UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer; Chair, Academic Programs Committee

DATE OF MEETING: November 21, 2019

SUBJECT: Degree-level Early Childhood Education Certificate

DECISION REQUESTED:

It is recommended:

PURPOSE:

University Council is responsible for approving new degree-level programs, including new degree-level certificates.

CONTEXT AND BACKGROUND:

The Saskatchewan Ministry of Education and the Saskatchewan Professional Regulatory Board (SPTRB) approached the College of Education to develop programs that support early childhood education in the province. Given the different ways that young children learn and the ongoing growth in early development, the need for training options was identified.

This certificate program contains five courses that focus on the necessary aspects of early learning and included culturally relevant sources and topics that respond to Indigenous and newcomer cultures. These courses already exist in the College of Education, so no new courses are being created.

This program is aimed at teachers who are currently in practice, although it can be taken concurrently with a Bachelor of Education (B.Ed.) program. Either being enrolled in a B.Ed. program or holding a B.Ed. are required for admission.

This certificate program will work towards Advanced Qualifications Certificates (AQC) for in-service teachers, which allow them to move up a class level and receive a salary increase.

FURTHER ACTION REQUIRED:
Tuition associated with this proposed program will be approved as per the Tuition and Fees Authorization Policy.
ATTACHMENTS:

1. Proposal for Academic or Curricular Change – Early Childhood Education Certificate
PROPOSAL IDENTIFICATION

Title of proposal: Early Childhood Education (ECE) Certificate

Degree(s): Certificate, not degree

Field(s) of Specialization: Early Years Childhood Education

Level(s) of Concentration: N/A

Option(s): N/A

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dawn Wallin, 966-7564, dawn.wallin@usask.ca

Proposed date of implementation: September, 2020

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:
The College of Education has been refining its degree and certificate program offerings to become more responsive to the needs of practicing professionals in school systems whose pedagogical and assessment prowess must be differentiated to serve a growing diversity of learners. The impetus for this new program stems from a practical need to target curricula development, pedagogy and assessment knowledge of teacher candidates and/or in-service teachers who teach early learners from pre-Kindergarten to Grade 3. Research and support from the Council of Ministers of Education Canada (CMEC) has found that setting a strong foundation of learning sets students up for success in subsequent years of schooling (CMEC, 2010; OECD, 2018; Purpura & Schmitt, 2019). Young children learn differently than other children because of their early stages in cognitive and social development; therefore, the pedagogical and assessment skills, knowledge and dispositions of teachers must reflect this difference. This certificate program contains five, three-credit-unit courses that focus on necessary aspects of early learning: (a) philosophical, theoretical, and pedagogical perspectives for teaching early learners; (b) play-relationship learning for holistic child development; (c) parental engagement in early learning; (d) early years pedagogy, and; (e) assessment for early learners. These courses have intentionally been developed to include culturally relevant sources, resources, and topics that respond to Indigenous and newcomer cultures.
In its Education Sector Strategic Plan (ESSP), the Saskatchewan Ministry of Education (2016) included early childhood education as a strategic focus for the province. In recognition that a strong early years strategy has implications for improved achievement, credit attainment, and graduation rates, the Ministry has emphasized the creation of Early Childhood Engagement Networks, targets for reading, writing, and numeracy, and a direct goal that “90% of students leaving Kindergarten are ready for learning in the primary grades” (p. 1). In addition, Indigenous Services Canada (ISC) has announced that it is rolling out full day, every day Kindergarten for four-year-olds and five-year-olds for on-reserve programming. All of these students require teachers who can meet their learning needs in ways that are developmentally and culturally appropriate. This certificate responds to the desire of the Ministry of Education, the federal initiative for on-reserve programming, and education partners to be more intentional about teacher preparation such that teachers who are hired to teach in early years programs are better equipped to address early learner needs.

Given the volume of early years teachers in the province, members of the Early Years Branch of the Ministry of Saskatchewan, and members of the Saskatchewan Professional Regulatory Board (SPTRB) which is the certifying body of teachers in Saskatchewan, approached the College of Education at the University of Saskatchewan and the Faculty of Education at the University of Regina to support early childhood education in the province. One of the levers by which additional teacher training is rewarded in Saskatchewan is through the completion of an Advanced Qualification Certificate (AQC) supported by the SPTRB. Completion of an AQC leads to an increase in the class level into which teachers are placed, as well as an increase in salary. We were able to partner with the Ministry of Saskatchewan for a secondment of a member of the Early Years Branch to support the development of the courses for this university certificate program that will be applied towards an AQC for in-service teachers.

**Student Demand**

During the 2018-2019 school year, there were 57,418 students enrolled in K-Grade 3 programs in public schools in Saskatchewan (Saskatchewan Education, 2018a), with overall school enrolments increasing steadily since 2014 (Saskatchewan Education, 2018b). This number does not include the growing number of early years students in roughly 80 First Nations schools, for which enrolment statistics are not publicly available. In addition, Indigenous Services Canada (ISC) has announced that it is rolling out full day, every day Kindergarten for four-year-olds and five-year-olds for on-reserve programming. Staff will be needed for these programs, and these courses will be a resource, particularly if there is a desire to offer these courses in partnership with a First Nations Educational Authority. To that end, there is a large student market for specialized early childhood teacher education in Saskatchewan alone. It also is the case that since the provincial ESSP was rolled out, the College of Education has been lobbied consistently by educational partners and in-service teachers for programming that meets this need. Given the immediate and continual needs for early years teachers in this province and beyond, the sustainability of a program such as this is assured.

**Fit With College and University Plan, Vision, Mission, Values**

The certificate program aligns with the *College of Education Strategic Plan 2025* that advocates for “Excellence in Teaching and Learning”, and elevating “Respect, Reputation and Engagement” (p. 2). In the first area, the certificate helps the college to actualize its goals to “enrich teaching area expertise through targeted programming and collaborative partnerships,” to “prioritize and invest in the creation of local, national, and international teaching and learning,” and to “inspire Indigenity in teaching and learning” (p. 2) It aligns directly with the strategic initiative for this area in its focus on developing “highly sought Advanced Qualification Certificates (AQC)s in priority areas” (p. 20).

Through the secondment of the member of the Early Years Branch of the Saskatchewan Ministry of Education, and inclusion of early years teachers in the creation and design of the syllabi, the College has supported its goal to “grow a national and global reputation as a pre-eminent institution for teacher education and graduate programming” (p. 2). The certificate will certainly help us to “celebrate stories of success and impact” as well as “enhance structures that support the outward-focused work of teaching and learning in education” (p. 2). It is likely that the certificate will complement the development of the Centre for the Scholarship of Teaching and Learning that is a key feature of the College Strategic Plan (p. 8), and provide for growing research opportunities for faculty interested in early childhood teaching and learning (p. 11). It will help us realize the strategic initiative of expanding “distinct and distinguished alumni engagement opportunities” (p. 24) by providing teaching opportunities for qualified alumni with early childhood expertise who can share their knowledge and experiences with students enrolled in the certificate program. The college has realized the strategic intent to “seek advisement through broad consultation and
engagement” (p. 25) by working with the Early Years Branch of the Ministry of Saskatchewan as well as a number of system leaders and teachers in the design of the five courses. Finally, the creation of the certificate helps the College realize its strategic intent to “enhance structures that support the outward-focused work of teaching and learning in education” (p. 26) by opening up opportunities that support the needs of educational partners who desire professional learning opportunities that help teachers, and school systems meet the needs of early childhood education.

In the design of the certificate program, we are hoping to align the work of the College of Education with the goal of the University Plan 2025 to be the “University that the World Needs” (p. 1). Just as the University Plan 2025 advocates for “courageous curiosity,” (p. 2), the certificate courses focus on the innate curiosity of early learners, and supports teachers in their goals of harnessing that curiosity to improve learning outcomes. The courses are built intentionally with topics, resources, and discussions around the needs of Saskatchewan’s growingly diverse communities, with discussions centring on how to be culturally and developmentally responsive to young learners and their families. We have engaged in “boundless collaboration” (p. 2) by responding to the requests of our educational partners for this program, and by including them in the design and future delivery of the courses. As a consequence, we have strengthened our partnerships with government, school systems, and alumni who will be more inclined to support our future efforts. The intent of the certificate is to support improved circumstances for communities and schools by building the capacity of local early childhood teachers to respond appropriately to early learner needs through research-informed practice, pedagogical growth, and philosophical understanding. To that end, we hope to “inspire communities” (p. 2) as teachers work for change in local schools.

Relationship to Other Programs

The courses of this program are designed to complement the latest change to the Bachelor of Education degree to include an Early Childhood Concentration. Teacher candidates in the Bachelor of Education degree would be allowed to enrol in the Early Childhood Certificate program concurrently, or they could enrol in one or more of the classes for undergraduate elective credit (though they cannot gain credit for a class in both programs). None of the classes in the certificate program are equivalents to any courses offered in the Early Childhood Concentration of the Bachelor of Education degree. The Certificate is primarily targeted to in-service teachers who desire further professional growth opportunities to support their pedagogical and assessment practices. There currently exists an option to focus on Early Years Education in the Masters of Education program at the College of Education. None of the certificate courses are considered to be equivalent to graduate level work that is more research- and theoretically-intensive. The courses for the certificate program are focused primarily on teaching and learning practice, informed by research. They are also designed with an inquiry focus that allows students enrolled in the courses to focus on problems of practice in their own early learning contexts. It is hoped that those students who enrol in the certificate program will be enticed to bridge their learning into a Masters degree. Similar to that of the undergraduate opportunity, students in the Masters program may take some of the courses for elective credit, but cannot attain credit for courses in both programs.

The University of Regina (n.d.) has recently approved a Certificate in Early Childhood Studies for the Helping Professions that meets the SPTRB requirements for an AQC. This is a 15-credit unit program that “offers teachers, educators and those individuals who are employed in the helping professions the opportunity to advance their professional learning in early childhood development, as well as, play, the arts, expressive art therapies and trauma informed practice and early literacies.” Although there is some overlap in topics of the courses, the University of Regina program includes only one core course that focuses on play-based learning. There exist two elective courses dedicated to K-5 teaching contexts, and two elective choices from a wide variety of courses that do not all directly focus on early learning. The University of Saskatchewan program is much more targeted to early learning teacher education in K-3 contexts. Given the number of teachers in the province, and the tendency for teachers to choose programs by location closest to home, having two certificate programs in the province will not harm what would likely be the market area of this certificate, which tends to extend latitudinally from Davidson, Saskatchewan, to northern Saskatchewan. In fact, the Ministry has advocated for programs to be housed in both universities to meet provincial need, and offered to second a member of the Early Years Branch to help design the U of S program.

2. Admissions

Students must be concurrently enrolled in the Bachelor of Education degree at the University of Saskatchewan, or already hold a Bachelor of Education degree. Special permission to enrol in the certificate program may be granted by the Department of Curriculum Studies.
3. Description of the program

The certificate program is designed as a five course, 15 credit-unit program. The courses that comprise the certificate include the following:

ECUR 483.3: Trends and Issues in the Early Years
Course Description: In this course, we will examine philosophical, theoretical, and pedagogical perspectives that underpin historical and contemporary constructivist approaches in the field of Early Childhood Education, Prekindergarten to Grade 3. With this background, we will explore locally-based, provincial, national, and global trends and issues. We will enhance our ability as early years professionals to critically interrogate our knowledge, beliefs, and assumptions about a topic and develop an articulate rationale for our position. We will strengthen our facility to impact early childhood education in intentional and responsive ways. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.

ECUR 484.3: The “Play Development” Relationship: Curricular Commonplaces in the Early Years
Course Description: The early years are a precious time, full of wonder, curiosity, and rapid growth and development. To honour this unique time in children’s lives, we will explore the relevance and importance of play, imagination, and creativity to early childhood development, situated within the curricular commonplaces of child, teacher, curriculum and pedagogy, and milieu. As we deepen our understanding of the “play-development” relationship unfolding in children, birth to age eight, we will examine how the principles of early learning underpin children’s holistic development. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.

ECUR 485.3: Parent Engagement in the Early Years
Course Description: In this course, we will use Schwab’s conceptualization of the curricular commonplaces of child, teacher, milieu, and curriculum to explore the value of relationships within an early childhood context. Through interrogating our images of child, parent, and teacher, we will make conscious our beliefs and assumptions about all as capable learners and teachers. We will explore practices that facilitate reciprocal interactions on and off the school landscape, and within community contexts. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and linguistic and cultural diversity.

ECUR 486.3: Early Years Pedagogy: Principles and Practices
Course Description: In this course, our exploration of inquiry and play-based pedagogy, Prekindergarten to Grade 3, will be situated in the four Saskatchewan Ministry of Education principles of early learning: children as competent and capable, stimulating and dynamic environments, strong positive relationships, and holistic learning. We will examine these early years pedagogical approaches through philosophical and theoretical lenses, as well as through considerations of the enactment of inquiry and play in practice. In addressing developmentally appropriate curricular contexts and learning environments, we will explore intelligent materials, rhythms and interactions of children, role of the educator, teacher/parent knowledge, allocation of time, and the complex interplay of these variables. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.

ECUR 487.3: Authentic Assessment Practices: Teaching and Learning in the Early Years
Course Description: In this course, you will enhance your professional assessment literacy by critically examining authentic assessment practices for the purposes of teaching and learning in early childhood settings. Together we will explore assumptions, biases, and beliefs influencing assessment selection with awareness and attention to pedagogies for teaching and learning, and societal values and discourses. Using an inquiry process, you will learn about pedagogical documentation through your own engagement with it. Self-selected learning communities will inquire into a topic relevant to authentic assessment literacy and teaching and learning in the early years, investigate current literature and practices, discuss implications for student and program planning, and reflect on and make visible your learning journey. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices that integrate the out of school experiences of linguistically and culturally diverse children and families into classroom learning.

Curricular Objectives
The curricular goals address essential philosophical, theoretical, and pedagogical understandings about early childhood education, Prekindergarten to Grade 3. Course participants will:

(i) explore, affirm, and/or challenge beliefs and assumptions about early childhood education and how young children learn;
(ii) develop familiarity with and use current scholarly and professional resources to inform philosophical, theoretical and pedagogical underpinnings;
(iii) develop a deeper understanding and application of the four principles of early learning as outlined in Saskatchewan Ministry of Education curricular documents (2008, p. 5; 2009, p.2):
   o holding an image of the child as competent and capable,
   o viewing the environment as a third teacher,
   o developing strong relationships by situating the learning of young children in the context of family and community, and
   o honouring children’s learning as simultaneously intellectual, social-emotional, physical, and spiritual;
(iv) strengthen pedagogical practice through examining and applying foundational elements of high-quality early learning programs and by responding to young children’s interests and ways of being and knowing;
(v) differentiate practice through knowledge of children and their milieus:
   o linguistic and cultural responsiveness,
   o First Nations, Métis, and Inuit perspectives and ways of knowing, and
   o engagement of parent, family, and community;
(vi) attend to Essential Learning Experiences, Play and Exploration, and K-3 Saskatchewan Curriculum as well as Saskatchewan Ministry of Education resource documents to guide critical analysis and reflection;
(vii) learn ways to create a community of learners that promotes agency, voice, and choice; and
(viii) nurture the sense of importance, value, and honour of being an early childhood educator within the profession.

Course participants will explore each outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular. During course discussions, participants are invited to share their lived classroom and school experiences. Their input will contribute and help shape how curricular outcomes are realized.

The curricular outcomes are threaded throughout all five courses. They are explored in multiple contexts (for example: local, provincial, national, and global) and through exploration of course topics, current trends and issues, assigned readings, and reflective assignments. All curricular outcomes are explored alongside the knowledge and experiences the course participants bring to each class.

In addition to learning outcomes, and in collaboration with school division leaders and teachers, a list of principles for course design was created. These principles were considered when determining course outcomes, readings, assignments, and course topic outlines. The five principles are outlined below with examples for each.

(i) Sustained engagement – use common early childhood education language and terminology in all courses, design course flow to enhance and reflect upon lived experiences, set up opportunities for online conversations, and partner with other College and community groups (ESS, ITEP, SUNTEP, SWITCH, Crisis Nursery Centre, Nutrien Wonderhub, and so on);
(ii) learning along the way – design time and space within classes to promote the development of strong connections to one another, offer assignment choice with options to represent thinking and learning in flexible ways, value process over product, teach responsively, and support ongoing formation of a reflective and professional teacher identity;
(iii) experiencing theory and a lived curriculum – model relationship building, model an emergent curriculum and constructivist approaches to teaching and learning, include time for the examination and re-examination of beliefs and assumptions, make regular use of curricular documents, encourage collaboration, provide authentic experiences, and build in time for discussion and reflection following each experience;
(iv) engaging with parents and families – include time for reflection on how their family influenced their learning, embed parent engagement practices within each course, consider FNMI ways of knowing, and promote cultural and linguistically responsive practices; and

(v) investing personally – build a community of support and trust in each course, model, support, and provide opportunities for risk-taking, and model, support, and provide time to share personal experiences.

In all courses, an experiential and learning inquiry approach is taken as a way of modelling and living out early learning principles and practices.

**Modes of Delivery**

The courses will typically be offered in the evenings, on weekends, or during the summer to accommodate the schedule of in-service teachers. It is likely the courses will be offered face-to-face (F2F) to begin, and then be developed to be partially or fully on-line. After an initial meeting with staff from the Distance Education Unit (DEU), the course developers see possibilities for a blended learning approach to all courses. This means that a course could have some F2F sessions and some online components. One example is offering a pre and post on-line seminar with F2F sessions in between; and another example is to begin with a F2F meeting with following on-line sessions. There are many other possibilities. In a blended learning format, between 30-70% of the activity is online and is determined by the instructor. Staff from DEU indicated there is support for instructors to work out the on-line components.

Given the focus on the provincial ESSP on early childhood learning, and the federal investment from Indigenous Services Canada for full day, every day Kindergarten for on-reserve programming, there is likely to be increased interest for online coursework that could extend beyond Saskatchewan.

**Curriculum Mapping**

Foundational elements of a high-quality early learning program are addressed and organized according to the four specified course areas required by the SPTRB for the Additional Qualifications Certificate (AQC) in Early Childhood Education. The areas are: (i) child development – 3 credit-hours, (ii) early learning pedagogy – 6 credit-hours, (iii) relationships – 3 credit-hours, and (iv) assessment literacy – 3 credit-hours. These areas enable educators to enhance their foundational knowledge base and support educators with a strong understanding of early childhood education across the province.

Course developers looked at the provincial context, conducted a jurisdictional scan of Canadian universities and post-secondary institutions offering early childhood education programs, and explored existing courses within the College of Education that might serve as available offerings that are complementary to these courses. Working with partner school division leaders and teachers, the curricular concepts were mapped out for each of the five courses. Due to concepts reoccurring within multiple courses, a primary and secondary list was created for each course. In this way, there is a holistic sense to the offerings and some concepts are revisited through various lenses without an overlapping in-depth study for any one concept.

To ensure programmatic cohesion, course developers worked as a team to develop the course descriptions and outcomes for all five courses. At this stage, input from partner teachers was invited again, this time from teams that were formulated for each course. Each team provided suggested assignments and readings. During this time, course developers also gathered input from selected faculty who have an interest and/or expertise in one or more of the focus topic areas within the courses. Before courses were individually drafted, the assignments were mapped out to ensure there is breadth and depth across the five courses and to avoid redundancy.

**Opportunities for Synthesis and Problem-Solving**

The certificate in Early Childhood Education aims to bring together the experiences of early childhood educators and current and growing research and scholarly literature in the field of early childhood education. The courses have been developed in consideration of the knowledge and experiences that participants bring with them and with an openness to their interests, needs, and areas they want to explore/renew. A selection of academic articles and authentic experiences are offered to inspire new ways of being alongside children and their families in early childhood contexts, Prekindergarten to Grade 3. Through debriefing readings and experiences together in conversation, through the process of individual and group assignments, and through processes of reflective practice, teachers will deepen/shift their philosophical and pedagogical stance.
The courses aim to reflect early learning principles and pedagogy. Multiple entry points are available as an inclusionary practice for teachers with varied experiences and interests and who are from diverse contexts. Assignments are mostly open-ended and course participants are invited to explore creative ways to represent their thinking and learning. After completing the courses, participants will be better prepared with a strong early childhood knowledge base to respond to children in early learning program and classrooms, particularly Prekindergarten – Grade 3.

**Breadth of Program**

In collaboration with partner school division leaders and teachers, the vision for early learning programming at the College of Education was created. The program is designed to inspire early years teachers to:

- examine their beliefs and assumptions in relation to the curricular commonplaces of student, teacher, subject matter, and milieu (Schwab, 1973);
- hold a holistic image of the child as strong, capable, and curious;
- develop a philosophy and pedagogy reflective of current early childhood education theory and practice;
- walk alongside children, parents, families, and communities, in ways that honor their identity, worldview, knowledge, and strengths;
- co-construct inspiring indoor, outdoor, and place-based learning spaces that serve as a third teacher; and
- engage as a reflective and professional educator.

As stated earlier, a Canadian jurisdictional scan was conducted and input was invited and obtained from faculty members and community individuals who gave direction, particularly in the areas of FNMI perspectives and culturally and linguistically appropriate practice. In the area of early learning pedagogy, two courses are developed (Principles and Practices; Trends and Issues) with the intent that participants will bring their own interests, wonders, and experiences to the classes and with a structure that brings in current and relevant ideas from the field of early learning. The assessment literacy course is developed with an inquiry approach. All courses are created with philosophical, theoretical, and pedagogical intentions and with authentic experiences to touch both heart and mind of the course participants.

**Addressing Goals of the Learning Charter**

The program is strongly situated within the context of the principles of early learning as defined by Saskatchewan curricular documents and the learning goals of the university Learning Charter. Both documents are foundational to the development of the courses and are complementary to one another. As in early learning programs, the foundational aspects of the Early Childhood Certificate Program are written with the following in mind:

- viewing teachers as capable and competent;
- establishing a rich and dynamic learning environment;
- using a holistic lens – to nourish all aspects of the teaching profession; and
- developing strong relationships (between instructors and participants, between participants, and with people in the field).

Given the course focus on inquiry and respect for the diversity of children and families as capable knowers, the courses align with the Learning Charter’s focus on the Pursuit of Truth and Understanding. The courses critique and develop teachers’ understandings of the image of children and families, and ask them to be open to different ways of knowing and learning with a clear focus on life-long learning and inquiry. The specialized body of knowledge around which the courses have been designed foster the Pursuit of Knowledges goal of the Learning Charter, and help teachers better respond to the needs of early learners and their families. The assignments for the courses are strongly embedded in application of ideas, and working directly with children and families as teachers refine their understanding of early childhood education. There is a strong focus on the Pursuit of Integrity and Respect that runs through these courses, as they have been designed deliberately to focus on diversity, Indigenous perspectives, and newcomer family needs. Working with young children necessitates that teachers learn how to model kindness and respect, and that they think through the moral and ethical repercussions of their actions in order to engage in reciprocal relationships in ethical and culturally appropriate ways. This leads into the emphasis on developing teacher Skills and Practices in communication, and collecting and using information or assessment practices in culturally appropriate and responsive ways. There is also an emphasis in each of the courses on inquiry learning and play-based learning as teachers learn to foster children’s innate curiosity to better understand their
world. Finally, *Individual and Community Pursuits* are achieved in the goal of the program to improve teacher practice for the betterment of self, local school communities, and our national interests in reconciliation and working with a growing diversity in newcomer communities. The intent of the program is to offer teachers a means of understanding self, professionalism, and their responsibility to work authentically and meaningfully with young learners and families to build healthy communities and to create stronger foundations for future learning.

**Admissions**

As noted in the Admissions requirements, students can enter this program if they are currently enrolled in the Bachelor of Education program, or if they hold a Bachelor of Education degree. They may also be allowed to enrol with special permission from the Department Head of Curriculum Studies.

**Success**

The program will be deemed successful when courses are enrolled at a capacity that allows them to be self-sustaining, and when students complete the program and begin to acquire Advanced Qualification Certificates from the Saskatchewan Professional Regulatory Board (SPTRB). The cost of acquiring the AQC is at student expense.

4. **Consultation**

The courses of this program are designed to complement the latest change to the Bachelor of Education degree to include an Early Childhood Concentration. Teacher candidates in the Bachelor of Education degree would be allowed to enrol in the Early Childhood Certificate program concurrently, or they could enrol in one or more of the classes for undergraduate elective credit (though they cannot gain credit for a class in both programs). None of the classes in the certificate program are equivalents to any courses offered in the Early Childhood Concentration of the Bachelor of Education degree. The Certificate is primarily targeted to in-service teachers who desire further professional growth opportunities to support their pedagogical and assessment practices. There currently exists an option to focus on Early Years Education in the Masters of Education program at the College of Education. None of the certificate courses are considered to be equivalent to graduate level work that is more research- and theoretically-intensive. The courses for the certificate program are focused primarily on teaching and learning practice, informed by research. They are also designed with an inquiry focus that allows students enrolled in the courses to focus on problems of practice in their own early learning contexts. It is hoped that those students who enrol in the certificate program will be enticed to bridge their learning into a Masters degree. Similar to that of the undergraduate opportunity, students in the Masters program may take some of the courses for elective credit, but cannot attain credit for courses in both programs.

No other units were consulted in the design of this program. No courses outside of the College of Education are included in this proposal, and therefore no external consultations were conducted.

University Library Consultation proof is provided in the Library Consult form.

Letters of support from professional bodies that were consulted in the design of this program are provided in the Appendices.

5. **Budget**

The courses are currently designed to be offered using qualified instructors who are alumni or who have expertise in early childhood education. Given the intention to facilitate learning for rural and northern teachers, there is likely in time be a move to put the courses online. The budget costs therefore are provided below based on sessional contracts or ASPA instructor contracts. The College has committed to supporting the online course development through its own budget allocations. Tuition for each course will be assessed as a Category 2 tuition, similar to most courses in the College of Education. Administrative support will be provided by the Department of Curriculum and Instruction. Because these courses serve the needs of in-service teachers, they are typically offered in the evening or on weekends, and may in future be offered online. To that end, there will be little trouble finding classroom space to offer the courses. No additional library, laboratory or IT spaces or resources are required. Students will be able to apply for all applicable scholarships offered in the College or the University of Saskatchewan. They will be able to apply for financial aid in ways similar to other certificate programs at the University of Saskatchewan. Since most students will be practicing teachers, they may benefit from local collective agreements that cover all, or a portion, of student tuition fees.
The anticipated enrolment of students in a single course would be 30-40 students. It is anticipated that once admissions is open to the program, the College will have no problem attracting this number given the desire for this program and the lobbying we have faced.

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**College Statement**

Please provide here or attach to the online portal, a statement from the College which contains the following:
- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

**Related Documentation**

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:
- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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

**Consultation Forms**

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

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

**Required for all new courses:**
- New Course Proposal forms
- Calendar-draft list of new and revised courses
Required if resources needed:
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form
Course and Program Catalogue Entry

Early Childhood Education (ECE) Certificate

The Early Childhood Education (ECE) Certificate is offered by the Department of Curriculum Studies, College of Education. This five course, 15 credit-unit certificate program may be taken concurrently with the Bachelor of Education degree or by Bachelor of Education graduates. It offers educators a means of understanding self, professionalism, and their responsibility to work authentically and meaningfully with young learners and families to build healthy communities and to create stronger foundations for future learning. This certificate program is available for in-service teachers who desire further professional growth opportunities to support their pedagogical and assessment practices.

Program Requirements (15 credit units)

- ECUR 483.3: Trends and Issues in the Early Years
- ECUR 484.3: The “Play Development” Relationship: Curricular Commonplaces in the Early Years
- ECUR 485.3: Parent Engagement in the Early Years
- ECUR 486.3: Early Years Pedagogy: Principles and Practices
- ECUR 487.3: Authentic Assessment Practices: Teaching and Learning in the Early Years
April 15, 2019

Re: Early Childhood Education Certificate Committee of Council

Please accept this letter as notification of College support for the Early Childhood Education Certificate that is being proposed with the forwarding of the attached Notice of Intent.

The College of Education is pleased to be able to respond to the need for increased professional learning opportunities for early years teachers in our province and beyond. This certificate program has been advocated for, and supported strongly by, the Saskatchewan Ministry of Education, the Saskatchewan Professional Teachers Regulatory Board, and our educational partners. We believe that this certificate program will enhance the ability of early years teachers in public and First Nations schools to respond to young learners and their families in developmentally and culturally appropriate ways.

The College has designed the certificate program in a manner that will be self-sustaining and that will encourage alumni and our educational partners to collaborate on the development and delivery of this exciting new opportunity.

Sincerely,

Dr. Michelle Prytula
Dean, College of Education
May 7, 2019

To Whom It May Concern:

On behalf of the Ministry of Education, I am pleased to provide support to the College of Education at the University of Saskatchewan regarding the development of the Early Childhood Education (ECE) Certificate.

The Ministry of Education commends the College of Education for creating this opportunity to provide in-service teachers and other professionals with specialized knowledge in early childhood education to have appropriate knowledge and skills through post-secondary course work.

Research indicates that highly-trained staff are better prepared to respond to the learning and development of children and their families. The College of Education is making a significant contribution in recognizing this importance.

Many educators and professionals across the province will benefit from the opportunity to increase their qualifications through an ECE Certificate that will support understanding of age-appropriate child developmental milestones and pedagogy.

This certificate will assist staff to further their understanding in early learning pedagogy, relationships, parent engagement, assessment literacy, responsive and differentiated instruction and furthering deeper learning about linguistic and culturally-responsive practices.

The Early Years branch of the Ministry of Education offers a variety of programs from community-based organizations such as Family Resource Centres, Early Childhood Intervention Programs (ECIP) and KidsFirst, along with licensed child care, Prekindergarten and Kindergarten programs. The ECE Certificate will provide the early learning sector staff and leadership with specialized knowledge to enhance their work.

...2
To Whom It May Concern
May 7, 2019
Page 2

I commend the leadership of the College of Education in supporting early childhood education. When young children and their families are supported with strong beginnings, children are more likely to read at grade level and achieve high school graduation success.

Sincerely,

J. Robert Currie
Deputy Minister
April 29, 2019

Dear Interested Parties:

This letter is in support of the College of Education’s proposal of an Early Childhood Education (ECE) Certificate program.

The number of pre-kindergarten programs in Saskatchewan increases yearly and consequently, so too does the demand for teachers with the knowledge and skills to teach children in their early years.

The Saskatchewan Professional Teachers Regulatory Board commends the College of Education for responding to the demand for Early Years teachers by developing an Early Learning Stream within its Bachelor of Education program. This initiative will provide the province with an ongoing supply of new teachers with expertise in Early Childhood Education.

Specific to the proposed ECE Certificate, we are very much in support of this program. Comprised of five newly developed courses, the ECE Certificate program will provide in-service teachers with an opportunity for continuing professional learning in an area identified as a provincial need by the SPTRB’s Teacher Education and Certification Committee (TECC). Furthermore, the ECE certificate will fulfill half of the requirements for the SPTRB’s Additional Qualification Certificate (AQC).

AQC’s are designed to encourage in-service teachers to pursue continual professional learning in areas of local and provincial need; completion of an AQC typically qualifies a teacher to advance to a higher salary classification.

In summary, the SPTRB supports the College of Education’s proposed Early Childhood Education Certificate because it supports an area of provincial need and aligns with one of our strategic priorities – promoting continual professional learning among our registrants.

Please do not hesitate to contact me if you require further information.

Sincerely,

[Signature]

Trevor Smith
Registrar & COO
April 29, 2019

Greetings,

The provincial education sector strategic plan, in place since 2013, includes an outcome regarding the Early Years. One of the data sets tracked within the outcome focuses on the number of trained early years educators working with young learners. Employing educators with the appropriate training to teach young learners provides a better chance for students to be up for a successful education experience. Investment of time, talent and resources in the early years will reap benefits down the road.

The College of Education at the University of Saskatchewan has done tremendous work implementing the Early Learning stream for students interested in serving students in the beginning years of their formal education. More and more students and schools across the province are benefitting from the College’s decision to implement the stream.

The College is in the process of developing the Early Childhood Education Certificate Program. I am impressed by the list of courses, offering a wide variety of topics. I am further impressed with each course paying specific attention to culturally responsive practices as well as First Nations, Metis and Inuit perspectives and ways of knowing. As an added bonus, the addition of this option may also provide opportunities for participants to acquire an Additional Qualification Certificate.

Please accept this letter as indication of my full support of the College of Education’s effort to create the Early Childhood Education Certificate Program. If you have any questions or require further information, please do not hesitate to contact me by email (pat.bugler@tsec.ca) or by phone (306-441-3444).

Sincerely,

Patrick Bugler
Director of Education, Treaty Six Education Council

cc: Dr. Michelle Prytula, Dean, College of Education, University of Saskatchewan
May 10, 2019

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

Dear Dr. Prytula,

Re: Early Childhood Education (ECE) Certificate

On behalf of Saskatoon Public Schools, please accept this letter of support for the University of Saskatchewan College of Education in their application of the Early Childhood Education Certificate proposal.

Saskatoon Public Schools views the Early Childhood Education Certificate program as a valuable opportunity for educators to engage in professional development and learning. We acknowledge the necessity for continued learning opportunities for educators to deepen their knowledge of early years pedagogy to best serve our youngest learners and their families. An increased investment in early years education is a very wise move indeed! As an organization, we appreciate the planning, consultation process and research undertaken by the College of Education.

Saskatoon Public Schools values our partnership with the College of Education, as we collaborate to provide high-quality programming options for educators to extend their professional learning.

Sincerely,

[Signature]

Mr. Barry MacDougall, Director of Education, Saskatoon Public Schools
May 10, 2019

To: Whom it may concern

RE: Letter of support for an Early Childhood Education (ECE) Certificate program at the University of Saskatchewan: College of Education

It is with great enthusiasm that I respectfully submit this brief letter of support for an Early Childhood Education (ECE) Certificate program at the University of Saskatchewan. It would require a significant amount of space to adequately review the many reasons why such an opportunity is extremely important. However, given this format, I will limit my comments to the perspective of a provincial school division and why we heartily support this initiative.

Parents, educators, and researchers have known for a long time how foundational the early years are to the healthy development of a person. This knowledge has been reinforced and deepened in more recent years thanks to associated brain-based research as well as research on the social determinants of health. As educators in the pre-kindergarten to Grade 12 system, we realize that, although we become involved near the end of what is considered early years learning, we have an important role to play in supporting our children and families. Our most significant lever in effective early years support is our classroom teacher. Without overstatement, this role is absolutely key to effective early years programming and supports.

As research and knowledge of the early years has improved so, too, has our understanding of effective pedagogy. What in the past may have been considered a fairly simple pedagogical approach and array of strategies has given way now to an understanding of the complexity and technical capacity early years educators need in order to effectively support our early learners. The College of Education, under the direction of Dean M. Prytula, has been very involved in this area and has recognized the need for targeted pre-service and in-service learning opportunities for early years teachers. From the perspective of a school division, these opportunities are extremely helpful. With the increase in population growth in our city/province and projected growth in our 0-5 year-old population, we have a high need for hiring early years teachers, and more importantly, teachers that have the requisite base training and background in early childhood pedagogy. This knowledge will enable them to begin planning for children with confidence and provide school divisions an opportunity to deepen their learning through on-going professional development. This model will benefit the outcomes of our children in our early-learning programs and ultimately, we believe, will have a positive impact on graduation rates in our province.

This area is a burgeoning one. New insights, approaches and strategies are being developed regularly. Our close working relationship with our university and college is fundamental to our future success. We have a common goal: providing the best, most effective educational experience for our most valuable resource—our children. A program such as the ECE Certificate is vitally important to our accomplishment of this goal. I trust that all involved with this process see and agree that our investments in early years are among the best, most influential allocations we can make.

I appreciate the opportunity to provide this letter of support. Should there be any further questions or discussion, please do not hesitate to contact me.

Sincerely,

Greg Chatlain
Director of Education
Greater Saskatoon Catholic Schools
May 1, 2019

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

Dear Dean Prytula:

On behalf of Prairie Spirit School Division, it is my pleasure to write this letter of support for the Early Childhood Certificate program. This program, which is designed to lead to an Advanced Qualification Certificate from the Saskatchewan Professional Teachers Regulatory Board, will provide educators with the training and experience in their practice to engage with our young learners in exciting ways.

As a Division, we have had the opportunity to be part of the development of the five courses that will be offered. These courses align closely with the Educational Sector Strategic Plan (ESSP) for the Ministry of Education. They also bring coherence to our work as a Division with a specific focus on Early Learning, Authentic Assessment and Parent Engagement. We know that the opportunity for this course will benefit our learners, big and small.

Please consider this letter as support of this certificate proposal and add it as part of the program proposal to those University of Saskatchewan committees that oversee the academic work of the College of Education.

Sincerely,

Lori Jeschke  
Director of Education

LJ/nm
May 3, 2019

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

Dear Ms. Prytula;

Re: Letter of Support for the Early Childhood Education (ECE) Certificate Program

I am heartily lending my support in consideration for the opportunity for an Early Childhood specialization for preservice teachers at the University of Saskatchewan. Early Learning is a key time in a child’s development and having highly trained educators leading those classrooms is vital to the success of every child. Rigor through play and high quality program development are critical in the early years. When children are provided with high quality early learning experiences that respond to their joyful nature and their individual developmental and learning needs, they thrive. In Horizon School Division, we continue to seek and develop teachers who have both the passion and the background they need to be able to move this learning forward.

Research plays a necessary role in the decisions Horizon makes in support of our children and students. Effective Early Learning programs has been determined to have a significant impact on students in terms of their success in K-12 education and beyond. Our own action research has noted a direct correlation between the readiness for learning based on the Early Years Evaluation Assessment tool and the success for those students in grade three literacy and math. We have also documented the challenges that many rural school divisions face in finding teachers who have the academic background to deal with the challenges of providing quality early learning programming. Many of our teachers who find themselves with an early learning portfolio lack the deep background that is being proposed in the curriculum. While we provide our own supports to these teachers, that work happens after the teachers have completed their university degrees and are often just-in-time or on the job professional development.

The university courses that you have proposed and the scope of education they would provide not only support school divisions’ needs to have qualified, highly trained educators, they would also provide those educators with the confidence to design highly effective classrooms. This direction would positively move the dial on the Provincial Education Sector Strategic Plan (ESSP) Early Years outcome of having 90% of our children ready for learning upon leaving Kindergarten.

I would particularly like to acknowledge the work you are proposing with respect to First Nation, Métis, and Inuit perspectives and ways of knowing, combined with linguistic and cultural diversity. This is a need that we find with respect to our staff and I can’t say enough about the value that would be added to the collective professional capacity of our teachers. In closing, I would like to thank you for your vision and foresight in
developing this program in response to the needs and requests of Directors of Education and Boards of Education on behalf of their children and families across Saskatchewan. I whole-heartedly endorse this work and recommend without hesitation that the Saskatchewan Professional Teachers Regulatory Board provide it as an Advanced Qualification Certificate for teachers.

I look forward to continuing the support of this important initiative now and in the future.

Sincerely,

Kevin C. Garinger B.Ed., M.A.Ed.
Director of Education/CEO
Horizon School Division No. 205
Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1. Is this a new degree, diploma, or certificate? [Yes] [No] [X]
2. Is an existing degree, diploma, or certificate being renamed? [Yes] [No] [X]
   If you've answered NO to each of the previous two questions, please continue on to the next section.
3. What is the name of the new degree, diploma, or certificate? [Early Childhood Education Certificate; suggested short description - Early Childhood Education Cert; suggested code = ECEC]
4. What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine] [E.C.E.C.]
5. If you have renamed an existing degree, diploma, or certificate, what is the current name?
6. 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]
7. If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? [Yes] [No] [X]
8. Which College is responsible for the awarding of this degree, diploma, or certificate? [College of Education]
9. Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.
10. Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department. [ECE [Early Childhood Education] - suggested code and description; a major is required on all programs]
11. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

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

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.

3. If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?  
   Early Childhood Education Certificate

4. What is the name of this new/revised program?  
   Early Childhood Education Certificate; suggested short description - Early Childhood Education Cert; suggested code = ECEC

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

6. What College/Department is the academic authority for this program?  
   College of Education [ED] / Curriculum Studies [ECUR] - exist in student system

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

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

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

Section 3: Mobility

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

1. Does the proposed degree, program, major, minor, concentration, or course involve mobility?  
   Yes [X] 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?

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**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) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

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**Section 7: Course Information**

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?
   - No

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

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

If NO, please describe.
Courses typically offered in the evenings, weekends, or during the summer to accommodate the schedule of in-service teachers.

Does this program, due to pedagogical reasons, require any special space or type or rooms?
Yes ☑ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?
If a student is already in the Bachelor of Education program they will apply on-line but won't be admitted to the program in Banner and instead will have the appropriate attribute added. If an applicant is not a current student, they will be admitted to this program. Process to be followed will be the same as for admissions for the CIL [Certificate in Indigenous Languages] program.

2 What term(s) can students be admitted to?
YYYY09 [September], YYYY01 [January], YYYY05 [May], and YYYY07 [July]

3 Does this impact enrollment?
Slight increase

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
Refer to the Curriculum Studies Department in the College of Education; College would like to have a page on admissions.usask.ca with details

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

6 What is the application deadline?
Fall - August 15, Winter - December 1, Spring - April 1, Summer - May 1 (unless otherwise extended)

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
Bachelor of Education degree (B.Ed.) or currently enrolled in the B.Ed. Program; special permission to enrol in the certificate program may be granted by the Curriculum Studies Department

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.)
100% Bachelor of Education degree (B.Ed.) or currently enrolled in the B.Ed. Program
9. What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
   n/a

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 with documents sent to Curriculum Studies Department

11. Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
    Curriculum Studies Department, College of Education

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

13. Will the standard application fee apply?
    Yes - currently $90

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

15. Are international students admissible to this program?
    Yes, if they meet the admission requirements

Section 9: Government Loan Information

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

1. If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2. If this is a new program, do you intend that students be eligible for student loans?
    Yes

Section 10: Convocation Information (only for new degrees)

1. Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
    No - as is a certificate program

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

3. When is the first class expected to graduate?
    Fall 2021

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

   6
Maximum is 40 but realistically could be 25-30

**Section 11: Schedule of Implementation Information**

1. **What is the start term?**
   202005 [May 2020]

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.)
   YR1

2. **Will students register themselves?**
   Yes [X] No [ ]

   **If YES, what priority group should they be in?**
   Same registration window as year 3 and 4 Education students

**Section 13: Academic History Information**

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

2. **Who will approve grades (Department Head, Assistant Dean, etc.)?**
   As per current set-up

**Section 14: T2202 Information (tax form)**

1. **Should classes count towards T2202s?**
   Yes [X] No [ ]

**Section 15: Awards Information**

1. **Will terms of reference for existing awards need to be amended?**
   Yes [ ] No [X]

2. **If this is a new undergraduate program, will students in this program be eligible for College-specific awards?**
   Yes [X] No [ ]

   If there are any awards targeted specifically for certificate programs, these students could be eligible. Otherwise, the College of Education doesn't likely have any terms of references that would allow for these students to be considered.

**Section 16: Government of Saskatchewan Graduate Retention (Tax) Program**
**Effective Term:** 202005 [May 2020]

**Title:** Early Childhood Education Certificate

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**Section 17: Program Termination**

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.

2. **Is this a program termination?**
   
   **Yes** [X]  **No** 

   If yes, what is the name of the program?

3. **What is the effective date of this termination?**

4. **Will there be any courses closed as a result of this termination?**
   
   **Yes**  **No**  

   If yes, what courses?

5. **Are there currently any students enrolled in the program?**
   
   **Yes**  **No**  

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

6. **If not, what alternate arrangements are being made for these students?**

7. **When do you expect the last student to complete this program?**

8. **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?

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**Section 18: Proposed Tuition and Student Fees Information**

1. **How will tuition be assessed?**
   
   Standard Undergraduate per credit **X**
   
   Standard Graduate per credit
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?
   Yes - TC02 [Tuition - Category 2]

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent’s proposal contain detailed information regarding requested tuition?
   Yes [ ] No [ ]
   If NO, please describe.

5 What is IPA’s recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?
   Yes [ ] No [ ]

8 If YES, what should they be assessed? (This is especially important for program based.)
   Standard undergraduate per credit

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?
   Yes [ ] No [ ]

10 Do standard cancellation fee rules apply?
   Yes [ ] No [ ]

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.
   Yes [ ] No [ ]

12 Are you moving from one tuition code (TC) to another tuition code?
   Yes [ ] 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, they will pay the international tuition differential

NOTE: Please remember to submit a completed “Application for New Fee or Fee Change Form” for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
   Yes [ ] No [ ]
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Has TLSE, Admissions, been informed about this new / revised program?</td>
<td></td>
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<tr>
<td>3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?</td>
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<tr>
<td>4 Has CGPS been informed about this new / revised program?</td>
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<td>5 Has TLSE, Transfer Credit, been informed about any new / revised courses?</td>
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<tr>
<td>6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?</td>
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<tr>
<td>7 Has the Library been informed about this new / revised program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Has ISA been informed of the CIP code for new degree / program / major?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Has the Convocation Coordinator been notified of a new degree?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

11 What is the highest level of financial approval required for this submission? Check all that apply.

- a. None - as it has no financial implications
- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

**SIGNED**

Date: ________________

Registrar (Russell Isinger):

College / Department Representative(s):

IPA Representative(s):