The Department of Educational Studies

Approved at the EDST Meeting on the 20th of February 2020

Process to Guide EDST's Engagement with Off-Campus MEd Programs

Introduction
In addition to our on-campus programs, EDST offers MEd degree programs to off-campus constituencies with assistance and support from the Professional Development and Community Engagement (PDCE) unit in the Faculty of Education. Offering EDST MEd programs off campus is a valuable way to meet the needs of learners for tailored programming and flexible learning hours, delivered in a variety of formats, including on-line, blended, and face to face instruction. Off campus MEd programs also have workload, equity, and cost considerations that must be taken into consideration. Off-campus MEd programs can draw students from campus programs, affecting our ability offer programs on campus. Off-campus programs also draw on faculty and staff time and can potentially overburden some faculty members. Other important considerations include ensuring that commitments to communities are fully understood and fulfilled and that teaching in off campus programs is equitably distributed.

As department-wide forms of engagement, off campus MEd programs require transparent decision-making that includes department-wide consultation. This consultation helps to establish the feasibility of any off-campus program in relation to: 1) our educational mission, values, and strategic priorities; 2) to existing faculty commitments, interest, and expertise; 3) the educational aspirations of communities outside the university.

Process to Guide Engagement with Off Campus MEd programs

1. Before planning has begun, faculty member(s) interested in proposing a new off campus MEd program should discuss and consult about its feasibility with their respective communities of reference and with colleagues across EDST, as well as with other units on campus which may have a stake in the contemplated program.
2. Once consultations have been completed, and all details gathered, the group of interested faculty members should discuss and consult with the Deputy Head. The Deputy Head will serve as the contact person (coordinator) for all activities pertaining to the approval of all new off campus MEd programs.
3. The group of interested faculty members then fills out the EDST Off Campus MEd Program Application form and provide a copy to the Deputy Head.
4. The Deputy Head will seek consultation regarding the application first with the Head's Advisory Committee (HAC).
5. Following HAC consultation, proposals are discussed at GPACC in order to ensure broad consultation at the planning stages.

6. Finally, proposals discussed at the HAC and GPACC will be presented at a plenary of the Department, e.g. at a monthly Department meeting. Proposals should be presented by the faculty member taking the lead on the off-campus MEd program.
7. If new off campus MEd programs are approved after Departmental consultation, the faculty member then pursues discussions with PDCE (as a support and logistic unit) regarding scheduling and support, keeping the Deputy Head appraised of developments.
8. Before approval for course release for off-campus MEd program advisors is given and appropriate workloads are in place for those teaching in the proposed program, the Deputy Head should ensure that other teaching commitments in the dept/program area (e.g. core courses, needs in cross departmental programs, undergraduate commitments) are met. Typically, off-campus program advisors receive no more than 6 credits (3 credits per each program year) for advising and coordination involvement in any given off campus MEd program. Advisors may also teach in an off-campus program over and above these 6 credits, subject to program requirements. These teaching credits will count towards the advisor's teaching load.

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(Draft, November 15, 2019)

Off-Campus MEd Program Proposal

1. Name of off-campus MEd program (hereafter "program") and Delivery mode (e.g. online, face-to-face, blended). Indicate the name of of EDST Graduate Program as part of which the program will be offered.

2. Program Theme.

3. Rationale for the program.

4. Coordinator(s) of the program.

5. Instructors in/Collaborators with the program will include ("group of interested faculty").

6. Please discuss any research opportunities that may or will arise from EDST involvement with the program.

7. Discuss opportunities for EDST graduate student involvement (GRA, TA, Instructors, research?).

8. Anticipated Start Date.

9. **Anticipated Program of Studies: (please modify table as needed)**

	Year 1		
1			
2			
3			
5			
	Year 2		
6			
7			
8			
9			
	Year 3	+	
10			

*denotes core course

10. Please provide course descriptions (Tentative or Confirmed). Append as additional documents.

11. Please discuss what commitments to community engagement are involved in the program design, delivery, etc. and how these will be met?

12. Please describe the tasks to be undertaken by the program coordinator over the course of this program's schedule (e.g., liaising with on-site contacts arranging and monitoring of practicum placements; coordinating the supervision of graduating papers, and any related activity).

13. Please discuss how equity issues for instructors are taken up in the program design, delivery, etc. (e.g. is long distance travelling involved? Other costs? Have existing workloads and commitments for instructors been taken into account in the program proposal?)

14. Please provide a tentative budget and discuss resource Implications. Append as additional document.