (30%)</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Evaluation Components**

**Assignment 1: Research Proposal**

**Value:** 20% of final grade  
**Due Date:** Week 2

**Type:** This is another opportunity for you to prepare a research proposal for a study to be completed as part of your research program, and which will guide a study to be included as part of your thesis. This is to be about a real study you will actually conduct. You will prepare the proposal with the intention of completing the research study immediately following the completion of the course, after consulting with your research advisor in your program.

**Description:**
A completed SoTL research proposal will include the following elements:

**Introduction**

What is the big question you’re investigating, and why does it matter?
- Describe what you intend to study.
- Explain why this is important in the context of SoTL and to teaching and learning generally, and also specifically to your own professional context.
- It is entirely acceptable, and even encouraged, that you replicate a study that has already been done – make a few improvements to a research study you find in the literature and apply it in your own context.

**Review of the Literature**

Include a review of literature relevant to your research questions, and describe what is already known about this area and discuss how your study fits into what is already known. This review will be approximately five pages long – and may include references you reviewed in Assignment 2.
- Include a summary of the basic background information on the topic gleaned from your literature review.
- Analyze relevant literature and synthesize what existing research can tell you about your research questions. Can they be answered without doing the research yourself?
- Point out question(s) that are unresolved that you would like to study.
- Identify (at least) one general question you would like to pursue as part of your SoTL program.

**Method and Design**
• List your research question(s).
• Describe how you will go about answering the questions and why?
• Describe the general methodology you choose for your study.
• Explain why this method is the best for your purposes, and you might mention why you didn’t choose a different method if it seems like a plausible choice.
• Participants: who will participate in this research with you – your students? Describe them.
• Are there any participants you would exclude? Why, why not?
• Describe how you will gather data.
• How will you analyze the results?
• Explain how you will decide whether your research question is answered? How will you know if you found a positive or negative answer to your question?

**Ethics**

What ethics permissions will you require? Just indicate where you will need to go in this part of the proposal. Your actual ethics application will be completed separately as Assignment #4 in the course.

**References**

Include all references in APA (7th ed) style.

---

**Assignment 2: Ethics Proposal**

**Value:** 10% of final grade  
**Due Date:** Week 3

**Type:** Every research proposal requires review from the Research Ethics Board and written permission to proceed with the research before undertaking the research. In this assignment, you will prepare the submission to the Research Ethics Board for the study you defined in Assignment 3.

**Description:**  
Your assignment is to prepare an application to the Research Ethics Board–BEH for permission to conduct your study. When completed and judged satisfactory by your instructor, the instructor will sign off on the application as the Principal Investigator. This is done to assign responsibility to your instructor for the ethical conduct of the research, not to identify her/him as the lead researcher in the study. You will see that the form is detailed and requires you to make decisions about the conduct of your study. If you are unable to provide any detail at this time, discuss it with your instructor. This is a necessary step before you can begin the study, but you will be able to complete the application by the end of the term. Your mark and your completion of the course is not dependent on the decision of the REB-BEH, but you will require permission prior to beginning your research.

The forms you require, and instructions for their completion, are available for download at [https://vpresearch.usask.ca/researchers/forms.php](https://vpresearch.usask.ca/researchers/forms.php) under the "Ethics - Human Behavioural" link.

Your mark will be determined by how clearly, thoroughly, and carefully you prepare the application. Your instructor will sign the form and submit it when it is sufficiently detailed to warrant review by the Research Ethics Board.

---

**Assignment 3: Research Report**

**Value:** 70% of final grade  
**Due Date:** Week 13
For this assignment, you will prepare a research report for professional publication. It will essentially be an expansion of your research proposal – any necessary elaborations of each of the points in it, and with two additional sections:

1. Results: What were your findings? Summarize your data, complete statistical analysis if appropriate, and put your results into a form that will communicate clearly what you found. The results should be organized according to the research questions you asked, in this case you are providing the evidence for the answers to the research questions – not the answers. That comes next.

2. Conclusions: Answer your research questions, based on the data and results you found. What can you say with confidence about each of the questions you asked. Are your results definitive, reliable, and clear? Are they tentative? Do they need additional study, or are there other questions you need to address in order to confidently answer your research questions? What advice do you give to yourself and other researchers who want to follow up on your study?

In all respects, and in every part of this research report, be clear and concise. Your goal is to communicate, not to impress. You asked a significant question, and you now have some answers, based on the data you collected. Your report can take several forms: as a paper for publication in a journal; as a formal presentation you would make to a professional conference; or as a webcast or podcast you will share with a larger audience for example. Regardless of the format your report takes, it is important that it be refereed. It must have been reviewed by at least two independent experts, and their reviews must be included with the final product. If you are submitting to a refereed professional journal, they will manage and return summaries of reviewer comments to you. Communications from the journal will satisfy this requirement. If not, you can use the following review form (or adaptation for non-print publications).
**Manuscript Review Form**

**Reviewer Information**

| E-Mail:       |                                                                 |
| Title:        |                                                                 |
| First Name:   |                                                                 |
| Last Name:    |                                                                 |
| Affiliation:  |                                                                 |
| Country:      |                                                                 |
| Specialization: |                                                          |

**Manuscript Information**

| Journal or Outlet Name: |                                                                 |
| Manuscript Title:       |                                                                 |
| Date Reviewed:          |                                                                 |

**Reviewer’s Blind Review Comments to Author**

Include your comments on the topics below. Include text excerpt or row / page no. from the manuscript for ease of reference by the author.

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<tr>
<td>15</td>
<td>Other:</td>
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</table>
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

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, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC’s Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

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

College Supports
OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Acknowledgements

Course Contributor(s)
New Graduate Course Proposal
GSR 400.1

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/pgos/forms.php

<table>
<thead>
<tr>
<th>College</th>
<th>Department/Unit</th>
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<tbody>
<tr>
<td>College of Education</td>
<td>School for the Scholarship of Teaching and Learning, Department of Curriculum Studies</td>
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<table>
<thead>
<tr>
<th>Authorizing Unit Head</th>
<th>Authorizing Unit Head Signature</th>
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<tbody>
<tr>
<td>Richard Schier, Associate Dean Research and the Scholarship of Teaching and Learning</td>
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</tbody>
</table>

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

<table>
<thead>
<tr>
<th>Label and Course Number</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>SOTL 990</td>
<td>Research Seminar in the Scholarship of Teaching and Learning</td>
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<tr>
<th>Total Course Hours</th>
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<th>Seminar</th>
<th>Lab</th>
<th>Tutorial</th>
<th>Other</th>
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<tr>
<th>Weekly Course Hours</th>
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<th>Seminar</th>
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<th>Tutorial</th>
<th>Other</th>
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<td>3</td>
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</table>

Term(s) in which course will be offered

- Term 1
- Term 2
- Term 1 or 2
- Term 1 and 2
- Annually
- Biennially
- Alternate Years
- Other

Course is to be offered

- Annually
- Biennially
- Alternate Years
- Other

Prerequisite(s) or restriction(s)

If there are prerequisites, who can waive them:

- Department
- Instructor

Tuition code and any additional class fees:

- Number of credit units:
- Can this course be repeated for credit?

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

- Yes
- No

CHECKLIST

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

Exam Exemption

- Exam Mode
  - Pass/Fail (P/F)
  - Percentage/Numeric
  - Completed Requirements/In Progress/Not Completed Requirements (CR/PR/N)
  - Final Exam

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

Exams will serve as the standard for successful completion. The other aim of the course is to introduce graduate students to the both academic and non-academic aspects of graduate studies and provide background preparation to support your academic studies. Through completion of the required modules and by exploring issues in the general field of education that support the field of inquiry taken up in your thesis, you will become engaged in your graduate program and research culture.
Rationale

What is the rationale for introducing this course?

This course is part of a new master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Teaching will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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If yes, please list:

This course will be available exclusively to students in the M.SoTL program

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

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<th>Yes</th>
<th>No</th>
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If yes, please attach correspondence: The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education

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

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<th>Yes</th>
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If yes, please list:

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

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

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<th>Yes</th>
<th>No</th>
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If yes, please list:

All students in the M.SoTL program will be required to take this course.
## Enrolment

**Expected Enrolment**

22 per year

From which colleges/programs:

College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.

## Resources

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

Director, School for the Scholarship of Teaching and Learning

Several individuals are qualified to teach this course, and the assignment will be made by the Department Head, Curriculum Studies, in consultation with the Director, School for the Scholarship of Teaching and Learning

Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies, and demonstrate expertise in SoTL scholarship. Notable SoTL scholars include Dr. Geraldine Balzer, Dr. Bev Brenna, Dr. Brenda Kalyn, Dr. Jay Wilson.

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

This course is part of a new master’s program to be offered by the School for SoTL, and will operate through the Department of Curriculum Studies, where possible through regular ATD. External funding has been secured to support the introduction of new courses, and we will draw on adjunct appointments and associate members of the School for teaching when necessary.

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

Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.

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


## 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.

<table>
<thead>
<tr>
<th>Authorizing College Dean/Head</th>
<th>Signature</th>
<th>College Approval Date</th>
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</thead>
<tbody>
<tr>
<td>Michelle Prytula, Dean, College of Education</td>
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</table>
COURSE SYLLABUS

COURSE TITLE:  Seminar in SoTL Research

COURSE CODE:  SOTL 990

COURSE CREDITS:  0

Course Description

This is a non-credit research seminar that will acquaint students with the process of building a research program that will span their entire program of study, including a proposal for 3–4 linked research studies in SoTL, and a rough draft of a research ethics application. The approval of the program of research will serve as the standard for successful completion. The other aim of the course is to introduce graduate students to the both academic and non-academic aspects of graduate studies and provide background preparation to support your academic studies. Through completion of the required modules and by exploring issues in the general field of education that support the field of inquiry taken up in your thesis, you will become engaged in your graduate program and research culture.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Learning Outcomes

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

- Have a general understanding of the important roles of a graduate student.
- Know where to find information related to your life as a graduate student (PAWS).
- Begin to use your university email for all correspondence and student related work.
- Understand the importance of keeping on top of course planning and registration.
- Understand the importance of being ethical and honest as a graduate student and researcher.
- Have an understanding of the ethics review process including the formate for an ethics review submission.
- Have an understanding of the resources available through Library Services.
- Know where to find answers to questions you may have about new Canadian Copyright legislation.
- Choose a Reference Management System and create an account.
- Know how to find journal articles through education specific online databases.
- Know the resources at the U of S that provide you with writing assistance.
- Understand the basics of the APA writing and referencing guidelines.
- Know where to find online help for APA formatting questions.
- Demonstrate the ability to systematically review a research article.

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

Please note: There are different literal descriptors for undergraduate and graduate students.
More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:
http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:
https://teaching.usask.ca/about/policies/learning-charter.php

Course Overview

SOTL 990 is a compulsory, but non-credit online seminar; there is NO requirement to attend campus in a face-to-face classroom setting.

A total of five Modules will cover the following topics:
• Module One-A brief introduction to graduate studies
• Module Two-Ethics in graduate studies
• Module Three-The U of S Library and resources
• Module Four-Writing in graduate studies
• Module Five-Annual College of Education’s Celebration of Research

This research seminar will acquaint you with the process of building a research program that will span your entire program of study. Upon completion of the above five modules, you will be required to submit a proposal for 3–4 linked research studies in SoTL and a rough draft of a research ethics application for the research program. The approval of the research proposal will serve as the standard for successful completion. It does not have to be perfect or indelible. But we want you to begin thinking about the shape of the research you intend to do as part of your program and thesis right away, so you will have what you need to do your course work and the mini-studies that will make up the substance of your thesis.

Note that a number of learning outcomes are associated with each Module. Progress through these modules is entirely self-directed but there will be opportunity provided for peer-to-peer asynchronous discussion via the Discussion Board in the course online LMS. They serve as a prerequisite to completing the research program proposal.

Module 1: Introduction to Grad Studies

Introduction

SOTL 990 is a compulsory, but non-credit seminar. The purpose of the course is to introduce graduate students to the both academic and non-academic aspects of graduate studies and provide background preparation (information re: research tools, writing assistance, APA guidelines, how to do a literature review) to support your academic studies. Through completion of the required modules you become involved in our research culture by exploring issues in the general field of education which support the field of inquiry taken up in your courses, project or thesis.

In addition to the work you do in this course, there are other opportunities to become an active and engaged graduate student. The university and wider community offer several lecture series or one-time events in addition to course offerings; you are welcome to engage in as many as your schedule permits. So that we may all share in your discovery, please post upcoming events that you think may be of interest to the rest of your colleagues; also, please share a significant learning from any event you have attended on the course page. The university website, plasma screen on the main floor in Education, and the On-campus News publication provide information on upcoming events. If you are unable to attend on campus events, share a learning from educational events occurring in your community or that you’ve experienced in an online setting.

A number of workshops and instructional modules are available to keep abreast of computer programs and instructional technologies. Check out the PD & training tab in PAWS.
Objectives/Outcomes
Once you have reviewed the material in this module you will:

- Have a general understanding of the important roles of a graduate student.
- Know where to find information related to your life as a graduate student (PAWS).
- Begin to use your university email for all correspondence and student related work.
- Understand the importance of keeping on top of course planning and registration.

Content
Coming back to University after a long absence can be both exciting and nerve-wracking. There have likely been significant changes in your life and your understanding and expectations around being a university student. For example, as a graduate student you will find that there may be less direct instruction and more emphasis on you taking care of your own deadlines and program.

We encourage you to be actively involved in your studies, to be proactive and engaged with the process. For example, do not wait for someone to contact you related to registration deadlines or required information (that being said, our Graduate Support Staff person, Patti Gilles, does an amazing job and is a great source of information). The added responsibility of managing your program also includes making connections with your assigned advisor, at least once per year; each grad student has been assigned a faculty member who will help to review your progress in your studies (officially, your Program of Studies or POS). This person is not a supervisor per se (this term only applies to someone who is working with you in that capacity in the thesis route) but a randomly selected individual in the department with knowledge about our graduate program. Your assigned advisor can be a good sounding board or a person to go for direction when you have a quick question (be sure to review all documents, handbooks, or contact Patti to get your answers to more basic questions). Sometimes these people will become your instructors, mentors or supervisors for Project or Thesis work. Sometimes they will just be a person you see once a year. Either outcome is fine. We want you to meet a variety of individuals during your time in the program and advising is one of the ways it happens.

Important points to remember:

- The university knows you as your Network Services Identification number or NSID. It is a combination of your initials and three numbers such as ‘abc123’. You will use this number much like your have used a student number in the past and/or at other institutions.
- Use your PAWS e-mail. This e-mail is our main communication tool with you. PAWS is where you will register, pay and access your courses. You will find useful information in all areas of this website. Take some time to login (via PAWS Login Portal) and look at what is available. In addition to course specific material you will find information on social events, Huskie Athletics, student support and other important areas. Note that PAWS is highly customizable, so you can create your own set of resources, tabs, etc. that will help keep you informed on any variety of activities and events.
- Maintain continuous registration. If you are unable to attend for a term, and you are not eligible for sick, compassionate, or parental leave, then you are required to pay a “maintenance-of-status” fee.
- Notify the Graduate Chair if you require a leave.
- If for any reason you cannot continue with your studies, notify the Graduate Chair ASAP that you wish to withdraw, even if this is for a temporary period of time. If you do not do so, you may be “Required to Discontinue” which leaves a permanent negative mark on your record.
- If you are a Thesis-stream student, register in 994 every term (all three)
- If you are a Project-stream student, register in 992 every term (all three)
- Remember: You are ultimately responsible for making sure that you meet the requirements of the degree. The Department Head, Graduate Chair, and Secretary will assist you but the onus is on you to fulfill program requirements.

Make sure you are familiar with all aspects of the graduate program. As mentioned, you will have an advisor, as well the support of the Graduate Chair and Graduate secretary to help you with anything that may occur. We recommend that you become familiar with the College of Graduate Studies website. Note that you are a graduate student of the College of Graduate Studies and Research (CGSR) even though you are studying in the College of Education. Please pay close attention to any correspondence you receive from CGSR.
Module 2: Ethics in Graduate Studies

Introduction
This Module is presented as an introduction to the importance of acting honestly and ethically as a graduate student. The information here provides useful content for those who conduct research in their graduate student experience. On a practical level, we hope that student research projects will map appropriately to accepted ethical principles allowing for a heightened awareness of research relevance, even for those whose careers will be primarily course-based. While certain components of research methodology can be approached in a stand-alone manner, research ethics is more foundational: ethical considerations underlie all aspects of research, from study design to data collection and analysis, to public distribution of new knowledge. Therefore, the topic is best approached at the beginning of this course, and is considered as an integrated component of all decision-making in the research context.

Objectives/Outcomes
Once you have reviewed the material in this module you will:

• Understand the importance of being ethical and honest as a graduate student and researcher
• Have an understanding of the ethics review process including the formate for an ethics review submission.

Content
To lay an ethical foundation, a minimal level of content familiarity is required. One needs to understand the philosophical and moral reasoning that forms the basis of current ethics standards, codes, and guidelines, as well as a little of the history. This means that before conducting research, students should be aware of the basic requirements for ethical research as outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. There should also be an understanding of how this Policy came to be created and why it is still felt to be necessary. To ensure this content familiarity, class participants are asked to complete two online tutorials.

As a graduate student you will likely be involved in research as a primary researcher or as an assistant. If you will be the primary researcher (e.g., if you are doing research for your thesis work), part of this work will include making a submission to the U of S Behavioural Ethics Board. You will be required to complete a submission before you begin your research to ensure that it is ethically approved. The online form and process for completing the form is found at the REB website. Take the time to review the information so that you are familiar with the intent of the site.

To complete the requirement for this module we direct you complete the two excellent online tutorials offered by the College of Graduate Studies and Research, namely, GPS 960 and GPS 961. Note that you MUST complete both of these self-paced online tutorials in order to graduate!

A description of each course follows:

GPS 960.0: Introduction to Ethics and Integrity
This course is a required for all first year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

GPS 961.0: Ethics and Integrity in Human Research
This course introduces students to the ethics of research with human subjects. Students will complete the Tri-Council Policy Statement: Ethics Conduct for Research involving Humans (TCPS) Tutorial and become familiar with the human ethics processes at the University of Saskatchewan.
Module 3: The UofS Library and Resources

Introduction
The University of Saskatchewan Library system provides support in a number of ways. They have an excellent digital and physical catalogue. They have created a wonderful online resource for graduate students in the College of Education. Please take the time to read the information presented.

Objectives/Outcomes
Once you have reviewed the material in this module you will:

- Have an understanding of the resources available through Library Services.
- Know where to find answers to questions you may have about new Canadian Copyright legislation.
- Choose a Reference Management System and create an account.
- Know how to find journal articles through education specific online databases.

Content
The College of Education Library has put together a comprehensive online resource to support graduate students. On the site you will find material chosen based on the potential importance to graduate students. There is a selection of tutorials, pdf instructions and websites to support your coursework. You will find there is overlap on the site with some of the other tutorials. We believe that redundancy and repeated exposure to ideas and resources helps to reinforce ideas and are not worried if you see things more than once. Take the time to investigate each tab in the list, as the information will serve you well in all of your work as a graduate student.

Follow this link to access these resources

Another important issue you should understand is copyright. Whether you are using materials created by others in your teaching or research or sharing your own materials it is important to know your rights and, importantly, to not violate the rights of others. Here is another helpful Library Guide that provides an overview of the new copyright laws. You do not have to thoroughly review the information but now you will know where to turn for information.

Module 4: Writing in Graduate Studies

Introduction
This module will assist you with your writing as a graduate student. An important skill is your ability to carefully craft any message you are trying to share with others. Effective writing includes moving from organizing your initial thoughts to planning and constructing a well-designed document. You will have opportunities to write for many different purposes as a graduate student. You may be creating a proposal to convince someone to participate in your research, fund your travel or accept your work for presentation or publication. Your success in communicating your ideas through your written work will have an impact on your success in these endeavors.

You will also be introduced to reading other people's work to determine the effectiveness of it. Understanding how the writing of others is presented will support your development as an informed consumer. If you have a framework for systematically reviewing potentially important material you are able to determine its applicability to your own work. Exposing yourself to the work of others will also support your own writing development.

Objectives/Outcomes
Once you have reviewed the material in this module you will:

- Know the resources at the U of S that provide you with writing assistance.
- Understand the basics of the APA writing and referencing guidelines.
- Know where to find online help for APA formatting questions.
• Demonstrate the ability to systematically review a research article.

**Content**

Many different supports and resources exist to **guide** you in your understanding and development as a writer. For many who are making the transition back to graduate school they need to learn how to write in a more formal manner. This can be also difficult when English is not the student’s first language.

The University of Saskatchewan **Learning Center** is an excellent resource for graduate students. It can address almost every issue that will arise for graduate students when it comes to writing. They offer specific feedback and for those who are struggling with or those who want some fine tuning of their writing. Their site includes a number of helpful videos created by faculty at the U of S. Please follow this link to learn more about the services they offer.

Every time you use someone else's work to support your research or writing you must give them the credit that is due. Proper formatting not only ensures you do not take credit for someone else's work but also makes it easy to find your sources for assessment and for others to use. In Education research and writing we use the American Psychological Association (APA) guidelines for style and writing. Their publication is an important book for many to add to their professional libraries. The University of Saskatchewan **Library** has a comprehensive site addressing APA. In addition you may follow this link and review the online tutorial for those who are new to APA Style. Throughout your time as a graduate student you will be required to demonstrate your ability to format references in the body of your writing as well as in the reference section according to the APA guidelines.

The University of Toronto has created this list of useful publications related to graduate student writing. It encompasses a variety of specific instances for graduate writing that may deal with any difficult situations you may encounter.

Reviewing the work of other researchers is another **key skill**. Not only is it important to determine the applicability of other's research to your own but the more you read the better your writing will become. If you follow researchers who are also good at sharing their findings your skill as a writer will improve.

This online resource will take you through some of the things to look for in reviewing the work of others. Please read the material presented at this resource site as a beginning point to thinking about what you are reading.

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**Module 5: Celebration of Research and Scholarship**

**Introduction**

The **Celebration of Research and Scholarship** is the College’s opportunity to showcase the rich, diverse, and high-quality work of our graduate students. This year the event will be held early April, XXXX. The **half-day** gathering will bring together current graduate students, former graduate students, faculty, and other educators to learn about the research taking place in the College.

We encourage you to become involved in the **Celebration of Research** through a variety of ways. **First:** of all we encourage you to attend. The gathering is a great opportunity to see what others have done and what options may exist for your future work. **Second:** If you have an idea that fits under one of the four categories you may also want to submit a proposal. **Third:** There is also the opportunity to provide a review of one of the presentations by another student. **Fourth:** We are also always looking for volunteers to help with registration, organization, and introducing speakers. We will update this page to let you know who to contact if you are interested.

**Content**

There is no required content for this module except a willingness to participate in the Celebration of Research.
Assessment
We know that is not possible for everyone to attend the Celebration of Research in person so the assessment in this final module is flexible.
What you can do to participate:
1. For those who are able to participate in some way, in person, on-site, in the Celebration of Research we ask you to share a constructive review of one of the presentations that you attended. It will be a review (one page maximum) of a presentation that shares the topic/focus with those who are unable to be in attendance.
2. For those at a distance you will review what has been hosted by the other 990 students and reply to one of the postings.
The postings and replies will be shared on the course discussion board under Module 5 and will be completed by April 9th.
As a guide for what to expect I have shared the Call for Proposals.

College of Education Graduate Students CELEBRATION OF RESEARCH AND SCHOLARSHIP

The Celebration of Research and Scholarship is the College’s opportunity to showcase the rich, diverse, and high quality work of our graduate students.

The call for proposals invites all graduate students regardless of where they are in their program to submit one of the following: a research poster, an oral presentation, a panel presentation, or a roundtable of work-in-progress.

Please discuss possibilities with your supervisor or Graduate Chair and submit your proposal for a presentation by e-mail to Charlene.Roberston@usask.ca Joint or panel presentations are encouraged. All proposals should be received by March 8, 2015. See below for descriptions.

Proposal information should include
Name(s):
Department Affiliation:
Title of presentation and short abstract (maximum 120 words):
Mode of presentation: poster, paper, panel, oral presentation, etc:
Equipment needs:
(Assistance with developing research posters is available through IT4U (access through PAWS PD & Training tab)

Research posters are a visual representation of the purpose, conceptual framework, methodology, and/or findings of your research. Posters may also be a visual representation based on other types of scholarship such as a review of literature, a position paper, collaborative inquiry, self-reflection and/or autoethnography. Posters will be displayed in the halls with time set aside for the creators to explain and answer questions. See, for example, from another field of study http://www.weedsresearch.usask.ca/Weed%20Control%20Research%20Posters/index.php

Oral presentations - Oral presentations may be a carefully prepared lecture on a topic or theme related to your research or inquiry. Oral presentations might be based on a paper you have prepared for a course assignment or for publication in a refereed journal. Oral presentations may also include artistic performance or an alternate form of knowledge translation. Oral presentations will be limited to 15 minutes.

Panel presentations are where two or three papers are grouped together on a theme. They may present diverse viewpoints on a topic or theme and include a discussant who synthesizes the ideas in the two to three papers and poses questions for audience discussion. Your proposal should include the name of a potential discussant.

Round tables on works-in-progress are where participants gather to discuss and get feedback on their research ideas. They work best if you come prepared to speak about what you are working to accomplish in your research and where you need feedback. Submit a brief description of your progress to date.
This is a non-credit course. Upon completion of the five modules described above, and the submission of a satisfactory research program plan and ethics draft, the instructor will assign a mark of CR for the student.

**Evaluation Components**

**Assessment for Module One**
As a first step in your work in 990 we ask you to post about something about yourself on the course discussion board. The content can be what you choose but try to share your reasons for engaging in graduate studies and what you hope to take away from your program. Tell us about where you are in your teaching career (if applicable) and anything else you may wish to share. After you have posted your thoughts read through the posts of others and share any feedback. Please post on the discussion board under Module One by XXXX. Feel free to return to the discussion board to review the postings of your fellow students.

**Assessment for Module Two**
You must register for each course through PAWS. Each course will take you approximately two hours to complete and once you have completed the courses they will be assessed by the instructor assigned to the courses. Once your work has been assessed you will receive a grade of 'CR' added as a credit to your transcripts to fulfill the requirements for your Program of Studies. During the week of October 28th feel free to share your thoughts by answering the question, "Why is knowing about ethics is important for Graduate students." Post your response on the course discussion board under Module 2.

**Assessment for Module Three**
For your assignment in this module there are two tasks to complete:
1. You are required to create an account in Mendeley or Zotero. Tell us what you think of whichever referencing software you select, or, if you decided to use another system (e.g., EndNote), tell us about that.
2. Once you have created your account, and tried the tool out for reference searches, post to the 990 Course Discussion Board your thoughts about one resource you found particularly useful using the library site and search tools; give us a brief description of the resource, where you found it, and how it is relevant to your graduate study interests.

You should add your posting during the weeks of November 18th through January 30th, at the latest, under Discussion Board/Module 3. However, I will open this Discussion space now so feel free to add your
stuff whenever you wish (some will have final papers, exams, etc. and may want to get a jump on this assignment).

**Assessment for Module Four**

You are required to write a **one-page review** of a **journal article** you deem relevant to your current or future work as a graduate student. Begin by finding an appropriate research article and write a review of the piece. Use the skills you learned in the library module to locate an article from an online journal.

You must share with your audience (in the Discussion space provided)

- the main research question or questions
- key terms
- methodology used in the research
- findings or what the author(s) believes is important
- URL or DOI to access the document

You will include an **APA formatted reference of the article** used in the assignment. Use the pdf from the U of A as a guide to examining the document.

The written piece will be posted as an attachment to the Discussion Board for Module 4 during the week of **XXXX**. Others will read and **comment** on your review in our **Discussion** space.

**Assessment for Module Five**

Participation in the Celebration of Research and Scholarship as described in the module.

**SoTL Research Program Proposal**

A proposal for 3–4 linked research studies in SoTL and a rough draft of a research ethics application for the research program. The approval of the research proposal will serve as the standard for successful completion. It does not have to be perfect or indelible.

The Research Program Proposal must include:

**The program area:** This should identify as precisely as possible the umbrella area that will be explored in each of the mini-research studies. It might be something like “Procrastination” with a clear definition of what you mean by it in the context of your research.

**Study 1 topic:** A one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question. For example, if your umbrella topic is “procrastination” you might say something like: “This study will ask whether the learning and marks in a course on creative writing are correlated with how late students wait before beginning to write each assignment. I will have students keep logbooks where they will record their study times and the dates/hours they worked on their assignments. I will mark the papers before looking at the logbooks. I will correlate the number of days prior to the due date for each paper with the mark I gave the paper for all of the students in the class. I will also correlate the total number of hours of work on each paper (self-reported by students) with the mark received on the paper, and group students who worked similar numbers of hours to control for the effect the amount of time spent on the assignment might have influenced the outcome.”
Study 2 topic: As with the previous study, a one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question.

Study 3 topic: As with the previous study, a one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question.

Study 4 topic: Study 3 topic: As with the previous study, a one or two paragraph description of the question(s) you will address in this mini-research study, how you will go about studying it, and what kind of results you will need to answer the question.

A draft of an ethics proposal. It does not have to be complete, but it should include everything you can at this point in the process. Before you begin doing any of the studies, you will need to complete the form and submit it for permission from the Research Ethics Board. This can take a few weeks, so start as early as possible.

You can download a form at:


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).

Before you copy or distribute others’ copyright-protected materials, please ensure that your use of the materials is covered under the University’s Fair Dealing Copyright Guidelines available at https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php. For example, posting others’ copyright-protected materials on the open web is not covered under the University’s Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit https://library.usask.ca/copyright/index.php where there is information for students available at https://library.usask.ca/copyright/students/rights.php, or contact the University’s Copyright Coordinator at mailto:copyright.coordinator@usask.ca or 306-966-8817.

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/student-conduct-appeals/academic-misconduct.php) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIIAPPEALS)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: https://library.usask.ca/academic-integrity#AboutAcademicIntegrity

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial

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 at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit https://students.usask.ca/health/centres/access-equity-services.php, 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, bringing Aboriginal and non-Aboriginal
students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC’s Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

**International Student and Study Abroad Centre**

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

**Other Acknowledgements**

This course drew on excellent resources prepared by Dr. Dirk Morrison for ECUR 990.0. This version of the course is identical with the exception of one additional assignment: the research program plan. We are grateful to Dr. Morrison for his generosity and for the outstanding design of this course.
New Graduate Course Proposal
GSR 400.1

Course Information

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

College
College of Education

Department/Unit
School for the Scholarship of Teaching and Learning, Department of Curriculum Studies

Authorizing Unit Head
Richard Scherer, Associate Dean Research and the Scholarship of Teaching and Learning

Authorizing Unit Head Signature

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Labor and Course Number
SOTL 994

Course Title
Research

Total Course Hours
Lecture
Seminar
Lab
Tutorial
Other

Weekly Course Hours
Lecture
Seminar
Lab
Tutorial
Other

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

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

Preliminary (s) or restriction(s)
Admission to the M.SoTL program.

If there are prerequisites, who can waive them:
Department
Instructor

Catalogue Description (not more than 50 words)
The thesis research is the culminating activity in the master's program. Under the guidance of a faculty supervisor and thesis committee, the student will propose, conduct, and defend research that demonstrates proficiency in carrying out research in the scholarship of teaching and learning.

Tuition code and any additional class fees:
Number of credit units:
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
○ Yes ○ No

Description of end Activities for Evaluation must be listed
○ Yes ○ No

Course Outline (Syllabus) with Reading List must be included
○ Yes ○ No

Percentage of Total Mark for each evaluation listed
○ Yes ○ No

Professor must be a member of the Graduate Faculty
○ Yes ○ No

EXAM EXEMPTION

Grade Modes
○ Pass/Fail (P/F) ○ Percentage/Percentage ○ Completed Requirements/In Progress/Not Completed Requirements (CR/IP/NR)

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.
This is supervised research project, and its successful defence of the thesis to the supervising committee and external examiner will be the standard for successful completion.
Rationale

What is the rationale for introducing this course?

This course is part of a new master's program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses until they can be supported by program revenues. Supervision of the thesis research work will be assigned by the Director of the School in consultation with and approval of the Department Head of the Department of Curriculum Studies.

Impact of Course

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

- Yes
- No

If yes, please list:

This course will be available exclusively to students in the M.SoTL program

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

- Yes
- No

If yes, please attach correspondence:

The Departments of Educational Administration, Educational Foundations, Educational Psychology and Special Education

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

- Yes
- No

If yes, please list:

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

- Yes
- No

If yes, please list:

All students in the M.SoTL program will be required to take this course.
Enrolment

**Expected Enrolment**

**22 per year**

**From which colleges/programs:**

*College of Education, School for the Scholarship of Teaching and Learning, Department of Curriculum Studies.*

Resources

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

*Director, School for the Scholarship of Teaching and Learning*

*Faculty from the Department of Curriculum Studies who hold appointments in the College of Graduate and Postdoctoral Studies.*

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

*Thesis research is part of a new master’s program to be offered by the School for the Scholarship of Teaching and Learning, and will operate through the Department of Curriculum Studies. External funding has been secured to support the introduction of new courses, and we will draw on ECUR faculty, adjunct appointments, and associate members of the School for supervision and committee membership to support the experience.*

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

*Yes. We have consulted with the Head Librarian of the Education and Music Library. We have sufficient resources in the catalogue or through e-subscriptions to support the program, and expect to employ inter-library loan for resources we do not have available currently.*

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

Declaration

*This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (uasask.ca/university_secretary/council/reports_forms/reports/12-06-49.php) and Academic Integrity and Student Conduct (uasask.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**

*Michelle Prytula, Dean*

**Signature**

**College Approval Date**

*May 22, 2020*
Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1. Is this a new degree, diploma, or certificate? Yes X No
   Is an existing degree, diploma, or certificate being renamed? Yes X No
   If you’ve answered NO to each of the previous two questions, please continue on to the next section.

2. What is the name of the new degree, diploma, or certificate?
   Master of the Scholarship of Teaching and Learning [MSOTL] - Master Scholarship Teach Learn (suggested Banner description - limit of 30 characters)

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

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

5. Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?
   Degree level

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

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

8. Which College is responsible for the awarding of this degree, diploma, or certificate?
   Graduate and Postdoctoral Studies [GP] - exists in Banner

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

10. Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
    SOTL - Scholarship Teach and Learning (suggested Banner code and description) [4 characters for code and 30 characters for description]

11. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
    Thesis-based
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

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

2. Is an existing program being revised? 
   Yes [ ] No [X]

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

2. If YES, what degree, diploma, or certificate does this new/revised program meet requirements for? 
   Master of the Scholarship of Teaching and Learning [MSOTL] - Master Scholarship Teach Learn (suggested Banner description - limit of 30 characters)

3. What is the name of this new/revised program? 
   Master of the Scholarship of Teaching and Learning [MSOTL-T-GP] - Master Schol Teach Learn- Thesis (suggested Banner description - limit of 30 characters)

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

5. What College/Department is the academic authority for this program? 
   Graduate and Postdoctoral Studies [GP] / Curriculum Studies [ECUR] - currently exist in Banner

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? 
   Thesis-based

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 [X]

   If yes, choose one of the following?  
   Domestic Mobility (both jurisdictions are within Canada)  
   International Mobility (one jurisdiction is outside of Canada)

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

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

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?
Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1. Is this a new or revised major, minor, or concentration attached to an existing degree program?
   Yes [ ] No [x] Revised [ ]
   If you'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 [x] Revised [ ]
   If you've answered NO, please continue on to the next section.
2. If YES, what is the name of this new / revised disciplinary area?
3. Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)
4. Which multiple Departments / Schools are the authority for this new / revised disciplinary area?
4a. Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)
4b. Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)
5. Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?  
   Yes ☒  No ☒

   Is an existing college, school, center, or department being renamed?  
   Yes ☒  No ☒

   Is an existing college, school, center, or department being deleted?  
   Yes ☒  No ☒

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

2 What is the name of the new (or renamed 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 (i.e. New degree hood, adjustment to parchments, etc.)?
### Section 7: Course Information

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

   **Yes** - SOTL Scholarship of Teaching and Learning - Scholarship Teach and Learning (suggested Banner description of 30 character max)

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

   Graduate and Postdoctoral Studies [GP] / Curriculum Studies [ECUR] - currently exist in Banner

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

   **Yes**

4. Does the program timetable use standard class time slots, terms, and sessions?

   Yes [X] No

   Offered online

5. Does this program, due to pedagogical reasons, require any special space or type or rooms?

   Yes [X] No

   Offered online

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NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.
## Section 8: Admissions, Recruitment, and Quota Information

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

2. What term(s) can students be admitted to?  
   **YYYY05, YYYY09**

3. Does this impact enrollment?  
   **Intake of 22 students per year anticipated**

4. How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?  
   **Refer to the Department of Curriculum Studies**

5. Can classes towards this program be taken at the same time as another program?  
   **Yes, potentially**

6. What is the application deadline?  
   **Add/drop deadline for admit term**

7. What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)  
   - successfully completed a four-year bachelor’s degree or equivalent from a recognized college or university.  
   - cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (ie. 60 credit units)  
   - teaching experience or equivalent experience in a non-formal or training environment  
   - proof of English proficiency may be required for international applicants and for applicants who first language is not English

8. What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)  
   **Average**

9. What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)  
   **Same as current Master of Education in Curriculum Studies**

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

11. Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)  
    **College of Graduate and Postdoctoral Studies**

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

13. Will the standard application fee apply?  
    **Yes**

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

15. Are international students admissible to this program?  
    **Yes**
Section 9: Government Loan Information

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

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility? 

2 If this is a new program, do you intend that students be eligible for student loans? Yes

Section 10: Convocation Information (only for new degrees)

1 Are there any ‘ceremonial consequences’ of this proposal (ie. New degree hood, special convocation, etc.)? Yes - new degree hood

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

3 When is the first class expected to graduate? Possibly Spring 2022

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)? Anticipate about 40 students per year

Section 11: Schedule of Implementation Information

1 What is the start term? 202105 [May 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

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

2. Will students register themselves? Yes  X  No
   If YES, what priority group should they be in?
   As per current set-up

Section 13: Academic History Information

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

2. Who will approve grades (Department Head, Assistant Dean, etc.)?
   Will work with the Department on the set-up required after the program is approved

Section 14: T2202 Information (tax form)

1. Should classes count towards T2202s? Yes  X  No

Section 15: Awards Information

1. Will terms of reference for existing awards need to be amended? Yes  No  X

2. If this is a new undergraduate program, will students in this program be eligible for College-specific awards? No  X

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

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

   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.
### Section 17: Program Termination

1. Is this a program termination?  
   - Yes [ ]  
   - No [x]  
   - If yes, what is the name of the program?

2. What is the effective date of this termination?

3. Will there be any courses closed as a result of this termination?  
   - Yes [ ]  
   - No [ ]  
   - If yes, what courses?

4. Are there currently any students enrolled in the program?  
   - Yes [ ]  
   - No [ ]  
   - If yes, will they be able to complete the program?

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

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

7. Is there mobility associated with this program termination?  
   - Yes [ ]  
   - No [ ]  
   - If yes, please select one of the following mobility activity types:
     - Dual Degree Program
     - Joint Degree Program
     - Internship Abroad Program
     - Term Abroad Program
     - Taught Abroad Course
     - Student Exchange Program
   - Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.
   - Has the International Office been informed of this program termination?
     - Yes [ ]  
     - No [ ]
### Section 18: Proposed Tuition and Student Fees Information

1. How will tuition be assessed?

<table>
<thead>
<tr>
<th>Standard Undergraduate per credit</th>
<th>Standard Graduate per credit</th>
<th>Standard Graduate per term</th>
<th>X</th>
<th>Non standard per credit*</th>
<th>Non standard per term*</th>
<th>Other*</th>
<th>Program Based*</th>
</tr>
</thead>
</table>

   * 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?
   - n/a

3. If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?
   - n/a

4. Does proponent’s proposal contain detailed information regarding requested tuition?
   - Yes [X] No [ ]

5. What is IPA’s recommendation regarding tuition assessment? When is it expected to receive approval?
   - In favor

6. IPA Additional comments?
   - n/a

7. Will students outside the program be allowed to take the classes?
   - Yes, subject to availability

8. If YES, what should they be assessed? (This is especially important for program based.)
   - Standard graduate tuition

9. Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?
   - Yes

10. Do standard cancellation fee rules apply?
    - Yes

11. Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.
    - No

12. Are you moving from one tuition code (TC) to another tuition code?
    - Yes [X] No [ ]

13. If YES, from which tuition code to which tuition code?
    - 

14. Are international students admissible to the program? If yes, will they pay the international tuition differential?
    - Yes, standard international graduate 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):
Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

**Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing**

1. Is this a new degree, diploma, or certificate?  
   - Yes [X]  
   - No [ ]

2. Is an existing degree, diploma, or certificate being renamed?  
   - Yes [ ]  
   - No [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?  
   - Graduate Certificate in the Scholarship of Teaching and Learning [GCSOTL] - Grad Cert Schol Teach Learn (suggested Banner description - limit of 30 characters)

5. What is the credential of this new degree, diploma, or certificate?  
   - G. Cert.

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

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?  
   - Degree level

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 [X]  
   - 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:  
   - GCST - In Grad Cert Schol Teach Learn (4 character code & 30 character description)

10. Which College is responsible for the awarding of this degree, diploma, or certificate?  
    - Graduate and Postdoctoral Studies [GP] - exists in Banner

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

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.  
    - SOTL - Scholarship Teach and Learning (suggested Banner code and description) [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?  
    - n/a
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a new program?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Is an existing program being revised?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
   Graduate Certificate in the Scholarship of Teaching and Learning [GCSOTL] - Grad Cert Schol Teach Learn (suggested Banner description - limit of 30 characters)

3 What is the name of this new/revised program?
   Graduate Certificate in the Scholarship of Teaching and Learning [GCSOTL] - Grad Cert Schol Teach Learn (suggested Banner description - limit of 30 characters)

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

5 What College/Department is the academic authority for this program?
   Graduate and Postdoctoral Studies [GP] / Curriculum Studies [ECUR] - currently exist in Banner

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?
   n/a

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?
   n/a
Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?  
   Yes ☐ No ☑

   If yes, choose one of the following:
   - Domestic Mobility (both jurisdictions are within Canada)
   - International Mobility (one jurisdiction is outside of Canada)

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

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

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

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 [x] Revised [ ]
   If you’ve answered NO, please continue on to the next section.

2. If YES, what is the name of this new / revised disciplinary area?

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

4. Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

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

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

5. Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
Section 6: New College / School / Center / Department or Renaming of Existing

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

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?
   Yes - SOTL Scholarship of Teaching and Learning - Scholarship Teach and Learning (suggested Banner description of 30 character max)

2. If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
   Graduate and Postdoctoral Studies [GP] / Curriculum Studies [ECUR] - currently exist in Banner

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

4. Does the program timetable use standard class time slots, terms, and sessions? Yes X No
   Offered online

5. Does this program, due to pedagogical reasons, require any special space or type or rooms? Yes No X
   Offered online

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.
### Section 8: Admissions, Recruitment, and Quota Information

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

2. What term(s) can students be admitted to?  
   YYYY05, YYYY09

3. Does this impact enrollment?  
   Intake of 10 students per year anticipated

4. How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?  
   Refer to the Department of Curriculum Studies

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

6. What is the application deadline?  
   Add/drop deadline for admit term

7. What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
   - successfully completed a four-year bachelor's degree or equivalent from a recognized college or university.
   - cumulative weighted average of at least 70% (U of S grade system equivalent) in the last 2 years of study (ie. 60 credit units)
   - teaching experience or equivalent experience in a non-formal or training environment
   - proof of English proficiency may be required for international applicants and for applicants who first language is not English

8. What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)  
   Average

9. What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)  
   Same as current Master of Education in Curriculum Studies

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

11. Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)  
    College of Graduate and Postdoctoral Studies

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

13. Will the standard application fee apply?  
    Yes

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

15. Are international students admissible to this program?  
    Yes
Section 9: Government Loan Information

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

1. If this is a change to an existing program, will the program change have any impact on student loan eligibility? 

2. If this is a new program, do you intend that students be eligible for student loans? 
   Yes

Section 10: Convocation Information (only for new degrees)

1. Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)? 
   No

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

3. When is the first class expected to graduate? 
   Possibly Spring 2022

4. What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)? 
   Anticipate about 20 students per year

Section 11: Schedule of Implementation Information

1. What is the start term? 
   202105 [May 2021]

2. Are students required to do anything prior to the above date (in addition to applying for admission)? 
   Yes

If YES, what and by what date?

   Yes
   No
   X
Section 12: Registration Information

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

2. Will students register themselves?
   Yes [X] No [ ]
   If YES, what priority group should they be in?
   As per current set-up

Section 13: Academic History Information

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

2. Who will approve grades (Department Head, Assistant Dean, etc.)?
   Will work with the Department on the set-up required after the program is approved

Section 14: T2202 Information (tax form)

1. Should classes count towards T2202s?
   Yes [X] No [ ]

Section 15: Awards Information

1. Will terms of reference for existing awards need to be amended?
   Yes [ ] No [X]

2. If this is a new undergraduate program, will students in this program be eligible for College-specific awards?
   Yes [ ] No [X]

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   Yes [X] No [ ]
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.
### Section 17: Program Termination

1. **Is this a program termination?**  
   Yes [ ] No [X]  
   If yes, what is the name of the program?  

2. **What is the effective date of this termination?**  

3. **Will there be any courses closed as a result of this termination?**  
   Yes [ ] No [X]  
   If yes, what courses?  

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Undergraduate per credit</td>
<td></td>
</tr>
<tr>
<td>Standard Graduate per credit</td>
<td>X</td>
</tr>
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<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td>Other*</td>
<td></td>
</tr>
<tr>
<td>Program Based*</td>
<td></td>
</tr>
</tbody>
</table>

* 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?

n/a

3. If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

n/a

4. Does proponent's proposal contain detailed information regarding requested tuition?

Yes X No

If NO, please describe.

5. What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

In favor

6. IPA Additional comments?

n/a

7. Will students outside the program be allowed to take the classes?

Yes, subject to availability

8. If YES, what should they be assessed? (This is especially important for program based.)

Standard graduate tuition

9. Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

10. Do standard cancellation fee rules apply?

Yes

11. Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

Yes

12. Are you moving from one tuition code (TC) to another tuition code?

Yes X No

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?

Yes, standard international graduate 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):