

AGENDA
2:30 p.m. Thursday, January 23, 2014
Neatby-Timlin Theatre (Room 241) Arts Building

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2013-14 academic year marks the 19th year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of December 19, 2013
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies
 - 7.1 Report from the USSU (oral report)
 - 7.2 Report from the GSA
8. Research, Scholarly and Artistic Work Committee
 - 8.1 Item for information: Mid-year report
9. Academic Programs Committee
 - 9.1 Request for Decision: College of Arts and Science BA&Sc in Health Studies

That Council approve the Bachelor of Arts and Science Honours and Four-year degree programs in the field of Health Studies from the College of Arts and Science.
 - 9.2 Request for Decision: College of Graduate Studies and Research MA in Women’s, Gender and Sexualities Studies

That Council approve the Master of Arts degree program in the field of Women’s, Gender and Sexualities Studies from the College of Graduate Studies and Research.

9.3 Request for Decision: College of Medicine Admission Qualifications

That Council approve the College of Medicine admission qualification requirement for the Medical College Admissions Test (MCAT) of all Saskatchewan residents who apply for entrance into medicine effective for applicants as of October 2015.

10. Nominations Committee

10.1 Request for Decision: Nominations to Review Committees for the Dean of the Edwards School of Business and for the Dean of the Western College of Veterinary Medicine.

That Council approve nominations to the Review Committees for the Dean of the Edwards School of Business and for the Dean of the Western College of Veterinary Medicine.

11. Other business

12. Question period

13. Adjournment



*Minutes of University Council
2:30 p.m., Thursday, December 19, 2013
Neatby-Timlin Theatre*

Attendance: J. Kalra (Chair). See appendix A for listing of members in attendance.

The chair called the meeting to order at 2:34 p.m., observing that quorum had been attained.

1. Adoption of the agenda

MICHELMANN/CHANG: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors, extending special thanks to Ms. Susan Milburn, chair of the Board of Governors for attending the meeting. He reported that after a survey of Council members regarding their preference to receive paper or electronic agenda packages, a wide majority of Council members have elected to receive their Council agenda package in electronic form. He concluded his remarks by noting the items coming before Council and the procedures for debate and discussion. In particular, he noted to members the intention that the discussion of item 10.2 TransformUS task force reports focus on the process used to create the reports, rather than on the substance of the reports, referring to the opportunity to discuss the task force report rankings and recommendations at the January and February Council meetings.

3. Minutes of the meeting of November 21, 2013

A Council member noted a correction on the bottom of page 2 of the minutes that “eluded” should read as “alluded”.

CHANG/MICHELMANN: That the Council minutes of November 21, 2013 be approved with the correction noted.

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

President Ilene Busch-Vishniac provided updates in addition to her written report. She reflected that the past year had been busy one and extended best wishes for the holidays to all present and her gratitude and appreciation for the service of Council. She recalled the discussion at Council over the fall term, including discussion of the College of Medicine implementation plan *The Way Forward* and the concerns raised at Council regarding the recommendations in the plan related to the basic science departments. These departments are now working on a plan of their own to be submitted in the near future, which will fit within the parameters of the college’s implementation plan. An exciting announcement relates to the appointment of a new Dean of Medicine to lead the college.

In October, the draft *Vision 2025* document was presented to Council and at other various meetings and events, with over 700 people asked directly for their comments on the draft statement. The president indicated all comments received will be reviewed in January and the process of revision of the document will begin, although comments will continue to be received during this period. Discussion of the *Vision 2025* document was directed initially internally to the university and will now begin to be focused externally, with comments sought from alumni, government and corporations that interact with the university. Overall, the reaction to the draft document has been positive, and many good suggestions for change have been received. The vision statement will be submitted for consideration of endorsement to Council, Senate and the Board of Governors in the spring of 2014.

The TransformUS task force reports were made public on December 9 and a process set up to receive comments on the reports. The release of the reports concludes the first phase of the TransformUS process. Much work needs to be completed in next phase related to the development of an implementation plan, which will accept some of the recommendations of the reports and not accept other recommendations.

The president drew Council's attention to the report of the graduate education review committee appended to her report as another potentially transformative change. The report is the result of the efforts of a small committee to review the structure and function of the College of Graduate Studies and Research (CGSR). The review was undertaken in consultation with the Graduate Students' Association (GSA) and the acting dean of the college. The recommendations in the report correspond to the task force recommendations regarding the college although the reviews were undertaken separately. The report suggests that the college change from an academic unit with a focus on monitoring the compliance of programs to an administrative unit with a focus on facilitating graduate programs. If there is support for this change with minimal controversy, the next step will be to form a larger transition team with broad representation. This team will begin to flesh out the details of a proposal for a new mandate and structure related to the college. Any structural changes will undergo the university's normal governance processes.

The chair invited comments and questions of the president related to her report. A Council member asked whether the suggested change to the CGSR would mean that the college would no longer be able to house academic graduate programs, specifically interdisciplinary Ph.D. programs. The president indicated this question would be referred to the committee tasked with developing a transition plan. Presumably these programs would continue to be offered, although any of the task force recommendations related to these programs would also require consideration. Another member requested that the responsibility of the college relative to establishing policies and standards on a university-wide basis continue as this is an important role, although this responsibility might be assigned elsewhere. She also expressed her appreciation of the international work done by the college in bringing international partners and students to the university.

Other comments included the suggestion that a fundamental principle adopted be to articulate the roles of faculty vis-à-vis students, and to ensure that non-faculty individuals are not making decisions regarding graduate programs. A Council member inquired of how graduate scholarships will be administered in the future. In reply, the president indicated that initial consideration suggests that student financial aid may be best centrally administered, and that therefore there may be minimal change to the administration of graduate funding.

6. Report of the Provost

Brett Fairbairn, provost and vice-president academic, referred members to his written report in the meeting materials, highlighting recent activities related to the operating budget adjustments (OBA) and searches and reviews, with five search and review committees of senior administrators near decisive stages.

With respect to the operating budget adjustments, he noted a question that has arisen is about the target for 2016 and whether the university still needs to make financial adjustments. Specifically, the question has arisen of whether the goal of achieving \$20.0 to 25.0 million in savings from TransformUS remains. Council was apprised in 2012-13 that if no action were taken, a budgetary gap of \$44.5 million would exist by 2016. The purpose of the OBA projects is to avoid the deficits that would otherwise occur, based on projections against the university's key revenues, such as the provincial government grant, tuition and investment income, and key expenditures, such as compensation and utilities.

Workforce planning has had a positive effect on university finances resulting in a permanent reduction in the operating budget of \$15.6 million by 2016. TransformUS is expected to realize a further \$20.0 million reduction, with \$5.0 million earmarked for program reinvestment. There remains a further \$10.0 million reduction to be achieved; the means for this have not been determined. As a result of the permanent measures achieved through workforce planning, the university is not in a deficit position at year-end. However, the projected deficit remains as the basis for the continued operating budget adjustments. The provost indicated these were reasonable projections and were based on a 2% increase in the provincial grant being allocated to the university. The goal is to have a university that is sustainable on an ongoing basis. The TransformUS process is also about the vitality of the university and strengthening areas of priority.

A Council member questioned the sentence in the OBA section of the provost's report, which refers to the result being a stronger university, and asked whether there is any evidence within the U15 group that following this approach has resulted or will result in the university being stronger. Dr. Fairbairn indicated the statement is a commitment and reflects the premise behind the university's institutional planning, which allocates resources to priorities and supports the university's strengths. Another member referred to the criteria by which program prioritization decisions will be made, and noted he found it odd that the usual criteria would apply, as the situation is not usual and the task forces followed a complex system of scoring. Further, he noted difficulties with the input data and inconsistencies in how units apportioned out information, which do not fit with evidence-based decision-making. He asked that the provost articulate the specific criteria by which the university will determine what actions will be taken and also to comment on the data issues. The provost indicated that PCIP will look to its own principles in developing the implementation plan. The implementation plan will map out which proposal goes to which governing body, and proposals will be considered against the regular criteria which apply to such decisions. New decision criteria are not being proposed. He noted there is a tendency to regard the reports as outcomes, but that the reports are inputs into the process. He deferred commenting on the data issues, as Council will consider the process used to create the reports under item 10.2.

7. Student Societies

7.1 Report from the USSU

Jordan Sherbino, vice-president of the University of Saskatchewan Students' Union, presented a brief overview of the work of the USSU over the year with highlights as outlined below:

- The establishment of a constructive and progressive relationship between the new USSU Executive and the university's administrative units and governing bodies;
- The opening of Louis' Loft as a new business venture;
- The setting of student mental health, engagement with student college societies, and transparent communication regarding the operating budget adjustments as USSU priorities;
- The naming of student representatives to the TransformUS task forces;
- The establishment of a process whereby the USSU will gather and submit student feedback in response to the task force reports;
- A petition to government with over 1300 signatures to organize a program with the university on the open licensing of textbooks;
- A university-wide student survey to gauge student interest in having a reading week during the fall term;
- Student Mental Health Awareness week;
- Study Smart campaign;
- Sexual Assault Awareness week;
- Submission of a student evaluation on the SEEQ course evaluation tool;
- The Undergraduate Research Symposium to be held on January 28, 2014 in the upper concourse of Place Riel;
- Aboriginal Achievement Week;
- A continued close working relationship with the Aboriginal Students' Centre.

In closing, Mr. Sherbino indicated that it was a dynamic time to be working in student governance and assured Council of the continued commitment of the USSU to advancing student movements and accessibility to post-secondary education.

7.2 Report from the GSA

Izabela Vlahu, vice-president academic of the GSA presented the Graduate Students' Association report to Council. Ms. Vlahu reported the most pressing matters under consideration by the GSA are the TransformUS task force reports and the review of the CGSR and graduate education. In December members of the GSA met with Minister Norris to discuss the graduate retention program to improve graduate student uptake. On March 6 – 8, 2014, the GSA will host its annual conference culminating in a gala on March 8. The theme of the conference is *Curiosity in Research*. She extended thanks to President Busch-Vishniac for her financial contribution in support of the conference and encouraged faculty members to take the lead in their departments to coach and assist graduate students, as this is where students gain their passion for research.

8. Nominations Committee

8.1 Request for Decision: Replacement on the University Review Committee

Dr. Terry Wotherspoon, vice-chair of the nominations committee presented the report to Council.

WOTHERSPOON/BRENNNA: That Council approve the nomination of Oon-Doo Balik, Chemical and Biological Engineering, to the university review committee for a term ending June 30, 2014.

CARRIED

9. Academic Programs Committee

Dr. Roy Dobson, chair of the academic programs committee, presented the reports to Council.

9.1 Request for Decision: Dentistry – changes to admission requirements

Dr. Dobson presented the motions and spoke to the proposed changes to the admissions requirements of the College of Dentistry DMD program, which if approved will require an undergraduate degree as an admission requirement and a criminal record check. These changes will bring the college in line with the admission requirements of other colleges of dentistry across Canada. In addition, curricular changes in the College of Medicine have resulted in the need for a consequential change to the DMD program related to the human physiology prerequisite requirement.

Discussion focused on the motion to introduce a criminal record check. A Council member expressed concern that in a province with segments of society having a disproportionate negative relationship with the justice system, that such a check might deny some individuals with a criminal record the ability to pursue a career in dentistry. In response, Dr. Dobson indicated that a criminal record check is a practical reality of obtaining a license to practice in the professional health sciences and is required by licensing bodies. The significance of having a criminal record as it relates to admission to the DMD program is a question to be determined by the College of Dentistry in consultation with its regulatory bodies. Several members commented on their own experience in their colleges with respect to criminal record checks. Note was made of the fact that a criminal record check is required of students completing a clinical practicum in a facility which requires a criminal record check of all employees. Often two criminal record checks are required, the first at the program start and the second at the point of application for licensure.

DOBSON/GREER: That Council approve the addition of a human physiology (such as PHSI 208 Human Body Systems or its equivalent) as a required prerequisite course for admission into the DMD program, effective for admissions in August 2015.

CARRIED

DOBSON/GREER: That Council approve the College of Dentistry admission requirement for completion of three full-time (30-credit-unit) years of university course work completed between the September to April academic year leading to an undergraduate level degree as a condition of admission to the DMD program, effective for admissions in August 2015.

CARRIED

DOBSON/GREER: That Council approve the implementation of a criminal record check as an admission requirement, effective for admissions in August 2015.

CARRIED

9.2 Item for Information: Academic Calendar 2014-15

Dr. Dobson indicated the item before Council was for information. After much discussion regarding the timing and feasibility of including a fall study break week in the 2014/15 academic calendar, he reported the committee concluded that it was not possible for this to occur in the coming year, and encouraged that this item be attended to in the spring so that it could be included in the subsequent calendar year. A member requested that the religious references to Easter Saturday and Easter Sunday be removed as they have no academic relevance. Dr. Dobson duly noted the request and indicated he would submit the suggested change to the committee.

10. Planning and Priorities Committee

Dr. Fran Walley presented the reports as committee chair.

10.1 Request for Decision: Disestablishment of the Environmental Engineering Division and related Council bylaw amendment

Dr. Walley reported that after a review of the Division of Environmental Engineering in 2011, the College of Graduate Studies and Research and College of Engineering, which has operational responsibility for the environmental engineering programs, elected to transfer the responsibility for these programs from the chair of the division to an existing department head in the College of Engineering. In October, 2013, Graduate Council voted to disestablish the division. Due to low enrolment, new admissions to these programs have been suspended pending a review of the environmental engineering graduate programs and the outcome of the TransformUS review process. The consequential amendment to the Council bylaws is to remove the division from the listing of departments and divisions.

WALLEY/RANGACHARYULU: That Council approve the disestablishment of the Division of Environmental Engineering, and

That Council's bylaws be amended to reflect the disestablishment.

CARRIED

10.2 Item for Information: TransformUS task force reports

Dr. Walley recalled that in January 2013 Council gave approval in principle to the undertaking of a process for program prioritization for all academic and administrative programs. The task force reports mark the end of the first phase of the TransformUS process. The planning and priorities committee's intention in tabling the TransformUS task force reports with Council at this time is to facilitate discussion on the process used to develop the reports. She expressed her gratitude to the task force co-chairs for their willingness to meet with members of the planning and priorities committee to discuss and clarify the process undertaken to create the reports, and commended members of the task forces for the many hours of work which they committed to this task.

The floor was then opened for discussion and Dr. Walley invited questions on the process used to create the reports of Dr. Beth Bilson and Dr. Lisa Kalynchuk, co-chairs of the academic programs transformation task force and of Dr. Kevin Schneider and Dr. Bob Tyler, co-chairs of the support services transformation task force.

A summary of the key discussion points and questions raised follows:

Several members thanked the co-chairs and members of the task forces for the tremendous undertaking in creating the reports and respectfully acknowledged their efforts.

In response to the question of how the task forces dealt with inconsistencies regarding the apportionment of resources to the various categories, Dr. Kalynchuk indicated that the inconsistencies were not predominant across all templates. In those instances where the financial information was unclear, the academic task force attempted to seek clarification. In those cases, where clarification was not available, the task force placed the program in quintile 4 as an indication that a more detailed analysis of the program was required. Dr. Tyler indicated that the difficulty related to some units on the support services side was not that the financial information submitted was incorrect, but that some services are funded through several means and sources, and not all sources were recorded on the templates.

To avoid data inconsistencies in the future, Dr. Kalynchuk suggested that an audit of the data in the templates be completed prior to their submission to any reviewing body, and that centralized data collected in a more comprehensive manner populate the templates. Overall, she expressed that the academic task force believed its recommendations to be based on solid information. Those completing the templates were also given the opportunity to provide discursive information about the program.

A member asked whether some units were at a disadvantage if there was lack of clarity regarding their program, due to the fact that not all units were represented on the task forces. Dr. Kalynchuk indicated that as the task forces adhered to a conflict of interest policy, there was no advantage to any unit by having a unit member on the task force. The conflict of interest policy required those members with an affiliation to the program under discussion, or a family member affiliated with the program, to be recused from discussion. Members were also given the opportunity to identify other conflicts of interest, which might not be readily apparent.

The perspective that there are certain disciplines that are central to university mission was submitted, with the question of whether the task force viewed some disciplines as core to the university. Dr. Bilson noted that although discussion was informed by academic values, all programs were reviewed against the information received, and therefore there was no distinction given based on the perception that certain programs had more intrinsic value than other programs.

A member requested an indication of the preference of the support services task force regarding the centralization versus the decentralization of support services. Dr. Schneider indicated that task force responded to evidence of duplication of services and to the importance of support services meeting the needs of stakeholders. The next phase will call upon the university to begin to understand the appropriate mix of centralized and decentralized services. He noted there are examples in the support services report of both types of service models that are working very well.

Given the difficulty of the inconsistencies of the data and the resulting perception that the process was flawed, a Council member asked the co-chairs for their assessment of the Dickeson model. Dr. Bilson replied that although the Dickeson text was full of interesting ideas that the academic task force did depart from the text based on what the task force thought was a suitable process for the university at this time. In response to a question on this deviation, Dr. Kalynchuk indicated that the task force departed from the approach advocated by Dickeson related to the assigning of programs into quintiles, as explained in the report.

The task force believed that to place 20% of programs into each quintile would compromise the process and place programs into quintiles where they did not belong. The end result was that the quintiles were treated as categories rather than quintiles, and Dr. Kalynchuk acknowledged that the use of the word quintile was no longer a correct descriptor. As a result, the task force tried to ensure that the labels assigned to the quintiles gave an accurate description of each category. In response, the observation was made that the Dickeson claim that the cost of education is driven by the proliferation of programs was disproved by the task force, as the task force placed 3% of the university's programs in quintile 1. Many of these programs reflect university priorities and are among the university's costliest programs.

In closing, the chair thanked those members who submitted questions and commended the task force co-chairs and task force members.

11. Other business

There was no other business.

12. Question period

A member inquired when a comprehensive summary of the feedback received by PCIP on the task force reports might be expected. Dr. Fairbairn outlined his anticipation that feedback would be wide and diverse, and encouraged members to refer to the web page set up to collect feedback at: <http://words.usask.ca/transformus/consultation-and-feedback/>. He noted that comments received will not be merged into a single document by PCIP, rather PCIP will report on those themes that become evident in the feedback received.

13. Adjournment

The chair invited all in attendance upon conclusion of the meeting to partake in a holiday season reception in the Neatby-Timlin foyer.

DESBRISAY/PARKINSON: That the meeting be adjourned at 4:30 p.m.

CARRIED

Next meeting – 2:30 pm, January 23, 2014

COUNCIL ATTENDANCE 2013-14

Voting Participants

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Albritton, William	P	P	R	P						
Anand, Sanjeev	R	P	P	P						
Bartley, William	P	P	A	P						
Baxter-Jones, Adam	P	P	P	P						
Berlinic, Wyatt	R	P	R	R						
Berry, Lois	P	P	A	P						
Bonham-Smith, Peta	P	P	P	P						
Brenna, Bev	P	P	P	P						
Brenna, Dwayne	P	P	P	P						
Brooke, James	P	P	P	P						
Buhr, Mary	P	R	P	P						
Busch-Vischniac, Ilene	R	P	P	P						
Calvert, Lorne	R	R	P	R						
Chang, Gap Soo	P	P	R	P						
Chibbar, Ravindra	P	P	R	P						
Crowe, Trever	P	P	P	P						
Daum Shanks, Signa	P	P	P	P						
Day, Moira	P	A	A	R						
de Boer, Dirk	P	P	P	P						
D'Eon, Marcel	P	P	P	R						
DesBrisay, Gordon	R	P	P	P						
Deters, Ralph	A	P	P	R						
Deutscher, Tom	A	A	P	P						
Dick, Rainer	P	P	P	P						
Dobson, Roy	P	P	P	P						
Eberhart, Christian	A	A	A	A						
Fairbairn, Brett	P	P	P	P						
Findlay, Len	A	P	P	P						
Flynn, Kevin	R	P	A	P						
Freeman, Doug	P	R	A	A						
Gabriel, Andrew	A	R	P	R						
Ghezelbash, Masoud	P	R	P	R						
Gobbett, Brian	A	P	A	A						
Goncalves Sebastiao, Bruno	A	A	A	A						
Greer, Jim	A	P	P	P						
Gyurcsik, Nancy	NYA	P	P	P						
Hamilton, Murray	P	P	A	A						
Harrison, Liz	P	P	A	P						
Heidel, Steven	P	P	A	A						
Heinz, Shawn	P	A	A	A						
Herriot, Jon	A	A	A	A						
Hill, David	P	P	P	P						
James-Cavan, Kathleen	P	P	R	P						
Johanson, Robert	P	P	P	P						
Jones, Paul	P	P	P	R						
Kalra, Jay	P	P	P	P						
Kalynchuk, Lisa	P	P	P	P						
Khandelwal, Ramji	P	P	P	P						
Kipouros, Georges	A	P	P	R						
Klaasen, Frank	P	P	A	A						
Konchak, Peter	NYA	P	P	P						
Krol, Ed	P	P	P	R						
Kulshreshtha, Surendra	P	P	P	A						

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Ladd, Ken	P	P	P	P						
Langhorst, Barbara	P	R	P	P						
Lee, Deborah	P	P	P	A						
Lieverse, Angela	P	A	P	R						
Lin, Yen-Han	R	A	P	R						
Lindemann, Rob	A	A	A	A						
Luo, Yu	P	R	P	R						
MacGregor, Michael	A	R	P	P						
Makaroff, Dwight	P	P	P	R						
Makarova, Veronika	P	P	A	P						
Meda, Venkatesh	P	P	P	R						
Michelmann, Hans	P	P	P	P						
Miller, Borden	A	A	A	A						
Montgomery, James	A	P	R	A						
Noble, Bram	P	R	P	P						
Ogilvie, Kevin	A	A	A	A						
Ohiozebau. Ehimai	P	P	P	R						
Ovsenek, Nick	A	P	P	A						
Parkinson, David	A	R	P	P						
Phoenix, Aaron	P	R	P	P						
Pozniak, Curtis	P	P	R	A						
Pritchard, Stacy	R	R	A	R						
Prytula, Michelle	P	P	R	P						
Pywell, Rob	P	P	P	P						
Racine, Louise	P	R	P	P						
Radomske, Dillan	A	A	A	A						
Rangacharyulu, Chary	P	P	R	P						
Regnier, Robert	A	A	A	P						
Rigby, John	P	P	P	P						
Robertson, Jordan	P	P	P	R						
Rodgers, Carol	P	R	P	P						
Sarjeant-Jenkins, Rachel	R	P	P	P						
Schwab, Benjamin	R	P	A	A						
Schwier, Richard	A	P	P	R						
Singh, Jaswant	P	P	P	P						
Solose, Kathleen	P	P	A	R						
Still, Carl	P	P	P	R						
Stoicheff, Peter	R	P	P	R						
Sutherland, Ken	R	P	P	P						
Taras, Daphne	P	P	P	P						
Taylor-Gjevre, Regina	P	P	R	P						
Tyler, Robert	P	P	P	P						
Van Kessel, Andrew	A	A	A	P						
Vassileva, Julita	A	P	P	A						
Voitkovska, Ludmilla	A	A	A	A						
Waldram, James	P	P	P	P						
Walker, Keith	P	P	P	P						
Walley, Fran	P	P	P	P						
Wang, Hui	P	R	P	R						
Wilson, Virginia	P	P	P	R						
Wotherspoon, Terry	P	A	R	P						

COUNCIL ATTENDANCE 2013-14

Non-voting participants

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Chad, Karen	A	R	R	P						
Cram, Bob	p	P	P	P						
Downey, Terrence	P	P	P	P						
FineDay, Max	R	P	P	R						
Fowler, Greg	P	R	R	P						
Isinger, Russ	P	P	R	P						
Krismer, Bob	P	P	P	P						
Magotiaux, Heather	P	R	R	R						
Schriml, Ron	A	A	A	A						
Sherbino, Jordan	P	P	P	P						
Vlahu, Isabela	A	A	A	P						
Williamson, Elizabeth	P	P	P	R						



PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

January 2014



TransformUS Consultations

January has been primarily dedicated to TransformUS consultations. As of the writing of this report we've held two of the three public town halls. I can tell you that the first two town halls drew approximately 320 people in person and 870 remotely through live streaming. We are receiving dozens of comments through our online mediums -- the blog, dedicated e-mail address, and through Twitter. I have been pleased with the interactions and efforts people have gone to in order to provide thoughtful responses to the recommendations of the task forces. Thank-you to all who have contributed and to all those who will, this feedback is an integral component to any discussions regarding implementation.

In addition to the public forums, I have also been meeting with campus leaders to gather their feedback and gauge their initial reactions to the recommendations. In January, the Provost, the Vice-President Finance and Resources and I have dedicated close to 40 hours for one-on-one conversations with Deans, Executive Directors, Department Heads, and Associate Vice-Presidents. I have found these dedicated meetings to have provided invaluable feedback for consideration for the implementation phase of this project. I have also personally appreciated the opportunity to have such concentrated conversations about almost every aspect of the University of Saskatchewan. It never ceases to amaze me the breadth of activity we undertake at the university and I am consistently proud of the people who keep it all running.

Vision 2025 Consultations

While campus is focused on TransformUS, I am taking the opportunity to connect with external stakeholders on Vision 2025. I look forward to meetings this month with FSIN, government stakeholders, Saskatoon Chamber of Commerce, and our own U of S Alumni Association to garner their feedback and input.

Graduate Education Review Consultations

In the coming weeks there will be details regarding focus group consultations held to discuss the recommendations from the Graduate Education Review Report circulated at the Council meeting in December. I encourage anyone with an interest in graduate studies to attend these consultations or to contact my office directly with any comments or feedback you may have.

PROVOST'S REPORT TO COUNCIL

January 2014

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

At the request of the president, the role of the Provost's Committee on Integrated Planning in TransformUS is the development of an implementation plan. PCIP met on December 9, 10 and 11 for initial discussions on the next phases of TransformUS following the receipt of the reports from the two task forces. PCIP met with the support services task force co-chairs on December 9 and the academic programs task force co-chairs on December 10. On December 11, PCIP met to reflect on the task force reports and early reactions from the campus community. They also considered the process that will be used to manage potential conflicts of interest and began to identify information needs.

The goal for TransformUS is to obtain \$20-25 million in permanent annual savings, or approximately five per cent of the university's total operating budget. In addition, \$5 million will be reallocated to top priority programs and services that would benefit from increased resources.

We are currently in the consultation and feedback phase (December 9, 2013 - January 31, 2014) where the president will be listening to the campus community and inviting feedback on the two task force reports, including opportunities to provide feedback online and at public meetings. PCIP members (for a complete list please see the [PCIP website](#)) will be present at the various public meetings and at council to hear comments on the reports.

INSTITUTIONAL EFFECTIVENESS

Institutional surveys

The first ever Campus Climate Survey was implemented during November and early December with the objective to measure students' perceptions and attitudes regarding issues of diversity on campus. A total of 5,222 students responded to the survey (a 25 per cent response rate), providing valuable information and feedback that will be analyzed in early 2014. An overview of the project can be found [online](#).

VICE-PROVOST, TEACHING AND LEARNING

University of Saskatchewan Instructional Designers Community of Practice

Instructional designers (ID) work with instructors on a systems approach to the development of educational and informational materials. The University of Saskatchewan ID Group, formed in 2011, is a community of practice for designers to share experiences relating to ongoing campus projects and initiatives, including technology integration and the incorporation and evaluation of newer pedagogies (such as the flipped classroom).

Instructional designers from CCDE (3), GMCTE (3), Health Sciences (2) and the Library (1) comprise the U of S ID group. As well, the group works with other provincial groups (i.e., SIAST and the University of Regina) and key university service and academic units. As a well-connected community of practice, the group is positioned to work with faculty on academic courses and programs and to provide advice on topics related to learning outcomes, experiential learning, learning styles and preferences, MOOCs, distributed learning and online courses.

Excerpts from “Summary Report to the Vice-Provost (Teaching and Learning) on NSERC-CREATE Training Program in Infectious Diseases, Food Safety and Public Policy (2012-2020)” by Dr. Baljit Singh

This past year was the first offering of the International Training Program in Infectious Diseases, Food Safety and Public Policy program. The program uses experiential learning as the pedagogic platform. The innovative program lets the students remain in their respective disciplinary programs to come together for the core components to gain insight into the processes needed to integrate their subject matter. ...

This past year the first **problem-based learning (PBL) course** started in early January and ended in April. The course was held once a week by video-conferencing with students from Saskatoon, Berlin and Ludhiana. ... This course gave students the chance to learn to critically analyse and creatively solve problems at the interface of human-animal-environmental health and public policy, with a particular emphasis on infectious diseases, food safety, and public health. As members of an international group with different backgrounds and skills the students were able to collaborate across knowledge systems, a diversity of perspectives as well as cultural and geographic boundaries.

In May **the seminar series** began and was held twice a week on Tuesdays and Fridays. In this course students formed inter-disciplinary pairs and presented seminars in the areas of infectious disease, food safety and public policy. ... The focus of the seminars was to mentor students in the process of integrating seemingly unrelated scientific information and synthesizing new knowledge to raise new integrative scientific questions.

The interviews for the next cohort of students will take place in November 2013. ...

If you would like to read the full report, please contact Laura McNaughton (laura.mcnaughton@usask.ca).

COLLEGE AND UNIT UPDATES

College of Arts and Science

The following report is provided by the College of Arts and Science:

Dr. Yansun Yao (Physics and Engineering Physics) and Dr. Timothy Strobel of Geophysical Laboratory, Carnegie Institution of Washington, were awarded a grant from the Carnegie Institution of Canada.

Writing North, an annual celebration of Canadian writers, presents its fourth incarnation, "Rascals, Rogues and Outlaws," with four celebrated Canadian author-scoundrels as well as several special guests. This event will be held on Thursday, January 23, 2014 at 7:30 p.m. in Arts 241 (Neatby-Timlin Theatre).

On January 26, 2014, the Saskatoon Jazz Orchestra, directed by **Dean McNeill** (Music), will play the music of Duke Ellington plus other big band favorites from Ellington's original songbook.

OFFICE OF THE VICE-PRESIDENT RESEARCH

The research highlights for the month of January are reported in the attachment by the office of the vice-president, research.

SEARCHES AND REVIEWS

Search, Dean, College of Medicine

As was announced in late December, Dr. Preston Smith has been named the Dean, College of Medicine. Dr. Smith will begin his term on July 1, 2014.

Search, Dean, College of Education

The search committee for the Dean, College of Education met in mid-November and will meet again in January.

Search, Dean, College of Pharmacy and Nutrition

Candidates for the search of Dean, College of Pharmacy and Nutrition were on campus in mid-late November, with the committee meeting in December.

Search, Chief Information Officer and Associate Vice-President, Information and Communication Technology

Candidates for the Chief Information Officer and Associate Vice-President, Information and Communication Technology were on campus in late November and early December, with the committee meeting in mid-December.

Review, Dean, College of Agriculture and Bioresources

The review committee for the Dean, College of Agriculture and Bioresources met in late December.

PARTNERSHIPS

Staff Member Returns from Teaching in Ethiopia

Tom Roberts (Industry Liaison Office) taught a 3-credit graduate course on intellectual property law at **Hawassa University**, Ethiopia from November 21 to December 13. He also worked on expanding Hawassa and the U of S's long-standing relationship to include collaborations in the areas of law and research administration.

Agreements Signed with International Partners

The U of S signed five agreements with four international partners in December:

- A Memorandum of Understanding was signed on December 9 with the **Shiraz University of Medicine** in Iran.
- An exchange agreement was signed on December 9 with the **University of Bologna** in Italy.
- A Memorandum of Understanding was signed on December 11th with the **China Scholarship Council** in China.
- An Agreement on Academic Exchange and an Addendum to the Agreement on Student Exchange were signed on December 18 with **Osaka University** in Japan.

OTHER

Student Research Gets Public Profile

Innovative research of 14 U of S graduate students and their supervisors was featured in the Saskatoon StarPhoenix over the fall. This was the ninth year for the weekly *Young Innovators* series, a partnership between the OVPR and the StarPhoenix, which highlights research impact in U of S signature areas. The stories, written by graduate student interns, are also picked up by national media outlets, research funding agencies, and MPs in the students' home constituencies.

VP Research Recognized For Leadership

Vice-President Research **Karen Chad** and former U of S board of governors chair **Nancy Hopkins** were recently selected as among the top 100 female leaders in the country by Women's Executive Network. Chad was named to the 2013 Canada's Most Powerful Women: Top 100 list as one of the highest-achieving female leaders in the public sector and was cited for her work building major research partnerships.

Sharing Research Administration Expertise

Susan Blum, Amit Shukla, and Kevin Rogers (Research Services) led presentations at the CAURA West conference (Canadian Association of University Research Administrators), in Edmonton from November 28-30. The U of S was acknowledged for successful advocacy which led the Canada Foundation for Innovation to revise requirements for an upcoming funding competition.

SHR Aligns Research Policy with U of S

The **Saskatoon Health Region** approved a new policy on the responsible conduct of research on November 29, bringing SHR's procedures in line with those of the U of S. The policy is available at: http://www.saskatoonhealthregion.ca/about_us/policies/7311-100-002.pdf

FUNDING SUCCESSES

Additional Funding for Sri Lankan Collaboration

Ted Leighton (Western College of Veterinary Medicine) was awarded an additional \$130,600 from the **International Development Research Centre** (IDRC) for the project "*Building Research Excellence in Wildlife and Human Health in Sri Lanka*", bringing the U of S's total funding amount to \$400,100. Leighton co-leads the \$873,200 project with researchers from the University of Peradeniya in Sri Lanka.

Beef Researchers Secure Over \$2 Million

U of S researchers have secured funding for an additional seven research projects from the **Canadian Cattlemen's Association** as part of the Growing Forward 2 program. The U of S has received a total of \$3,158,292 from the program thus far.

- ❖ **Greg Penner** (Animal & Poultry Science) was awarded \$657,135 for the project "*Understanding the Physiology Behind Changes in Feed Efficiency Throughout the Finishing Period*" and \$385,708 for the project "*Improving The Barrier Function of the Gut: An Approach to Minimize Production Limiting Disease.*"
- ❖ **Bruce Coulman** (Plant Sciences) was awarded \$454,200 for the project "*Development of Native Plant Material (Grasses, Legumes) and Mixtures for Forage Production in the Prairie Region*" and \$94,290 for the project "*Building Long-Term Capacity for Resilient Cow-Calf Production Systems Through Creation of a Forage Industry Chair Supporting Training and Research in Evaluation and Utilization.*"
- ❖ **Neil Chilton** (Biology) was awarded \$342,036 for the project "*Geographic Variation in Abundance and Genetics of the Anaplasmosis Vectors *Dermacentor Andersoni* and *Dermacentor Variabilis.*"*
- ❖ **John McKinnon** (Animal & Poultry Science) was awarded \$83,433 for the project "*Nutritional Evaluation of Barley forage Varieties for Silage.*"
- ❖ **Philip Griebel** (VIDO) was awarded \$74,290 for the project "*Identifying *Mycobacterium Avium* Subsp. *Paratuberculosis* (MAP) Exproteome Components Recognized Early During Infection to Develop Diagnostic and Vaccine Targets.*"

Funding for China-Canada Health Research

U of S partnerships in China continue to develop as **Daniel Chen** (Mechanical Engineering) and Weiming Tian (Harbin Institute of Technology) were awarded a **CIHR China-Canada Joint Health Research Initiative Grant** of \$225,000. The project "*Injectable Hydrogels Encapsulating Living Cells for Myocardial Infarction Repair*" includes co-investigators Dean Chapman (Anatomy and Cell Biology), Michael Kelly (Surgery), Grzegorz Sawicki (Pharmacology) and is a collaboration with the National Natural Science Foundation of China.

Funding for Student Internships

U of S researchers received funding from Mitacs to support 34 internships with industry partners for their graduate students and postdoctoral fellows. The internships give students experience applying their research in a work environment and further connections between the industrial partners and the U of S. The awards include:

- ❖ 22 **Mitacs Accelerate Internships** worth a total of \$355,000. **Ralph Deters** (Computer Science) was successful in securing 12 of these internships.
- ❖ 12 **Mitacs Accelerate Cluster** grants worth a total of \$493,333 for larger scale student research projects. **Ajay Dalai** (Chemical and Biological Engineering) secured three of these internships for the project "*Selective Removal of Neutral Nitrogen Compounds from Heavy Gas Oil and Its Impact on Hydrotreating Performance.*" Members of the **International Centre for Northern Governance** secured internships for 9 of their students with partner Cameco Corp.

Over \$200,000 for Water Research

10 U of S researchers were successful in receiving **Canadian Water Network** funding:

- ❖ **Markus Hecker** (Toxicology Centre) was awarded \$149,996 for the project "*Aquatic Impact Assessment of Municipal Effluents (AIME)*" with co-investigators: John Giesy (Veterinary Biomedical Sciences), Natacha Hogan (Animal and Poultry Science), Paul Jones (Toxicology), Steve Wiseman (Toxicology Centre). \$126,241 is awarded directly to the U of S researchers.
- ❖ **Robert Innes** (Native Studies) was awarded \$48,000 as co-investigator on the project "**Sustainable Water and Wastewater Treatment Systems Through a Bottom-Up Participating Technology Development Process**" led by Khosrow Farahbakhsh at Guelph University.
- ❖ Patricia Gober (J-S Public Policy), Philip Marsh (Geography and Planning), John Pomeroy (Geography and Planning), and Howard Wheeler (SENS) were awarded \$2,850 each in travel support for the project "*Water Knowledge Application Network (WatKAN)*" led by Wilfred Laurier University.

Funding Spinal Cord Research

2 U of S researchers were awarded a **Saskatchewan Health Research Foundation (SHRF) Spinal Cord Injury Research Grant:**

- ❖ **Kristin Musselman** (Physical Therapy) and **Alison Oates** (Kinesiology) were awarded \$146,412 for the project *“Walking balance control and falls in the community after incomplete spinal cord injury”* with co-investigators Catherine Arnold (Physical Therapy), Joel Lanovaz (Kinesiology), Gary Linassi (Physical Medicine and Rehabilitation) and Stephan Milosavljevic (Physical Therapy).
- ❖ **Valerie Verge** (Anatomy and Cell Biology) and **Gillian Muir** (Veterinary Biomedical Sciences) were awarded \$100,000 for the project *“Acute Intermittent Hypoxia - therapeutic potential for cervical spinal cord injuries.”*

Support for Health Research Groups

Eight U of S projects were awarded a **Saskatchewan Health Research Foundation (SHRF) Health Group Grant:**

- ❖ **Nazeem Muhajarine** (Community Health and Epidemiology) received a \$749,335 Phase III grant to support the established group *“Saskatchewan Population Health and Evaluation Research Unit (SPHERU)”* co-lead by Bonnie Jeffery (University of Regina).
- ❖ **Susan Whiting** (Nutrition and Dietetics) received a \$717,881 Phase III grant to support the development of the *“Community and Research Alliance for Quality of Life in Older Adults (the QOL Team)”* co-lead by Thomas Hadjistavropoulos (University of Regina).
- ❖ **Helen Nichol** (Anatomy and Cell Biology) was awarded \$250,000 for a Phase III grant to support the established group *“Gene Expression Mapping using Synchrotron Light.”*
- ❖ **Mary Buhr** (Animal and Poultry Science) was awarded \$299,977 for a Phase II grant to support the group *“University of Saskatchewan Prostate Research Team”*.
- ❖ **Jose Tellez-Zenteno** (Neurology), **Farzad Moien-Afshari** (Neurology), and **Lisa Kalynchuk** (Medicine) were awarded \$30,000 for a Phase I grant to support the development of the group *“Saskatchewan Epilepsy Research Initiative”*.
- ❖ **Paul Babyn** (Medical Imaging) and **Baljit Singh** (Veterinary Biomedical Sciences) were awarded \$30,000 for a Phase I grant to develop the group *“One Health Imaging (OHI).”*

- ❖ **Sonia Vanderby** (Medical Imaging) was awarded \$30,000 for a Phase I grant to develop the group *“Quality in Medical Imaging (QIMI)”*.
- ❖ **Andrew Freywald** (Pathology and Laboratory Medicine) and **Scott Leary** (Biochemistry) are co-leads with Mohan Babu (University of Regina) on a \$3,000 Phase I grant to develop the *“Cancer Systems Biology Group”*.

GSA Report to University Council - January 2013

1. Graduate Research Conference

The GSA has been working hard to ensure that the upcoming Graduate Research Conference (GRC) will be a great success. The GRC will be held on March 6, 7 and 8, and we invite all graduate students and faculty members to participate. Our goal is to make this Conference interesting and engaging for students from all academic units. The theme of the GRC this year is "Curiosity". Presenters will discuss the driving force behind their work; they will explain why they have chosen their area of study and why their research question is important to them. It simply shows their passion, for passion drives research. We believe that this focus on the curiosity-driven aspect of research, on the motivation behind it, will enhance our participants' understanding for their own work as well as provide an opportunity to others in various research areas to understand the importance of what their peers do. We encourage all faculty members to distribute information about the Conference to any students or colleagues they think may be interested in presenting at or attending this event. Questions or concerns regarding the conference can be directed to Izabela Vlahu, GSA VP Academic, gsa.acad@usask.ca.

2. Winter Orientation

On January 10th, the GSA held a Winter Orientation to welcome new graduate students to campus. This event allowed students to meet the GSA Executives, find out more about student groups on campus, play games, and socialize with other new students. In addition to funding this event, StudentCare also hosted a booth during the orientation to provide students with information about their health and dental coverage.

3. President's TransformUS Student Town Hall

The GSA is looking forward to hosting the President's Transform US Student Town Hall at the GSA Commons. We recognize this is an important issue to many of our members, GSA Executives will be attending the event.

4. UPASS Referendum

In February, graduate students will vote on whether or not they want to see the UPASS included in their tuition over the next several years. The UPASS Negotiation Committee has been working with the City of Saskatoon in order to lay out a contract with the GSA; the referendum will determine whether or not this contract is signed. Over the next month and a half, the GSA will do everything it can to ensure students have all of the information they need to make an informed decision on this issue. We will use e-mail, newsletters, newspapers, our website, and social media to communicate with our members leading up to the referendum. Students will have the opportunity to vote online over a two day period.

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Caroline Tait, chair, research, scholarly and artistic work committee

DATE OF MEETING: January 23, 2014

SUBJECT: **Mid-Year Report**

COUNCIL ACTION: For information only

PURPOSE:

The purpose of the report is twofold: to report to Council on the committee's activities throughout the first term, and to seek Council's advice on areas of future focus for the committee.

DISCUSSION SUMMARY:

1. Committee work in term 1

The majority of committee meetings throughout the first term focused on an in-depth discussion on undergraduate research and its challenges and benefits for faculty and students, with the committee hearing directly from faculty members and undergraduate students involved in undergraduate research. In addition, the committee discussed and provided feedback to the College of Medicine on the college's implementation plan for its vision document and strategic research plan. The committee intends to continue its discussion with the college regarding its efforts to increase research outputs.

The committee spent time discussing the process by which it would review the TransformUS task force reports. With the release of the reports, the committee has now begun its discussion and review of the reports. The committee's response will be submitted to PCIP and the planning and priorities committee for consideration.

Discussion topics to be considered in later January include the interim report on the College of Graduate Studies and Research issued by the graduate education review committee and the *Vision 2025* vision document, as issued by the president.

2. Invitation for feedback and suggestions on topics for future committee engagement

Beginning in 2012, the research, scholarly and artistic work committee undertook a deliberate process to create a committee work plan and define strategic areas of committee focus. Last year, this resulted in the committee's report on *Principles and Strategies for Research Success* being presented to Council in April 2013. This year, the committee selected as its primary area of focus the consideration of the university initiative to integrate undergraduate research throughout the curriculum of all undergraduate programs. The committee's report to Council on the undergraduate research initiative will be presented to Council at the April 2014 Council meeting.

As the committee discusses future areas of strategic focus, feedback and commentary is invited from Council members regarding those areas of greatest priority and value to Council related to the committee's mandate for research, scholarly and artistic work. Members may submit these in writing, to be shared with the committee, to Caroline Tait, committee chair, at caroline.tait@usask.ca.

ATTACHMENTS:

1. Committee terms of reference.

The research, scholarly and artistic work committee terms of reference can be found at:

<http://www.usask.ca/secretariat/governing-bodies/council/committee/RSAW/index.php>

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Academic Programs Committee of Council

DATE OF MEETING: January 23, 2013

SUBJECT: College of Arts and Science – BA&Sc in Health Studies

DECISION REQUESTED:

It is recommended:

That Council approve the Bachelor of Arts and Science Honours and Four-year degree programs in the field of Health Studies from the College of Arts and Science.

PURPOSE:

The proposal is for a new academic program at the University of Saskatchewan. New programs require approval by University Council.

SUMMARY:

The proposed Health Studies program adopts an interdisciplinary perspective that emphasizes how the various aspects of health and wellness can only be understood within the context of the myriad of systems internal and external to the individual. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development.

Recognizing the importance of all inter-connected systems, the Health Studies program is organized around three streams of study, each focusing on a specific systemic level: (1) *Biology, Development and Health* concentrates on the biological and psychosocial processes influencing health; (2) *Individual, Society and Health* focuses on how the individual and interactions between the individual and others within the immediate societal setting affects health; (3) *Culture, Environment and Health* emphasizes the importance of cultural processes and environmental adaptation as factors affecting health.

Graduates from the program will be prepared for employment in the diversifying field of health care. The program is also designed to include recommended pre-requisites for the study of medicine at the U of S College of Medicine. Furthermore, graduates will be considered by the College of Nursing for the possibility of admission to a Post Degree BSN program. The Departments of Psychology, Sociology, and Biology would consider graduates for admission to their graduate programs (and would likely be considered by other graduate programs in parallel disciplines at other universities). The BA&Sc program will begin with a small cohort and is hoped to grow over time, with the inclusion of other future purposes for the program.

New courses

HLST 110.3 Introduction to Health Studies

HLST 210.3 Introduction to Quantitative and Qualitative Research Methods in Health Studies

HLST 310.3 Theories and Applications in Health Studies

HLST 410.6 Honours Thesis in Health Studies

REVIEW:

The Academic Programs Committee discussed this program with Psychology faculty Valerie Thompson and Ulrich Teucher, and Arts and Science program director Alexis Dahl at its meeting on December 17, 2013. It also noted in an email from Vice-Dean Linda McMullen that two tenure-track positions are available for the program: one from the College and one from the Division of Social Sciences.

During its review of the proposal, the committee noted that the program is in a new field of study for the University of Saskatchewan, and that high school students and first year students may be unfamiliar both with the field of study and with the program requirements. The committee also noted that the requirements of the program are such that it is important for students to take the introductory course as early as possible in their university career, so that they can determine whether they want to pursue this program, and can apply for entrance. The committee asked that the college confirm that it had sufficient advising resources for the program (see letter attached). The committee also asked the college to consider offering the HLST 110 course at Summer Session if possible, so that students might have the opportunity to take this course prior to or following their first year.

As is now its practice with new undergraduate programs, the committee asked the college to undertake to review the program after a period of time, to ensure that it was developing as expected. The commitment to review the program is now noted in the College Statement.

ATTACHMENTS:

Proposal documents; letters of support; letter from college regarding advising resources



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Health Studies

Degree(s): Bachelor of Arts and Science (BA&Sc)

Field(s) of Specialization: Health Studies

Level(s) of Concentration: Honours, Four-year

Option(s):

Degree College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Ulrich Teucher
Associate Professor, Department of Psychology
966-2529
ulrich.teucher@usask.ca

Valerie Thompson
Professor, Department of Psychology
966-6668
valerie.thompson@usask.ca

Proposed date of implementation: September 2014

Proposal Document

3. RATIONALE

The proposed Health Studies program adopts an interdisciplinary perspective that emphasizes how the various aspects of health and wellness can only be understood within the context of the myriad of systems internal and external to the individual. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development. However, the systems perspective also highlights that individuals develop and act within specific cultural, social, and environmental contexts that both influence and are influenced by the individual. Health, then, is both an individual and a collective matter, and so the factors affecting health range broadly. Human biology, the relationship between the individual and among individuals, the immediate social and cultural context, and broader historical and environmental forces all come into play when assessing health. In addition, human efforts to organize and promote health and to provide health care intersect with governmental, socio-political and religious ideologies, and cultural values. Finally, specific economic, ecological and environmental circumstances shape both sickness and recovery.

Recognizing the importance of all inter-connected systems, the Health Studies program is organized around three streams of study, each focusing on a specific systemic level: (1) *Biology, Development and Health* concentrates on the biological and psychosocial processes influencing health; (2) *Individual, Society and Health* focuses on how the individual and interactions between the individual and others within the immediate societal setting affects health; (3) *Culture, Environment and Health* emphasizes the importance of cultural processes and environmental adaptation as factors affecting health.

The curriculum of the Health Studies program provides students with both in-depth exposure as well as breadth within and across streams. Students in all streams will have the opportunity to engage with the subject of health in various approaches, from positivist science to critical and interpretive social science and the humanities, using both quantitative and qualitative methodologies. As such, the program aims to provide graduates with a rounded systemic perspective of the various contextual and inter-related factors contributing to health and the means by which these factors can be examined in an effort to promote a healthier global population.

Graduates from the program will be prepared for employment in the diversifying field of health care. The program is also designed to include current pre-requisites for the study of medicine at the UofS College of Medicine. Furthermore, graduates will be considered by the College of Nursing for the possibility of admission to a Post Degree BSN program. The Departments of Psychology, Sociology, and Biology would consider graduates for admission to their graduate programs (and would likely be considered by other graduate programs in parallel disciplines at other universities). The BA&Sc program will begin with a small cohort and is hoped to grow over time, with the inclusion of other future purposes for the program.

Streams of Concentration

a. Biology, Development, and Health: This stream emphasizes health and in the context of the development of the human being from the cellular and biosystems levels to the level of human health experience. Students focusing on this stream will explore basic biological and physiological processes and how these influence healthy social and emotional development throughout the life span.

b. Individual, Society, and Health: Focusing on health at the level of the individual, this stream emphasizes those processes and factors that affect an individual's health and sickness, including the role of foods and nutrition in disease risk and prevention. Students focusing on this stream will develop an appreciation for how an individual human's health is a function of both between physiology and function, on one hand, and social structure on the other.

c. Culture, Environment, and Health: Focusing on health at the level of the community and culture, this stream emphasizes large scale processes and factors that influence human health. Students focusing on this stream will develop a multidimensional understanding of the role of cultural and community processes in health and healing and an appreciation for how groups interact with their environment in healthy and unhealthy ways.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Health Studies

Health Studies is a distinct interdisciplinary undergraduate program that builds on and combines science, social sciences, and humanities/fine arts. Grouped around a set of core courses, this program offers a wide range of courses across the College of Arts and Sciences. The Health Studies program adopts an integrative perspective that emphasizes how the various aspects of health and wellness, including mental health, are understood within the context of interrelated systems such as individual, society, culture, and the environment. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development.

Students who plan to apply to a professional program (e.g. Medicine, Nursing, Occupational Therapy, Physical Therapy, etc.) should consult the admission requirements for that program for guidance in choosing their program concentration and electives.

Students who are considering applying to Graduate programs should consult with an Advisor in the specific Department to which they intend to apply (at the University of Saskatchewan or other institution) to determine whether additional courses in the specific discipline will be required for admission. In some cases these requirements may be met by careful selection of electives.

Major Average

The major average in the BAsc Health Studies includes grades earned in:

- All courses listed in the Major Requirement (J3): 57 credit units for 4 year and 63 credit units for Honours

Residency Requirement in the Major

To receive a degree in Health Studies, students must complete at least two-thirds of the coursework from the University of Saskatchewan). See Residency (link) for additional details.

Bachelor of Arts and Science Honours and Four-year (B.A.&Sc.) – Health Studies

J1 Science Distribution Requirement (18 credit units)

- BIOL 120.3
- BIOL 121.3
- CHEM 112.3
- CHEM 250.3

Choose **3 credit units** from the following:

- GEOG 120.3
- GEOL 121.3
- GEOL 122.3
- PHYS 115.3

Choose **3 credit units** from the following:

- MATH 110.3
- MATH 125.3 (recommended)

J2 Arts Distribution Requirement (18 credit units)

- [PSY 120.3](#) (formerly half of PSY 110)
- [PSY 121.3](#) (formerly half of PSY 110)

Choose **3 – 6 credit units** from the following:

- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)

Choose **6 - 9 credit units** from the following:

Note that many of the required courses described below have first year prerequisites. ANTH 111.3, ECON 111.3, GEOG 130, 3 credit units 100-level HIST, NS 107.3, SOC 111.3, SOC 112.3, WGST 112.3 are recommended options.

- [ANTH 111.3](#)
- [ARCH 112.3](#)
- [ARCH 116.3](#)
- [ART 111.6](#)
- [ART 112.6](#)
- [ART 113.6](#)

- [ART 136.3](#)
- [ART 141.3](#)
- [ART 161.3](#)
- [ARTH 120.3](#)
- [ARTH 121.3](#)
- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CMRS 110.3](#)
- [CMRS 111.3](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [DRAM 101.3](#)
- [DRAM 104.6](#)
- [DRAM 110.3](#)
- [DRAM 113.3](#)
- [DRAM 118.3](#) (formerly DRAM 116)
- [DRAM 119.3](#) (formerly DRAM 117)
- [DRAM 121.3](#)
- [ECON 111.3](#)
- [ECON 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GEOG 130.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [HIST 110.3](#)
- [HIST 111.3](#)
- [HIST 114.6](#)
- [HIST 120.6](#)
- [HIST 121.3](#)
- [HIST 122.3](#)
- [HIST 151.3](#)
- [HIST 152.3](#)
- [HIST 170.6](#)
- [INTS 101.12](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LING 110.3](#)
- [LING 111.3](#)
- [LING 112.3](#)
- [LIT 100.6](#)
- [MUS 101.3](#)
- [MUS 105.3](#)
- [MUS 111.3](#)
- [MUS 120.2](#)
- [MUS 121.2](#)
- [MUS 133.3](#)
- [MUS 134.3](#)
- [MUS 150.3](#)
- [MUS 151.3](#)
- [MUS 184.3](#)
- [NS 107.3](#)
- [PHIL 110.6](#)
- [PHIL 120.3](#)
- [PHIL 133.3](#)
- [PHIL 140.3](#)
- [POLS 111.3](#)
- [POLS 112.3](#)
- [RLST 110.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SOC 111.3](#)
- [SOC 112.3](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- [WGST 112.3](#)
- Any senior-level fine arts, humanities or social sciences course, provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Arts Distribution Requirement.
- [CLAS 103.3](#), [CLAS 104.3](#), [CLAS 105.3](#), [CLAS 106.3](#), and [NARTH 101.3](#) may not be used to fulfill the Arts Distribution Requirement.
- Statistics courses in social sciences are not accepted for credit toward the Arts Distribution Requirement (eg. [ECON 204.6](#), [PSY 233.3](#), [PSY 234.3](#), [SOC 225.3](#) and [SOC 325.3](#)).

J3 Major Requirement (Four-year: 57 credit units); (Honours: 63 credit units)

- HLST 110.3
- HLST 210.3
- HLST 310.3
- HLST 410.6 (honours program only)

Students must choose one of the following options upon entering the Health Studies program. Concentration within a stream of study, including specific clusters of courses, facilitates depth in specific areas, thus facilitating job training in particular areas or further study in specific disciplines. The approved courses within each stream are listed, but other appropriate courses may be approved by the Program Chair.

Option A: Biology, Development and Health (48 credit units)

This stream emphasizes health in the context of the development of the human being from the cellular and biosystems levels to the level of human health experience. Students focusing on this stream will explore basic biological and physiological processes and how these influence healthy social and emotional development throughout the life span.

Within Option A, students must take courses from at least 4 subjects.

A1. Choose **one** of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Development and Body Systems:

- BIOL 224.3
- BIOL 226.3
- Choose **one** of the following:
 - 1) BMSC 220.3 (BMSC 220 requires BMSC 200.3 as a prerequisite. This course may be used to fulfill requirement A5.) and ACB 330.3;
 - 2) Any two of BIOL 317.3, BIOL 318.3, or BIOL 361.3;
 - 3) Any two of PHPY 302.3, PHPY 303.3, or ACB 310.3

ii. Neuroscience:

- BIOL 224.3
- Any two of PHPY 301.3, BIOL 317.3, or HSC 350.3
- One of BIOL 430.3 or PHPY 404.3 (PHPY 404 requires PHPY 304.3 and PHPY 305.3 as prerequisites. These courses may be used to fulfill requirement A5.)

A2. Choose one of the following Arts clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Developmental Psychology:

- One of PSY 207.3, PSY 223.3, PSY 256.3, or PSY 260.3
- One of PSY 213.3, PSY 214.3, PSY 216.3
- PSY 315.3 or PSY 317.3
- One of PSY 316.3, PSY 318.3, or PSY 418.3

ii. Brain and Behaviour:

- One of PSY 223.3, or PSY 260.3
- PSY 242.3 or PSY 246.3
- Any two of PSY 343.3, PSY 344.3, PSY 347.3, PSY 348.3, or PSY 448.3

A3. Statistics

- PSY 233.3
- PSY 234.3

* Students who are not eligible to take PSY 233 or PSY 234 as a result of having previously taken a different Statistics course(s) must consult the Program Chair to determine the effect on their program requirements. Equivalent

courses will be accepted, but their designation as Science or Social Science courses may cause the program requirements below to be revised.

A4. Choose **6 credit units** from the following:

At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher.

- ACB 310.3
- ACB 330.3
- BIOL/BMSC 224.3
- BIOL 226.3
- BIOL 317.3
- BIOL 318.3
- BIOL 361.3
- BIOL 430.3
- BMSC 220.3
- HSC 350.3
- PHPY 301.3
- PHPY 302.3
- PHPY 303.3
- PHPY 404.2

A5. Choose **6 credit units** from the following:

At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher.

- ACB 310.3
- ACB 330.3
- BIOL/BMSC 224.3
- BIOL 226.3
- BIOL 228.3
- BIOL 317.3
- BIOL 318.3
- BIOL 324.3
- BIOL 361.3
- BIOL 363.3
- BIOL 373.3
- BIOL 410.3
- BIOL 412.2
- BIOL 430.3
- BIOL 436.3
- BIOL 470.3
- BIOL 475.3
- CHEM 375.3
- BMSC 200.3
- BMSC 210.3
- BMSC 220.3
- FABS 210.3
- FABS 212.3
- FABS 323.3
- FABS 325.3
- FABS 360.3
- FABS 362.3
- FABS 371.3
- FABS 430.3
- HSC 350.3
- MCIM 308.2
- MCIM 309.3
- MCIM 321.3
- MCIM 423.3
- NUTR 120.3
- PHPY 301.3
- PHPY 302.3
- PHPY 303.3
- PHPY 304.3
- PHPY 305.3
- PHPY 402.3
- PHPY 404.2
- TOX 300.3
- TOX 301.3
- TOX 302.3
- TOX 310.3
- TOX 320.3
- TOX 321.3
- TOX 403.3
- TOX 412.3

A6. Choose **6 credit units** from the following:

At least 3 credit units chosen to fulfill A4, A5 or A6 must be at the 300-level or higher.
PHIL 234 is strongly recommended for all students.

- ANTH 332.3
- ANTH 231.3
- ANTH 309.3
- ANTH 332.3
- ANTH 403.3
- ARCH 270.3
- ARCH 470.3
- ARCH 471.3
- ARCH 472.3
- ECON 234.3
- ENG 242.3
- GEOG 364.3

- GEOG 464.3
- HIST 333.3
- HIST 334.3
- HIST 481.3
- HIST 484.3
- NS 221.3
- NS 255.3
- NS 256.3
- PHIL 224.3
- PHIL 231.3
- PHIL 234.3
- PHIL 294.3
- PSY 207.3
- PSY 213.3
- PSY 214.3
- PSY 216.3
- PSY 223.3
- PSY 224.3
- PSY 227.3
- PSY 230.3
- PSY 242.3
- PSY 246.3
- PSY 226.3
- PSY 256.3
- PSY 257.3
- PSY 260.3
- PSY 261.3
- PSY 315.3
- PSY 316.3
- PSY 317.3
- PSY 318.3
- PSY 343.3
- PSY 344.3
- PSY 347.3
- PSY 348.3
- PSY 380.3
- PSY 418.3
- PSY 448.3
- PSY 480.3
- RLST 282.3
- SOC 235.3
- SOC 238.3
- SOC 328.3
- SOC 347.3
- SOC 420.3
- SOC 421.3
- SOC 428.3

Option B: Individual, Society, and Health (48 credit units)

Focusing on health at the level of the individual and society, this stream emphasizes those processes and factors that affect an individual's health. Students focusing on this stream will develop an appreciation for how an individual human's health involves and interaction between the individual's physiological functioning and social factors.

Within Option A, students must take courses from at least 4 subjects.

B1. Choose one of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Drugs and Health:

- BIOL 224.3
- PHPY 304.3
- PHPY 305.3
- One of PHPY 402.3, TOX 300.3, or FABS 362.3

ii. Disease and Health:

- BMSC 200.3
- BMSC 210.3
- Any two of MCIM 308.3, MCIM 309.3, MCIM 321.3, MCIM 423.3, or BIOL 436.3

iii. Food and Health:

- NUTR 120.3
- FABS 210.3
- FABS 212.3 or BMSC 210.3
- One of FABS 323.3, FABS 325.3, FABS 362.3, or FABS 371.3

B2. Choose one of the following Arts clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Individual Bases for Behaviour:

- One of PSY 207.3, PSY 223.3, PSY 230.3, PSY 257.3 or PSY 260.3
- PSY 242.3 or PSY 246.3
- Any two of PSY 317.3 (PSY 317 requires PSY 213.3, PSY 214.3 or PSY 216.3 as a prerequisite, each of which may be used to fulfill requirement B6), PSY 318.3, PSY 347.3, PSY 348.3 or PSY 448.3

ii. The Sociology of Health:

- SOC 235.3
- SOC 238.3
- Any two of SOC 328.3, SOC 347.3, SOC 420.3, SOC 421.3, or SOC 428.3

iii. Historical and Philosophical Perspectives on Health:

Requires 3 cu of 200-level HIST courses. This course may be used to fulfill the Electives Requirement.

- Any four of HIST 334.3, HIST 391.3, HIST 481.3, HIST 484.3, or PHIL 224.3

B3. Statistics:

- PSY 233.3
- PSY 234.3

* Students who are not eligible to take PSY 233 or PSY 234 as a result of having previously taken a different Statistics course(s) must consult the Program Chair to determine the effect on their program requirements. Equivalent courses will be accepted, but their designation as Science or Social Science courses may cause the program requirements below to be revised.

B4. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill B4, B5 or B6 must be at the 300-level or higher.

- | | |
|-------------------|--------------|
| • BIOL/BMSC 224.3 | • MCIM 308.2 |
| • BIOL 436.3 | • MCIM 309.3 |
| • BMSC 200.3 | • MCIM 321.3 |
| • BMSC 210.3 | • MCIM 423.3 |
| • FABS 210.3 | • NUTR 120.3 |
| • FABS 212.3 | • PHPY 304.3 |
| • FABS 323.3 | • PHPY 305.3 |
| • FABS 325.3 | • PHPY 402.3 |
| • FABS 362.3 | • TOX 300.3 |
| • FABS 371.3 | |

B5. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill B4, B5 or B6 must be at the 300-level or higher.

- | | |
|-------------------|--------------|
| • ACB 310.3 | • BIOL 430.3 |
| • ACB 330.3 | • BIOL 436.3 |
| • BIOL/BMSC 224.3 | • BIOL 470.3 |
| • BIOL 226.3 | • BIOL 475.3 |
| • BIOL 228.3 | • CHEM 375.3 |
| • BIOL 317.3 | • BMSC 200.3 |
| • BIOL 318.3 | • BMSC 210.3 |
| • BIOL 324.3 | • BMSC 220.3 |
| • BIOL 361.3 | • FABS 210.3 |
| • BIOL 363.3 | • FABS 212.3 |
| • BIOL 373.3 | • FABS 323.3 |
| • BIOL 410.3 | • FABS 325.3 |
| • BIOL 412.2 | • FABS 360.3 |

- FABS 362.3
- FABS 371.3
- FABS 430.3
- HSC 350.3
- MCIM 308.2
- MCIM 309.3
- MCIM 321.3
- MCIM 423.3
- NUTR 120.3
- PHPY 301.3
- PHPY 302.3
- PHPY 303.3
- PHPY 304.3
- PHPY 305.3
- PHPY 402.3
- PHPY 404.2
- TOX 300.3
- TOX 301.3
- TOX 302.3
- TOX 310.3
- TOX 320.3
- TOX 321.3
- TOX 403.3
- TOX 412.3

B6. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill B4, B5 or B6 must be at the 300-level or higher.
 PHIL 234 is strongly recommended for all students.

- ANTH 332.3
- ANTH 231.3
- ANTH 309.3
- ANTH 332.3
- ANTH 403.3
- ARCH 270.3
- ARCH 470.3
- ARCH 471.3
- ARCH 472.3
- ECON 234.3
- ENG 242.3
- GEOG 364.3
- GEOG 464.3
- HIST 333.3
- HIST 334.3
- HIST 481.3
- HIST 484.3
- NS 221.3
- NS 255.3
- NS 256.3
- PHIL 224.3
- PHIL 231.3
- PHIL 234.3
- PHIL 294.3
- PSY 207.3
- PSY 213.3
- PSY 214.3
- PSY 216.3
- PSY 223.3
- PSY 224.3
- PSY 227.3
- PSY 230.3
- PSY 242.3
- PSY 246.3
- PSY 226.3
- PSY 256.3
- PSY 257.3
- PSY 260.3
- PSY 261.3
- PSY 315.3
- PSY 316.3
- PSY 317.3
- PSY 318.3
- PSY 343.3
- PSY 344.3
- PSY 347.3
- PSY 348.3
- PSY 380.3
- PSY 418.3
- PSY 448.3
- PSY 480.3
- RLST 282.3
- SOC 235.3
- SOC 238.3
- SOC 328.3
- SOC 347.3
- SOC 420.3
- SOC 421.3
- SOC 428.3

Option C: Culture, Environment and Health (48 credit units)

Focusing on health at the level of the community and culture, this stream emphasizes large scale processes and factors that influence human health. Students focusing on this stream will develop a multidimensional understanding of the role of cultural and community processes in health and healing and an appreciation for how groups interact with their environment in healthy and unhealthy ways.

Within Option C, students must take courses from at least 4 subjects.

C1. Choose one of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Ecology and Environmental Biology:

- BIOL 228.3
- Any three of BIOL 363.3, BIOL 373.3, BIOL 410.3 (BIOL 410 requires BIOL 301.3 and permission of the instructor as prerequisites. BIOL 301.3 may be used to fulfill the Elective Requirement), BIOL 412.3, BIOL 470.3, or BIOL 475.3

ii. Toxicology and the Environment:

- TOX 300.3 (Requires BIOL/BMSC 224.3 as a prerequisite. BIOL/BMSC 224 may be used to fulfill requirement C5.)
- TOX 301.3
- Any two of TOX 302.3, TOX 310.3, TOX 320.3 (TOX 320 requires CHEM 115.3 as a prerequisite. CHEM 115 may be used to fulfill the Elective Requirement.), TOX 321.3, TOX 403.3, TOX 412.3, BIOL 475.3, or CHEM 375.3 (needs CHEM 115.3)

iii. Food and the Environment:

- FABS 210.3
- FABS 212.3
- Any two of FABS 323.3, FABS 360.3, FABS 430.3, BIOL 324.3, or BIOL 342.3

C2. Choose one of the following Science clusters (12 credit units):

At least 3 credit units must be at the 300-level or higher.

i. Cultural Psychology:

- PSY 224.3
- One of PSY 207.3, PSY 227.3, PSY 260.3, PSY 261.3
- One of PSY 380.3 and PSY 480.3
- One of PSY 207.3, PSY 227.3, PSY 260.3, PSY 261.3, PSY 380.3 or PSY 480.3

ii. History and Philosophy of Health in a Cultural Context:

Requires 3 cu of 200-level HIST courses. This course may be used to fulfill the Electives Requirement.

- HIST 333.3
- HIST 481.3
- HIST 484.3
- PHIL 294.3

iii. Anthropology and Archeology of Health:

Requires ANTH 111.3 or WGST 112.3. Either of these courses may be used to fulfill the Arts Distribution Requirement or the Electives Requirement.

- Any two of ANTH 309.3, ANTH 329.3, or ANTH 332.3
- Any two of ARCH 270.3, ARCH 470.3, ARCH 471.3, or ARCH 472.3

C3. Statistics

- PSY 233.3
- PSY 234.3

* Students who are not eligible to take PSY 233 or PSY 234 as a result of having previously taken a different Statistics course(s) must consult the Program Coordinator to determine the effect on their program requirements. Equivalent courses will be accepted, but their designation as Science or Social Science courses may cause the program requirements below to be revised.

C4. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill C4, C5, or C6 must be at the 300-level or higher.

- BIOL 228.3
- BIOL 324.3
- BIOL 363.3
- BIOL 373.3
- BIOL 410.3
- BIOL 412.2
- BIOL 470.3
- BIOL 475.3
- CHEM 375.3
- FABS 212.3
- FABS 323.3
- FABS 360.3
- FABS 430.3
- TOX 300.3
- TOX 301.3
- TOX 302.3
- TOX 310.3
- TOX 320.3
- TOX 321.3
- TOX 403.3
- TOX 412.3

C5. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill C4, C5, or C6 must be at the 300-level or higher.

- ACB 310.3
- ACB 330.3
- BIOL/BMSC 224.3
- BIOL 226.3
- BIOL 228.3
- BIOL 317.3
- BIOL 318.3
- BIOL 324.3
- BIOL 361.3
- BIOL 363.3
- BIOL 373.3
- BIOL 410.3
- BIOL 412.2
- BIOL 430.3
- BIOL 436.3
- BIOL 470.3
- BIOL 475.3
- CHEM 375.3
- BMSC 200.3
- BMSC 210.3
- BMSC 220.3
- FABS 210.3
- FABS 212.3
- FABS 323.3
- FABS 325.3
- FABS 360.3
- FABS 362.3
- FABS 371.3
- FABS 430.3
- HSC 350.3
- MCIM 308.2
- MCIM 309.3
- MCIM 321.3
- MCIM 423.3
- NUTR 120.3
- PHPY 301.3
- PHPY 302.3
- PHPY 303.3
- PHPY 304.3
- PHPY 305.3
- PHPY 402.3
- PHPY 404.2
- TOX 300.3
- TOX 311.3
- TOX 301.3
- TOX 302.3
- TOX 310.3
- TOX 320.3
- TOX 321.3
- TOX 403.3
- TOX 412.3

C6. Choose 6 credit units from the following:

At least 3 credit units chosen to fulfill C4, C5, or C6 must be at the 300-level or higher.

PHIL 234 is strongly recommended for all students.

- ANTH 332.3
- ANTH 231.3
- ANTH 309.3
- ANTH 332.3
- ANTH 403.3
- ARCH 270.3
- ARCH 470.3
- ARCH 471.3
- ARCH 472.3
- ECON 234.3
- ENG 242.3
- GEOG 364.3
- GEOG 464.3
- HIST 333.3
- HIST 334.3
- HIST 481.3
- HIST 484.3
- NS 221.3
- NS 255.3
- NS 256.3
- PHIL 224.3
- PHIL 231.3
- PHIL 234.3
- PHIL 294.3
- PSY 207.3
- PSY 213.3
- PSY 214.3
- PSY 216.3
- PSY 223.3
- PSY 224.3
- PSY 227.3
- PSY 230.3
- PSY 242.3
- PSY 246.3
- PSY 226.3
- PSY 256.3
- PSY 257.3
- PSY 260.3
- PSY 261.3
- PSY 315.3
- PSY 316.3
- PSY 317.3
- PSY 318.3
- PSY 343.3
- PSY 344.3
- PSY 347.3
- PSY 348.3
- PSY 380.3
- PSY 418.3
- PSY 448.3
- PSY 480.3
- RLST 282.3
- SOC 235.3
- SOC 238.3
- SOC 328.3
- SOC 347.3
- SOC 420.3
- SOC 421.3
- SOC 428.3

J4 Electives (Four-year: 27 credit units); (Honours: 21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year/Honours program. Of the 120 credit units required at least 66 must be at the 200-level or higher.

If you require further assistance, please contact the Arts & Science Undergraduate Student Office.

Quick Reference: Table of Science Courses

Biology, Development & Health	Individual, Society & Health	Culture, Environment & Health
Anatomy and Cell Biology		
ACB 310 Basic Human Anatomy		
ACB 330 Principles of Development		
Biology		
BIOL/BMSC 224 Animal Body Systems		
BIOL 226 Genes to Genomics		
		BIOL 228 An Introduction to Ecology and Ecosystems
BIOL 317 Fundamentals of Animal Physiology		
BIOL 318 Comparative Animal Systems Physiology		
		BIOL 324 Plant and Human Affairs
BIOL 361 Vertebrate Biology		
		BIOL 363 Population Ecology
		BIOL 373 Community Ecology
		BIOL 410 Current Perspectives in Environmental Biology
		BIOL 412 Limnology (Ecology of Lakes)
BIOL 430 Neurobiology of Behaviour		
	BIOL 436 Animal Parasitology	
		BIOL 470 Conservation Biology
		BIOL 475 Ecological Toxicology
Biomedical Sciences		
	BMSC 200 Biomolecules	
	BMSC 210 Microbiology	
BMSC 220 Cell Biology		
Chemistry		
		CHEM 375 Pollution Waste Disposal and Environment
Food and Bioproduct Sciences		
	FABS 210 Dimensions of Food Science	
	FABS 212 Agrifood and Resources Microbiology	
	FABS 323 Food Additives and Toxicants	
	FABS 325 Food Microbiology and Safety	
		FABS 360 Water Microbiology and Safety

	FABS 362 Functional Foods and Nutraceuticals	
	FABS 371 Food Biotechnology	
		FABS 430 Environmental Microbiology
Health Sciences		
HSC 350 Fundamental Neuroscience Neural Systems		
Microbiology and Immunology		
	MCIM 308 Medical Bacteriology	
	MCIM 309 Medical Virology	
	MCIM 321 Principles of Immunology	
	MCIM 423.3 Immunopathogenesis	
Nutrition		
	NUTR 120 Basic Nutrition	
Physiology and Pharmacology		
PHPY 301 Fundamental Neuroscience Intercellular Communication		
PHPY 302 Human Physiology Transport Systems		
PHPY 303 Human Physiology Reproduction Growth and Energy Homeostatis		
	PHPY 304 Pharmacology I	
	PHPY 305 Pharmacology II	
	PHPY 402 Therapeutics Herbal Compounds and Evidence Based Medicine	
PHPY 404 Advances in Neurophysiology and Neuropharmacology		
Toxicology		
	TOX 300 General Principles of Toxicology	
		TOX 301 Environmental Toxicology
		TOX 302 Introduction to Aquatic Toxicology
		TOX 310 Radiation and Radionuclide Toxicology
		TOX 320 Inhalation and Environmental Toxicology of Air Pollutants
		TOX 321 Risk Assessment and Regulatory Toxicology
		TOX 403 Biotoxins
		TOX 412 Toxicology of Industrial Pollutants

Quick Reference: Table of Arts Courses

Biology, Development, & Health	Individual, Society, & Health	Culture, Environment, & Health
Anthropology		
		ANTH 231 Cross Cultural Perspectives on Health Systems
	ANTH 309 Motherhood and Maternal Care Anthropological Perspectives	
ANTH 332 Anthropology of Contagion and Infectious Disease Critical Gender and Race Perspectives		
	ANTH 403 Anthropology of Healing	
Archeology		
ARCH 270 Human Evolution		
ARCH 470 Human Osteology		
ARCH 471 Forensic Anthropology		
ARCH 472 Paleopathology		
Economics		
	ECON 234 Economics of Health Care	
English		
		ENG 242 Indigenous Storytelling of the Prairies
Geography		
		GEOG 364 Geography of Environment and Health
		GEOG 464 Geography of Health
History		
		HIST 333.3 Defining Boundaries: Natural and Supernatural Worlds in Early Modern Europe
	HIST 334 History of Medicine: Bugs to Drugs, 1800 to the Present	
	HIST 481 A History of Pain in Early Modern Europe	
	HIST 484 History of Madness: From Enlightenment to Prozac	
Native Studies		
		NS 221 Indigenous Food Sovereignty
		NS 255 Cultural Survival of Aboriginal Family
NS 256 A Critical Survey of the History of Indigenous Child Welfare in Canada		
Philosophy		
	PHIL 224 Philosophy of Sexuality	

	PHIL 231 Ethical Problems	
PHIL 234 Biomedical Ethics (recommended)		
	PHIL 294 Philosophy of Human Nature	
Psychology		
PSY 207 Psychology of Death and Dying		
PSY 213 Child Development		
PSY 214 Adolescent Development		
PSY 216 Psychology of Aging		
PSY 223 Abnormal Psychology		
	PSY 224 Introduction to Culture and Psychology	
	PSY 227 Human Sexuality	
	PSY 230 Criminal Behaviour	
PSY 242 Physiological Psychology		
PSY 246 Introduction to Human Neuropsychology		
PSY 256 Psychology of Language		
	PSY 257 Clinical and Counselling Psychology	
PSY 260 Health Psychology		
	PSY 261 Community Psychology	
PSY 315 Advanced Development 1 Social and Emotional		
PSY 316 Advanced Development 2 Social and Emotional Research		
PSY 317 Cognitive Development 1		
PSY 318 Cognitive Development 2 Research		
PSY 343 Laboratory in Behavioural Neuroscience		
PSY 344 Research in Behavioural Neuroscience		
PSY 347 Advanced Human Neuropsychology		
PSY 348 Research in Human Neuropsychology		
	PSY 380 Culture and the Therapeutic Process	
PSY 418 Advanced Seminar in Developmental Psychology		
PSY 448 Seminar in Neuroscience		
	PSY 480 Aboriginal Mental Health and Illness	

Religious Studies	
	RLST 282 Religious Perspectives on Death and Dying
Sociology	
SOC 235 Sociology of Aging	
	SOC 238 Sociology of Health, Illness and Health Care
	SOC 328 Social Inequality and Health
	SOC 347 Studies in Addictions
	SOC 420 Medical Sociology
	SOC 421 Interpretive Studies in Health
	SOC 428 Gender and Health

5. RESOURCES

Resources Required: The College of Arts & Sciences has signaled a commitment to the Psychology Department for the hiring of two new tenure track appointments to help mount the program and teach the proposed HLST courses. Faculty hired will have appropriate health studies training and/or experience.

Resources Available: The Department of Psychology has committed the equivalent of one faculty position for coordination of the program. The Department has a strong health focus; many of its faculty members have various kinds of academic expertise in health and wellness matters and will be able to assist in the teaching of the program's core courses and the supervision of honours students. The Program will not require additional resources from any of the departments involved in the proposal, other than those in Psychology outlined above.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Consultations have been held with members of all involved departments, including Archaeology & Anthropology, Chemistry, Economics, English, Geological Sciences, History, Native Studies, Philosophy, Religion & Culture, and Sociology. Moreover, representatives from Anatomy & Cell Biology, Biology, Food & Bioproduct Sciences, Microbiology & Immunology, Physiology & Pharmacology, and Toxicology participated in a sub-committee to consult on the Science clusters. All these departments have indicated that the proposed program will not have a negative impact on their programs. In essence, Health Studies aims to attract new students into a new program at the university who would not otherwise enroll in existing programs.

One critical issue is the enrolment numbers in first and second year, particularly in the Department of Biology, which houses high-demand 100- and 200-level courses, with laboratory requirements. The Department of Biology has agreed that they will be able to absorb up to 20-30 additional students, annually from the Health Studies program. However, it is expected that

yearly Health Studies cohorts will disperse across the many involved departments. It has been agreed that the involved departments will consult closely to monitor any trends in student enrolment and dispersal throughout the involved courses, to ensure that enrollment limits are aligned with resources.

7. BUDGET

No changes will be made to budget allocations other than the Faculty positions described above.

College Statement

From Linda McMullen, Acting Vice-Dean of Social Sciences, College of Arts & Science

The College of Arts and Science is supportive of the Bachelor of Arts and Science in Health Studies. The College supports this initiative as part of its role in advancing the University of Saskatchewan's Third Integrated Plan. In particular, the creation of this innovative program will allow students to connect learning and discovery in interdisciplinary ways, enable them to study a timeless issue from multiple disciplines, and prepare them to face current and future problems from a variety of perspectives. The program also supports the Division of Social Sciences' Third Integrated Plan, which explicitly lists development of this program.

An academically challenging, highly relevant program, the proposed BA&Sc (Health) will enable students to combine study in the biomedical sciences or food and health with study of the individual and societal aspects of health and well-being. The BA&Sc (Health) consolidates the institution's existing broad-based investment in health into an integrated, interdisciplinary cross-unit learning experience for students. It aligns with the One Health signature area and capitalizes on the university's pan-institutional expertise and leadership in health-related teaching, learning and research, and contributes to the province's capacity for effective and efficient health services. The program will, as a unique-in-Canada degree, attract excellent students, offer superior introductory training for new health professionals, and educate students to champion innovative approaches to health issues.

Division of Social Science Plan for the Third Planning Cycle, 2012-2016

The College of Arts and Science will review the status of this program after a trial period of 5 years. Student enrolments, overall number and relative proportion of graduates, graduate outcomes (as can be determined), and program opportunity versus cost will be reviewed to determine whether and in what format the program will be continued.

The development of this proposal was led by Drs. Ulrich Teucher and Valerie Thompson, with significant support from Drs. Lachlan McWilliams and Megan O'Connell. The proposal was approved by the Department of Psychology. It was circulated in the April 2013 College Course Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Division of Social Sciences on October 28, 2013, by the Division of Science on October 29, 2013, and by the Division of Humanities and Fine Arts on October 30, 2013.

Related Documentation

Appendix 1 – Notice of Intent

Appendix 2 – Response from Planning and Priorities Committee of Council

Appendix 3 – Record of Consultation

New Courses

HLST 110.3 Introduction to Health Studies

1 or 2 (3L) Health Studies is a broad and interdisciplinary subject area. This lecture-based course provides an overview of how health has been conceptualized and studied from a wide range of science, social science, and humanities disciplines. The course will examine ways in which the unique perspectives offered by specific academic traditions have been utilized to study and address both past and current health issues.

HLST 210.3 Introduction to Quantitative and Qualitative Research Methods in Health Studies

1 or 2 (3L) This course introduces students to the research methods and approaches used to investigate health issues. The course will expand students' research skills across a broad range of approaches to studying health sciences; consequently, students will also quantitative and qualitative data analysis approaches. Finally, students will learn to be a critical consumer of health sciences research.

Prerequisite: HLST 110; and PSY 233 (or equivalent); and permission of the Department.

Note: Registration in this course is restricted to students in the Bachelor of Arts and Science in Health Studies.

HLST 310.3 Theories and Applications in Health Studies

1 or 2 (3S) This is a problem-based learning course. It will involve a detailed examination of theories and research aimed at understanding a range of health-related issues. The course will involve critical and interdisciplinary analyses of efforts to apply theory and research to address past and current health issues.

Prerequisite: HLST 210; and PSY 234 (or equivalent); and permission of the department.

HLST 410.6 Honours Thesis in Health Studies

1 & 2 Students will carry out a major project under the supervision of a faculty member, and report the project in the form of an honours thesis. The project will usually involve empirical research.

Prerequisite: HLST 310.3; and 75 credit units of undergraduate course work; and permission of the department. Students must be enrolled in the Bachelor of Arts and Science in Health Studies - Honours.

Appendix 1: Notice of Intent for a New Program in Health Studies

This document was submitted to the Planning and Priorities Committee in March 2013

BA&Sc Health Studies

The proposed Health Studies program adopts an interdisciplinary perspective that emphasizes how the various aspects of health and wellness can only be understood within the context of the myriad of systems internal and external to the individual. Within this systems perspective, the person occupies a central position and individual factors such as biology, genetics, personality, attitudes and abilities all impact upon health and development. However, the systems perspective also highlights that individuals develop and act within specific cultural, social, and environmental contexts that both influence and are influenced by the individual. Health, then, is both an individual and a collective matter, and so the factors affecting health range broadly. Human biology, the relationship between the individual and among individuals, the immediate social and cultural context, and broader historical and environmental forces all come into play when assessing health. In addition, human efforts to organize and promote health and to provide health care intersect with governmental, socio-political and religious ideologies, and cultural values. Finally, specific economic, ecological and environmental circumstances shape both sickness and recovery.

Recognizing the importance of all inter-connected systems, the Health Studies program is organized around three concentrations, each focusing on a specific systemic level: (1) *Biology, Development and Health* concentrates on the biological and psychosocial processes influencing health; (2) *Individual, Society and Health* focuses on how the individual and interactions between the individual and others within the immediate societal setting affects health; (3) *Culture, Environment and Health* emphasizes the importance of cultural processes and environmental adaptation as factors affecting health.

The curriculum of the Health Studies program provides students with in-depth exposure to study within one concentration and breadth courses across the other concentrations. Students in all concentrations will have the opportunity to engage in various approaches to the subject of health, from positivist science to critical and interpretive social science, and both quantitative and qualitative methodologies. As such, the program aims to provide graduates with a rounded

systemic perspective of the various contextual and inter-related factors contributing to health and the means by which these factors can be examined in an effort to promote a healthier global population.

Concentrations:

Culture, Environment and Health:

This area emphasizes those processes and factors that affect and influence human health and sickness at the level of community and culture. It frames the individual as a cultural entity that engages in a dynamic way with the environment, be it physical or social. It stresses the interrelationship of cultural adaptation and expression, systems of knowledge, cultural tradition, individual as well as shared experience, and ecology. Students focusing on this stream will develop a multidimensional understanding of the role of cultural and community processes in health and healing and an appreciation for how humans groups interact with the environment in healthy and unhealthy ways.

Individual, Society and Health:

This area emphasizes those processes and factors that affect health and sickness at the level of the individual. It frames the individual as both a biological entity and a social entity, and explores the relationship between physiology and function, on one hand, and social structure on the other. The concentration will provide students with an understanding of how societal systems and structures impact health while also examining the tensions that exists when social policy, politics and economics intersect in the health arena.

Biology, Development and Health:

This area emphasizes health and sickness in the context of the development of the human being from the cellular and bio-systems levels to the level of human psychosocial experience. It frames the individual as a dynamic organism that interacts with its environment through a continuous process of biological and developmental adaptation. Students focusing on this concentration will explore basic biological and physiological processes and how these influence healthy social, psychological and emotional development throughout the life span.

Notice of Intent

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

The proposed BA&Sc Health Studies program responds to the growing need for inter-professional knowledge and cooperation in the field of health studies. The program and its courses will focus on a comprehensive understanding of health, well-being, and illness, ranging from “cell to society”, sciences to humanities, etiology to esthetics, and cure to care. In more conceptual terms, the program will explore the changing inter-disciplinary, cultural and historical processes of knowledge production, knowledge translation and knowledge application in health studies.

The general idea for this program was presented in the university’s first integrated plan as a proposal to develop a B.A and a B.Sc. in health studies. Subsequent implementation efforts, including consultation and collaboration with, and supported by, faculty members and department heads from different programs, departments, schools and colleges with health related interests at the University of Saskatchewan (e.g., College of Arts and Science, Nursing, Medicine, School of Public Health) resulted in a proposal to develop the initiative as a B.A. & Sc. Collegial support will be reaffirmed as part of an on-going consultation during the proposal development phase.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

The BA&Sc Health Studies will prepare students, particularly those who seek to work and conduct research in health-related professions, with the necessary background in both the arts and sciences in order to foster broad conceptions of health, illness and well-being.

Initial discussions around health studies have suggested that a variety of career options would be available to graduates. The Saskatchewan health regions have indicated that graduates of a BA&Sc in Health Studies would be valuable and possibly preferred recruits into their organizations. There is an increasing demand for employees with both a broad systems understanding of health and a basic life-science background. Alternatively BA&Sc graduates would be potential recruits for entry into health professional colleges (e.g., Medicine, Nursing, Dentistry) or graduate training in health related disciplines (e.g., Biology, Public Health, Psychology, Medical Anthropology, etc.). This support will be reaffirmed as part of an on-going consultation during the proposal development phase.

While we have yet to determine actual student number targets, in our planning so far we have envisioned a large first year pre-requisite course with a high enrolment limit (roughly 250). We anticipate that a small subset of students will apply to major in the BA&Sc Health Studies program after completing that course. We estimate an initial, limited, annual intake of 20

students as majors, which will render the program larger than that of several other departments within the college. This is significant in that it will factor into the issue of needed resources, to be discussed below.

3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

The BA&Sc Health Studies was identified as a priority in the third integrated plan of Division of Social Sciences. This proposed program consolidates the institution's broad-based investment in health into an integrated, inter-disciplinary cross-unit learning experience for students. It aligns with the *One Health* signature area and capitalizes on the university's pan-institutional expertise and leadership in health related teaching, learning and research, and contributes to the province's capacity for effective and efficient health services. The program will, as a unique-in-Canada degree, attract excellent students, offer superior introductory training for new health professionals, and educate students to champion innovative approaches to health issues.

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

The proposed BA&Sc Health Studies is a distinct degree type combining health related courses offered through the Natural Sciences with studies in the Humanities, Social Sciences and Fine Arts. As such, the proposed program builds upon the College's strength of being one of the few institutions in Canada with a College of Arts and Science. Thus the University of Saskatchewan is in a unique position to offer a truly an inter-disciplinary degree in health studies which spans the Divisions of Humanities and Fine Arts, Social Science and Science. It is not anticipated that any program will be deleted as a result of this new BA&Sc Health Studies as it is distinct from any current package of course offering within the university setting. In fact, this new program relies on the current offerings as the framework of the program pulls from existing health related courses being offered within the College of Arts and Science. Four new courses will be developed for this new degree program (inter-disciplinary health studies courses at the 100, 200, 300 and 400 level), for a total of 15 cus, while the remaining degree requirements involve courses currently being offered in various other departments. It is likely that participating departments may have resource issues as a result of a need to increase enrolment in courses to accommodate the majors of the BA&Sc Health Studies. For example, the Psychology department anticipates needing to offer additional sections of 300 level and 400 level courses in order to accommodate this new program.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

The core faculty resources required to establish and offer this program are available through the collaborative efforts of the College of Arts & Science, the Division of Social Sciences, and the Department of Psychology.

The Division of Social Science has pledged to provide to the Department of Psychology one new faculty position at the Assistant Professor level. The College of Arts & Science has also committed one new full time faculty position to the Department of Psychology (at a rank to be determined) (request pending at this time) to support this initiative, In addition, the Department of Psychology has committed one existing full-time faculty equivalent to this initiative (which may be shared by more than one faculty member in the Department).

This is a considerable commitment of scarce resources on the parts of the Department of Psychology, the Division of Social Sciences, and the College of Arts & Science. The need for these faculty positions is outlined below:

Two new faculty positions are needed to contribute to teaching, supervision and student advising and program development with the BA&Sc Health Studies program. We will create 15 credit units of new courses for this initiative under a Health Studies label. There will be several sections of the first year course, which could be quite large (numbering in the hundreds), plus offerings of the second and third year courses. The fourth year course is envisioned as an honours project or thesis course, in which students will work under the direction of a faculty mentor to design and execute a research project. We are proposing to initially admit 20 majors per year, through a competitive application process that will require significant faculty input. By the fourth year of this initiative the program will be managing an on-going load of approximately 60 majors, and more if capacity allows.

The program will require a coordinator or director to oversee the program, including admissions process, and manage an advisory committee of stake holders. Administration of the program will easily take ½ of a faculty member's time, if not more. The fourth year course – a research based project or thesis – will require significant coordination in addition to supervisors. Psychology has considerable experience in this, and annually TWO faculty members are assigned just to coordinate the existing fourth-year thesis course, including overseeing students' progress, ensuring consistent grading standards and running workshops and seminars. The department's internal ethics committee will see a doubling of applications on an annual basis.

We must be mindful that the incoming faculty members will need to align with one or more of our graduate programs, and will want to be involved in graduate teaching, supervision, and their own research. Sabbatical or other leaves will also reduce the actual on-the-ground resources from time to time. And since these positions are likely to be junior and tenure-track, the reduction in teaching and administration which has become standard for such appointments will increase the

burden on regular Psychology faculty for the first four to eight years (including sabbaticals). It is assumed that a current member of Psychology will need to act as program director for the first four to six years.

Additional resources are required for the successful implementation and administration of this program. Specifically:

1. One staff position (CUPE or ASPA) to assist faculty and students in advising and administrative tasks directly related to the BA&Sc Health Studies program. Here we must be mindful that the proposal calls for the creation of a program that will be larger than some departments in the College in terms of numbers of majors and overall enrolments. Psychology is a large department already, with many faculty and students. There is limited capacity to add this new program on to the current resource complement.
2. Six credit units of sessional money to backfill the lost Psychology teaching that will ensue with the necessary shift in administration and teaching resources to the Health Studies program.
3. In addition, we anticipate a variety of additional resources will be necessary to ensure the success of this program as it is implemented, including a budget for non-salary expenses. This would include funds for teaching assistants in the large first year sections of the introductory course.

To sum, the resource needs, based on the program design presented here, include:

- One new full-time faculty position in the Department of Psychology reallocated from Social Sciences Division (committed)
- One full-time faculty position equivalent from current Psychology faculty complement (committed)
- A two-year term appointment at the rank of Assistant Professor to be allocated to the BA&Sc program and assigned to Psychology (committed). The appropriate disciplinary background of the candidates for this position will be determined by the Department of Psychology Search Committee. This position will be converted to full-time tenure track at the Assistant Professor rank at the conclusion of this three-year period, subject to positive evaluation of the program.
- Budget line for teaching assistants and non-salary management of the program (outstanding and to be determined)

This resource plan has two inter-related goals, reflective of department principles: first, to ensure that the Health Studies program is of the very highest calibre and meets comparable standards nationally; two, to ensure that, in hosting the Health Studies program, the Psychology program does not experience a siphoning off of resources and excessive burden on existing budgetary, faculty, staff and infrastructure resources such that elements of its current, vibrant undergraduate and graduate programs are damaged.

Appendix 2: Response from the Planning and Priorities Committee of Council



MEMORANDUM

TO: Dr. Linda McMullen, Acting Vice-Dean, Social Sciences
Dr. Valerie Thompson, Head, Department of Psychology
Dr. Ulrich Teucher, Department of Psychology
Ms. Alexis Dahl, Director of Programs

FROM: Bob Tyler, Chair, Planning and Priorities Committee of Council

DATE: April 14, 2013

RE: **Notice of Intent for Bachelor of Arts and Science in Health Studies**

Thank you once again for attending the Planning and Priorities Committee meeting on March 27th to present the Notice of Intent (NOI) for a new interdisciplinary undergraduate program in health studies.

The Committee supported the program as very relevant to today's society and commended the use of existing resources to mount the program, although it was suggested that what the program seeks to accomplish should be given additional consideration and then stated more specifically in the full program proposal.

Discussion focused primarily on the three concentrations defined within the program, with the strong suggestion that students be consolidated around a single program core with electives. A clearer understanding of the student cohort, the capstone courses and the career trajectory for graduates is essential to the program. Identifying a core set of courses will enable the College to distinguish among the areas of concentration to determine whether these constitute minors or not. The concept of streams, as opposed to minors, is an alternate approach that is employed by other colleges and one which the College may wish to consider. Regardless, there needs to be some means to clearly delineate the program core.

Other comments and suggestions included the following:

- That potential career paths for graduates of the program be outlined in the full proposal;
- That a letter of support be obtained from the Department of Biology regarding the availability of the Biology course offerings listed in the program;
- That letters of support be obtained from the College of Medicine and the College of Nursing regarding potential career paths for graduates;
- That the full proposal outline how the proposed BA&Sc in Health Studies will differ from other similar programs, and therefore should be considered unique as suggested in the NOI.

Please let me know if you have any questions regarding any of the points listed above. I wish you success as you move your proposal through the approval process.

Sincerely,

A handwritten signature in black ink, appearing to read "R. J. Fyfe". The signature is fluid and cursive, with the first name "R. J." and the last name "Fyfe" clearly distinguishable.

c Peter Stoicheff, Dean of Arts and Science
Brett Fairbairn, Provost and Vice-President Academic
Roy Dobson, Chair, Academic Programs Committee of Council
Russell Isinger, Registrar

Appendix 3: Record of Consultation

From: Downe, Pamela
Sent: Sunday, April 14, 2013 3:29 PM
To: Dahl, Alexis
Subject: April Course Challenge - Health Studies Program

Hi Alexis,

I have reviewed the material for the New Program Proposal: Health Studies. I have one quick comment: I think that ANTH 309: Motherhood & Maternal Care should be deleted because we will be submitting paperwork to delete that course from our curriculum. I had made note of that in an earlier submission I made to the Health Studies coordinator but I think it got missed (which is totally understandable given the amount of material that was being processed).

I would also note that Sadeq Rahimi has developed a new course (currently ANTH 398.3: Anthropology of Mental Illness) that will be proposed as a permanent course. I'm not sure if it's best to wait until the course is a permanent addition to our curriculum or if a Special Topics course can be included but I thought I'd mention it.

These are two minor comments. The program is wonderfully designed and the Department of Archaeology & Anthropology is very excited to be a part of it.

Thanks,

Pam

Pamela J. Downe, Ph.D.
Department Head & Associate Professor
Department of Archaeology & Anthropology
55 Campus Dr.
University of Saskatchewan
Saskatoon, SK S7N 5B1
(306)966-1974

Dear Val,

The Department of Archaeology & Anthropology's Curriculum Committee has had an opportunity to review the BASc framework that includes our courses. I have included some revisions on the attached draft. Additionally, while we are supportive of this initiative and we are grateful to be included and consulted, the Archaeology courses listed here are in high demand and we have more students interested in these courses than we can accommodate given our limits to hire a sufficient number of lab assistants. If the inclusion of these courses into the Health Studies curriculum increases the demand for these courses, we hope that there might be some resources available to assist us in meeting that demand.

1) If you think a few additional students in those courses would be problematic.

In the ARCH courses, very likely. See my comments above. I think we should proceed with these courses included in the program on a trial basis and then discuss resource ramifications.

2) Whether the course is appropriate for inclusion in the program

Yes. All courses are appropriate for inclusion.

3) Whether there are other courses offered by your Department that are not listed, but would be appropriate.

We are developing new medical anthropology courses but all the courses currently on the books are included here.

Thank you,
Pam

From: Teucher, Ulrich
Sent: April 16, 2013 10:46 PM
To: Wotherspoon, Terry
Cc: Teucher, Ulrich
Subject: BAsC Health Studies

Dear Terry,

It was a pleasure to meet with you today! I have included for you below an updated information letter that now includes the four core courses. Here is the line that we talked about that we will add to our program proposal with regard to students who would like to apply for graduate studies in Sociology. Please edit as you wish:

"Students who are thinking of applying for graduate studies in Sociology after completing their B.A.&Sc. Health Studies must include among their electives courses in sociological theory, such as Soc 233.3 or 303.6."

Would that be adequate?

Thank you so much for your support!
Ulrich

Dr. Ulrich Teucher
Associate Professor / Program for Culture and Human Development / Department of Psychology
Co-Director QRC Qualitative Research Centre / College of Arts & Sciences
University of Saskatchewan / 9 Campus Drive / Saskatoon SK S7N 5A5, Canada
Phone (306) 966-2529 / Fax (306) 966-6630 / [ulrich.teucher\(at\)usask.ca](mailto:ulrich.teucher@usask.ca)

From: "Wotherspoon, Terry" <terry.wotherspoon@usask.ca>
Subject: RE: BAsC Health Studies
Date: 17 April 2013 12:26:38 CST
To: "Teucher, Ulrich" <ulrich.teucher@usask.ca>

Hi Ulrich,
Thanks for discussing the BA&Sc Health Studies program with me, and for providing me with detailed

background information. As I indicated, faculty members in our Department have been involved with this initiative from its early stages and fully support the initiative as a valuable addition to programming in the College. The courses identified in Sociology are all relevant to the program and we anticipate there will be capacity to enroll students from the program in all the listed courses, at least in the program's initial phase. The program will provide students in several disciplines with a strong foundation for further studies or work in many health-related areas. Students who graduate from the program will be eligible to be considered for Graduate Studies in Sociology; however, we strongly advise those who are thinking of applying for Graduate Studies in Sociology to include among their electives courses in Sociological Theory, including SOC 233.3 and SOC 303.6.

Sincerely,
Terry

Terry Wotherspoon
Head and Professor
Department of Sociology

Hi Valerie,

Thanks for your work in advancing this initiative. The draft proposal incorporates well all the courses we offer that would be appropriate and relevant for the program and program streams. We offer most of the listed courses on a regular basis, and based on recent patterns there would be capacity to ensure some spaces would be open for students within this program.

Thanks,
Terry

Terry Wotherspoon
Head and Professor
Department of Sociology
University of Saskatchewan
From: Valerie Thompson [valerie.thompson@usask.ca]
Sent: January 22, 2013 10:44 AM
To: Wotherspoon, Terry
Cc: Teucher, Ulrich
Subject: BAsC Health

From: "Marchant, Tracy" <tracy.marchant@usask.ca>
Subject: BAsC in Health Studies
Date: 12 April 2013 11:45:27 CST
To: "Teucher, Ulrich" <ulrich.teucher@usask.ca>

Hi Ulrich:

I see where the new program proposal has started the approval process. Congrats on getting this done.

We just happened to have a Biology undergrad committee meeting yesterday. This is the first time our UAC has meet since Jack & I chatted with you in January and the BaSC in Health Studies was on the agenda. The UAC was aware that this proposal was floating about but this was the first time they had

seen the details.

Happily (for me as much as for you), our UAC viewed the program proposal quite favourably. They did come up with a couple of suggestions for courses that could be added to the various streams, specifically:

BIOL 316 in the Biology Health & Development stream. B316 is a prereq for B421 and deals with quite a few topics related to genetics & health; the prereq is B226 so B316 fits easily into this stream.

B345 in the Culture, Environment and Health stream; integrates quite a bit between plant diseases and impact on humans. Students would need B222 as a prereq for B345 but keener students will likely have this. Another reason for adding B345 is that we are likely to remove B342 from our calendar in the near future so this will give students a replacement option in this stream.

Finally, we chatted in our UAC meeting about perhaps looking at B312 (Life in the North) as a course that could be slightly retooled for the Health Studies program. We tend to only offer the course off campus for a couple of education programs but it could probably be looked at for an on-campus offering specifically for Health Studies students, perhaps in 2014/15. This won't affect the program proposal right now but I will keep this idea on the back burner as the BASc proposal goes through the proposal process. We already have B318 on the radar for a possible name and calendar entry change that will highlight it for this program.

Cheers,

Tracy Marchant
Chair, Biology UAC



Department of Biology

112 Science Place
Saskatoon SK S7N 5E2 Canada
Telephone: (306) 966-4399
Facsimile: (306) 966-4461

Dear Ulrich,

Thank you for discussing with me the latest developments with regard to the B.A.&Sc. Health Studies.

Graduate student acceptance is dependent upon the supervisor in the Department of Biology. This means that the background of applicants we accept is highly variable, naturally reflecting the varied research interests of our faculty. The BASc Health Studies graduates will have completed most of the foundational BIOL courses (eg BIOL 224, 226, 228 and 302) either as requirements or necessary prerequisites. In my judgement, two streams of the HLST program would produce students who could be accepted as graduate students by Biology faculty.

Faculty members with research interests focused on animal physiology or cell biology would most likely be quite willing to accept students who complete the Biology, Development and Health stream if the student includes BIOL 317 and other physiological courses (eg BIOL 318,

430) in their HlSt program. Biology faculty working in other research areas (e.g animal behaviour and ecology) might also find suitable graduate students from the Culture, Environment & Health stream. The BAsC HlSt program has a specific 6 cu Statistics requirement that exceeds the statistics requirements of our own undergraduate program and I know that this is an important consideration for many of my colleagues when they select graduate students to work under their supervision.

In short, I see no impediment to students with a BAsC in Health Studies from either of the two streams noted above being admitted to our graduate program. This would be especially true if the prospective students completed an Honours degree and included a variety of BIOL courses listed as electives within their BAsC program.

Good luck with the proposal and please feel free to contact me again if I can be of further assistance.

Sincerely,



Jack Gray,
head and Associate Professor,
Department of Biology.

On Apr 16, 2013, at 10:36 PM, "Teucher, Ulrich" <ulrich.teucher@usask.ca> wrote:

Dear Hope,

It was a pleasure to meet with you today! I have included for you below an updated information letter that now includes the four core courses. Here is the line that we talked about that we will add to our program proposal with regard to students who would like to continue on with a Post Degree Nursing. Please edit as you wish:

"Students who are thinking of applying for a 2-year Post Degree Nursing after completing their B.A.&Sc. Health Studies must take among their electives MCIM 224.3 or BMSc 210; Nut 120.3 or equivalent; PHSI 208.3; and 3 credits in NS."

Would that be adequate?

Thank you so much for your support!
Ulrich

Dr. Ulrich Teucher
Associate Professor / Program for Culture and Human Development / Department of Psychology
Co-Director QRC Qualitative Research Centre / College of Arts & Sciences

University of Saskatchewan / 9 Campus Drive / Saskatoon SK S7N 5A5, Canada
Phone (306) 966-2529 / Fax (306) 966-6630 / [ulrich.teucher\(at\)usask.ca](mailto:ulrich.teucher@usask.ca)

From: "Bilinski, Hope" <hope.bilinski@usask.ca>
Subject: Re: BAsc Health Studies
Date: 17 April 2013 06:56:53 CST
To: "Teucher, Ulrich" <ulrich.teucher@usask.ca>

Hello Ulrich,

Thanks, your new degree looks most interesting!

This statement looks good, keeping in mind that we are also going forward with the new proposal for our PBBSN. I will be sure to send you the letter of support by Monday.

Thanks,
Hope

Hope Bilinski RN PhD
Associate Dean, Central Saskatchewan,
Saskatoon Campus & Academic Health Sciences Affairs
College of Nursing (Rm 107 HSc Bldg)
University of Saskatchewan
107 Wiggins Rd
Saskatoon, SK. S7N 5E5
Phone 306 966 8982

Dear Valerie,

Isn't it a pleasure to working on something positive for a change! Please see my comments in the attached document for your consideration. I have asked you to consider some additional courses for possible inclusion in the BAsc curriculum: the calendar descriptions appear below. I have provided course syllabi for the courses that I instruct. Please note that GEOG 298 Human Dimensions of Natural Hazards, currently being offered through Geography & Planning, will likely migrate to the ICCC and be offered through the Centre as INCC 280.3 Good luck with this program proposal. Happy to discuss any of my comments with you at your convenience.

GEOG 125.3 — 1/2(3L)

Environmental Science and Society

Studies the Earth's life-support systems and explores the consequences of human activity. Key themes include examining global ecosystem processes, human interconnections, as well as applications of information from the Earth Sciences.

Note: A background in high school sciences at the 30-level is recommended. GEOG 125 is intended for non-Geography majors. Students who have taken GEOG 125 for credit and would like to enter the geography program are required to take GEOG 120 and 130. Non-Geography majors may use GEOG 125 to satisfy the natural science requirement in program types A, B, and

D.

GEOG 130.3 — 1/2(3L)

Space, Place and Society: An Introduction to Human Geography

Exposes students to human geography using a thematic approach. It is designed to stimulate a geographical imagination among students who are interested in understanding "how the world turns" by focusing on how nature, culture, and human actions shape places, regions, and the relationships and interactions among them.

Note: Students with credit for GEOG 113 or 114 may not take this course for credit.

GEOG 280.3 — 1/2(3L)

Environmental Geography

An introduction to the geographic perspectives on resources and the environment. This course introduces environmental geography as an integrative science to explore the relationships between human and physical systems.

Prerequisite(s): 3 credit units of GEOG courses and 21 credit units of additional University course work.

Note: Geography majors are encouraged to take GEOG 120 and 130 before registering in this course. GEOG 280 satisfies the natural science requirement for Program Types A, B and D.

GEOG 351.3 — 1/2(3L)

Northern Environments

A multidisciplinary study of the biophysical environments of the circumpolar North. Examines the processes operating at the Earth's surface and within the atmosphere and hydrosphere and their role in structuring northern ecosystems. Writing exercises and/or research projects will permit students with background preparation in the humanities, social sciences and natural sciences to assess the impact of human activity on northern environments.

Prerequisite(s): 6 credit units in the natural sciences; or permission of the instructor.

Note: GEOG 120 or NRTH 101 recommended. These courses provide an introduction to the topics presented in GEOG 351.

NS 107.3 — 1(3L-1S)

Introduction to Canadian Native Studies

Aims to develop students' critical reading, writing, and thinking skills and provide the background necessary for advanced Native Studies courses. Through course lectures and seminar discussions this course presents an overview of Aboriginal societies across Saskatchewan and Canada by linking processes of the past with contemporary issues.

Note: Students with credit for NS 105 or NS 106 (formerly NS 110) may not take this course for credit.

NRTH 101.3 — 1/2(3L)

Introduction to Circumpolar World

Introduces students to the landscape, peoples and issues of the circumpolar region. Beginning with an examination of the geography, and the biological and physical systems of the Subarctic and Arctic, it then turns to the aboriginal and contemporary peoples of the region. The history of the Circumpolar World is treated in a broad fashion, to provide a grounding in the events and

developments that have created the region's contemporary qualities. The second part of the course surveys some of the particular issues facing the region, including climate change, economic, political and social development. This course ultimately is intended to stimulate interest in the circumpolar world.

Note: This course may be used in the General or Elective requirement for Arts & Science programs.

NRTH 321.3 — 1(3L)

Peoples and Cultures of the Circumpolar World I

Introduces the peoples and cultures of the north Circumpolar Region through interdisciplinary study in the fields of anthropology, sociology, history, media and cultural studies, communications and literature. Students will be introduced to traditional cultures and contemporary peoples through Indigenous and Western perspectives. This course examines primary societies (traditional Indigenous societies up to Western contact) and secondary societies (non-Indigenous enclaves in the North).

Prerequisite(s): NRTH 101 and 24 credit units at the University.

NRTH 322.3 — 2(3L)

Peoples and Cultures of the Circumpolar World II

Aims to promote an integrated and multidisciplinary understanding of the circumpolar peoples and their adaptations and contributions to social, economic, political, and environmental changes. This course describes the emergence of tertiary societies and a description of self-determination, followed by sections on identity and language, media, arts and literature, education, recreation and family, respective to the three primary Circumpolar regions: North America and Greenland, Siberia and Northern Asia, and Northern Scandinavia and North-west Russia.

Prerequisite(s): NRTH 101 and 24 credit units at the University.

Sincerely,

Alec Aitken

Professor & Head

Department of Geography & Planning

Hi Valerie, Thanks for this. Might I suggest a couple of alternative and or additions to this.

First, the list is a bit out of date. We no longer offer Hist 388.3 Mass Killing and Genocide very often (this was primarily a course offered by a colleague who is no longer here). It is also not really clear how this course would have fit well in this program. We also no longer offer Hist. 391.3 listed on your options.

As we have a particular focus on the History of Medicine and 5 faculty for whom this is the primary area of research and teaching, there are, a number of other courses we offer that---from my perspective at least---might be more than adequate replacements.

As well, we are in the middle of fairly major curriculum renewal; some of the courses which will be on the books to be taught next year or the year after might be of significant interest to this program. Along with the courses you include on your list that we continue to offer;

Existing courses that might be of interest include:

Hist. 303.3 Sex, Gender and Sexuality in Africa (This focuses much more solidly on health issues than the History of Sexuality in North America course you have included.)

Hist. 334.3 History of Medicine: Bugs to Drugs, 1800 to Present

Hist. 481.3 A History of Pain in Early Modern Europe

Hist. 484.3 A History of Madness From Enlightenment to Prozac

Hist. 488.3 Topics in the History of Development (this is a shell course but is most often taught by Dr. Horwitz as Infectious Disease and HIV/AIDS in Africa.

In development: We have dramatically overhauled our 100 level courses. All 100 level courses will now be 3 cu.; all will have as their main title History Matters and each will be followed by a content specific sub-title. All courses will fit into one of seven thematic groupings; one of which is Health and Society. I would respectfully suggest that these 100 level courses on Health and Society---all of which will have a similar number even though they might focus on different aspects of the History of Health and Society---might be very appropriate 100 level options for your students. All 100 level History courses focus heavily on developing skills---particularly they work on essay writing assignments and critical thinking.

As well, we have proposed a new 200 level History of Medicine shell course. Last year, this course was offered first as a Special Topics course on the History of Drugs in America. It will get a permanent number this year and will include different fillings related to the History of Medicine depending on which of our faculty are offering it each year. We also have in the works, 200 level courses on such topics as A History of Understanding the Body and others courses to do with Medical Professions.

I know it is difficult to plan a curriculum for a program around courses that are being proposed, rather than those already in the books. But, it would seem useful to integrate at least the courses farthest along in planning as you develop your curriculum.

Best, Jim Handy, Head, Department of History.

Tansi Valerie,

looks like a great interdisciplinary program.

There is only one NS class listed here, NS 221 and I believe it is appropriate and it can accommodate a few additional students. I also refer you to NS 255.3 Cultural Survival of Aboriginal Family and NS 256.3 Critical Survey of the history of Indigenous Child Welfare--both of these courses also fit the "culture, environment & health" as well as the "individual, society & health" components.

I hope this helps.
winona

Dr. Winona Wheeler, Head
Native Studies Department
University of Saskatchewan
127 Kirk Hall, 117 Science Place
Saskatoon, SK S7N-5C8
ph: (306) 966-6210

Department of Chemistry
110 Science Place
Saskatoon, SK S7N 5C9 Canada
Telephone: (306) 966-4654
Facsimile: (306) 966-4730

To: Valerie Thompson
Re: BASc degree
Date: 02-06-2013

Hi Valerie,

Thanks for the opportunity to provide input to the BASc program. I am the chair of the Undergraduate Affairs Committee in Chemistry and we are certainly willing to participate and even create relevant courses such as a medicinal chemistry course or an organic chemistry course for health professionals once we have a better understanding of the program.

Thus, I do have a couple of questions on behalf of UAC as well as some (hopefully) useful comments.

1. What are the predicted student outcomes? Can a student go on to graduate school with a BASc, and if so, in what disciplines? Most incoming junior undergrads do not even consider graduate school until their 3rd year, and that should be a viable option for someone with a BASc degree (especially for the large amounts of failed medical school applicants who will undoubtedly enroll in the program). It appears that graduate school in the sciences is not possible, but can a student do a double major in say physics or chemistry along with the BASc? This would require double counting of many course credits which would necessitate the bending of current course counting rules.

Additional comments:

2. The program appears to be heavily skewed towards the arts and too weak in the sciences (at least this appears to be the case from your listing of "Identified Existing Arts and Science Courses Relevant to Stream Concentrations". The degree also appears to overemphasize biology with seemingly every biology course being relevant to the program. Since the BASc degree specializes in health studies, have you considered including courses from toxicology, biochemistry, pharmacy and physiology?

3. We strongly recommend that the Chemistry requirement be at least 6 cu and include Chem 250 (introduction to organic chemistry) as a mandatory requirement as all medical professionals are required to have at least 3-6 cu of organic chemistry.

4. Other courses that we think fall under the “relevant” section of the degree include Chem 375 (Pollution Waste Disposal and Environment) as well as Chem 221 and Chem 322 (analytical chemistry I and II). The rationale is that students pursuing a health studies degree should have a solid understanding of pollution and environmental chemistry as well as a foundation in chemical analysis for applications in employment areas such as toxicology and wastewater management.

5. Chem 456 (Natural Products) is a specialized course on metabolic processes and should likely be removed from the list of relevant courses due to the general nature of the BAsC degree.

Please feel free to get in touch with me anytime if you desire to further discuss our comments.

Regards,

Stephen Foley

Chair of Undergraduate Affairs Committee
Department of Chemistry
stephen.foley@usask.ca



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Telephone: (306) 966-8544 Facsimile: (306) 966-7920
Email: school.publichealth@usask.ca www.usask.ca/sph

April 23, 2014

Dear Ulrich,

I am delighted to hear that the B.A.&Sc. Health Studies is moving forward and we would be glad to consider the graduates from your program for admission into graduate studies at our School of Public Health, with the following two provisions:

- 1) We require as admission prerequisites courses in statistics. It is advantageous that this is included in your B.A. & Sc. program already.
- 2) We strongly recommend as elective a basic biology class in Human Biology.

We very much appreciate the breadth of your program, including courses such as Bioethics, Ecological Toxicology, Death & Dying, as well as Native Studies.

I look forward to a collaborative partnership with the College of Arts and Sciences in order that we can better meet the needs and aspirations of the students at the University of Saskatchewan.

Warm Regards,
Buck



Robert W. Buckingham
Executive Director
School of Public Health

From: Kulyk, William
Sent: Friday, October 18, 2013 2:59 PM
To: Thompson, Valerie; Dahl, Alexis
Cc: Marchant, Tracy; Shand, Phyllis; Desautels, Michel; Bull, Harold; Wickstrom, Mark; Teucher, Ulrich; O'Connell, Megan; McWilliams, Lachlan
Subject: RE: BA&Sc Health Studies - revised proposal and course outlines

Hi Valerie,

I've given the document a quick look, and this version is definitely much improved.

I do have three suggestions for further revision to the "Biology, Development & Health" stream. (They are highlighted in the attached file). The most important are:

- Including mention that the BMSC 220.3 Cell Biology course requires BMSC 200.3 (Molecules of Life) as a prerequisite/corequisite.
 - I suggest adding ACB 310.3 course (Basic Human Anatomy) as one of the course options in the "Development and Body Systems" cluster, since it is very relevant to the body systems theme.
 - I suggest removing the word "environment" from the description of the "Biology, Development & Health" stream, to more clearly distinguish it from the "Culture, Environment and Health" stream.
- Bill

Dr. William Kulyk
Professor
Department of Anatomy and Cell Biology
University of Saskatchewan
3D01.9 Health Science Bldg.
107 Wiggins Road
Saskatoon, Saskatchewan
Canada S7N 5E5
phone: (306) 966-4078 fax: (306) 966-4298
e-mail: william.kulyk@usask.ca

From: Desautels, Michel
Sent: Monday, October 21, 2013 2:35 PM
To: Kulyk, William; Thompson, Valerie; Dahl, Alexis
Cc: Marchant, Tracy; Shand, Phyllis; Bull, Harold; Wickstrom, Mark; Teucher, Ulrich; O'Connell, Megan; McWilliams, Lachlan
Subject: RE: BA&Sc Health Studies - revised proposal and course outlines

Hello, Valerie,

Sorry I missed the meeting. It could not be helped.

I reviewed the revised proposed program. It is significantly improved. The combination proposed in the Science theme of PHPY302, 303 and ACB310 will open the door (meet prerequisite requirements) for these students for admission to most professional degree programs.

Just as a suggestion, it is difficult to judge from looking at course numbers how much hands-on lab or experiential learning exposure the students will get from this program. It may be worth a mention in the text somewhere. This may be important if students are considering applications to graduate studies.

Otherwise, no further comments from Physiology. It looks good.

Best regards,

Michel

M. Desautels
Professor and Head,

Dept. of Physiology
College of Medicine,
University of Saskatchewan

From: Marchant, Tracy
Sent: Tuesday, October 22, 2013 11:05 AM
To: Dahl, Alexis
Cc: Thompson, Valerie; O'Connell, Megan; Teucher, Ulrich
Subject: Biology support for the BASc in Health Studies

Hi Alexis:

This email is to confirm that the Department of Biology has reviewed and participated in the preparation of the latest proposal for the BASc in Health Studies, and that we continue to endorse this proposal.

Cheers,

Tracy Marchant
Chair, Biology Undergrad Affairs Committee

From: McMullen, Linda
Sent: Tuesday, December 17, 2013 9:18 AM
To: Fornssler, Cathie; Teucher, Ulrich; Thompson, Valerie; Dahl, Alexis
Subject: RE: Discussion at APC about BASc in Health Studies

Hi Cathie:

I haven't been well lately, so am going to stay home today. I'm sorry about not being able to attend the meeting this afternoon. I'm assuming that I needed to be there to confirm the resources from the College outlined in the proposal. I can confirm that two tenure-track positions are available for the program: one from the College and one from the Division of Social Sciences.

Please let me know if you need anything else from my end.

Best,
Linda

From: Fornssler, Cathie
Sent: Tuesday, December 17, 2013 9:14 AM
To: McMullen, Linda; Teucher, Ulrich; Thompson, Valerie; Dahl, Alexis
Subject: RE: Discussion at APC about BASc in Health Studies

Hello everyone

Just to confirm that the discussion about the BASc in Health Studies will be this afternoon at 3 pm in room 238 Peter MacKinnon Building.

Cathie

Cathie Fornssler
Committee Coordinator
Office of the University Secretary
218 Peter MacKinnon Building
University of Saskatchewan
Saskatoon SK S7N 5A2
phone (306)966-5036 fax (306)966-4530

And please note our new website address: www.usask.ca/secretariat/index.php

To: Dr. Linda McMullen, Acting Vice-Dean, Social Sciences
Dr. Valerie Thompson, Department of Psychology
Dr. Ulrich Teucher, Department of Psychology
Ms. Alexis Dahl, Director of Programs

From: Gordon DesBrisay, Associate Dean, Student Affairs, Arts & Science

Date: January 3, 2014-01-03

Re: Academic Advising for the Bachelor of Arts and Science in Health Studies

I am delighted to see that the proposed Health Studies program (BA&Sc) is expected to go forward to University Council for approval.

With regard to academic advising, and having discussed the matter with Ms. Sheryl Prouse, Director of Student Advising, I am pleased to report that the College of Arts & Science has the necessary advising capacity in the Undergraduate Student Office and will allocate sufficient resources to support the advising of students in the proposed program.

I wish you every success with this important and exciting initiative.

Sincerely,



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Academic Programs Committee of Council

DATE OF MEETING: January 23, 2013

SUBJECT: College of Graduate Studies and Research – MA in Women’s,
Gender and Sexualities Studies

DECISION REQUESTED:

It is recommended:

That Council approve the Master of Arts degree program in the field of Women’s, Gender and Sexualities Studies from the College of Graduate Studies and Research.

PURPOSE:

The proposal is for a new academic program at the University of Saskatchewan. New programs require approval by University Council.

SUMMARY:

The graduate program in Women’s, Gender and Sexualities Studies is a 15 credit unit thesis based program which explores three areas of specialization: 1) Indigenous/ transnational/ international gender justice; 2) queer and sexualities studies; 3) gender, representation and cultural studies. Because intake of students occurs every second year, the faculty intend to offer the specialized course on gender, representation and cultural studies with each intake. The remaining core courses will be offered on an alternating basis.

New courses:

WGST 800.3 Feminist Theories

WGST 810.3 Gender, Representation And Cultural Studies

WGST 811.3 Queer And Sexualities Studies

WGST 812.3 Indigenous/Transnational/International Gender Justice

WGST 990.0 Research Development Seminar

WGST 994.0 Master's Thesis

REVIEW:

The Academic Programs Committee discussed this program with CGSR Associate Dean Trever Crowe and professor Marie Lovrod at its meeting on December 4, 2013. The Committee noted that the Women’s and Gender Studies faculty have undertaken extensive consultation in developing this program and in organizing resources for it. The program will be a smaller one, but a majority of committee agreed that the intention to intake a cohort of students in alternate years will provide sufficient enrolment in the required courses, and that continuing to offer

special case degrees was more resource-intensive than regularizing the program. The committee agreed to recommend Council approve this certificate.

The College requested that the program be deferred from the December Council agenda until further discussions could take place regarding the need to broaden entrance requirements to the program. While partly due to the uncertainty about whether the College of Arts and Science would be continuing to offer an undergraduate honours degree in Women's and Gender Studies, these discussions were also based on the need for all new interdisciplinary programs to ensure that their entrance requirements are not unduly restrictive. The entrance requirements of the program have now been revised to indicate that an undergraduate degree in women's and gender studies is only one of several options to qualify for entrance to this program, rather than the preferred option.

ATTACHMENTS: Proposal documents; Letters of support

Proposal for an
Interdisciplinary Master's Program in
Women's, Gender and Sexualities Studies

**Proposal for Curriculum Change
to be approved by Council or by Academic Programs
Committee**

1. PROPOSAL IDENTIFICATION

**Title of proposal: The Establishment of an
interdisciplinary M.A. Program in Women's, Gender
and Sexualities Studies**

Degree(s): M.A

Field(s) of Specialization: Women's, Gender and
Sexualities Studies

Degree College: College of Graduate Studies and
Research

Unit: Women's, Gender and Sexualities Studies in the
Interdisciplinary Centre for Culture and Creativity

Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Joan Borsa, Graduate Chair

Phone: 966-1289

Fax: 966-4559

Email: Joan.Borsa@usask.ca

Date: November 29, 2012

Approved by the degree college and/or home college:
November 28th, 2012, Divisional Meeting of Humanities and
Fine Arts. Please see letters of support from Vice-Dean
David Parkinson and Director of the ICCC, Keith Carlson.
These have been provided separately.

Proposed date of implementation: September 2014

A number of students have expressed interest in the program; we will offer two specialized classes in the first year.

2. Type of change

Requiring approval by Council

- X A new Degree-Level program or template for program.
- A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- Conversion of an existing program from regular to special tuition program.
- A change in the requirements for admission to a program
- A change in quota for a college
- Program revisions that will use new resources
- A replacement program, including program deletion
- A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

Requiring approval by Academic Programs Committee

- Addition of a higher Level of Concentration to an existing Field of Specialization.
- Addition of a new Field of Specialization at the Minor Level of Concentration.
- A change in program options
- A change in the name of a Degree-level Program or Field of Specialization.
- A change in the total number of credit units required for an approved degree program.

3. A PROPOSAL FOR THE ESTABLISHMENT OF AN INTERDISCIPLINARY M.A. PROGRAM IN WOMEN'S, GENDER AND SEXUALITIES STUDIES

A. Rationale for the Creation of a Master's Program in Women's, Gender and Sexualities Studies at the University of Saskatchewan

The interdisciplinary WGST Master's program represents a critically engaged response to present and future needs for leadership in schools, colleges, universities, non-governmental organizations, and the cultural, public and private sectors. Skilled employees and researchers trained in the theories, methodologies and applications of Women's, Gender and Sexualities Studies are in increasing demand in local, regional, national and international contexts, both rural and urban. The interdisciplinary nature of Women's, Gender and Sexualities Studies provides a strong foundation for collaborating among academic units and for creating new research synergies, creative impacts and equity opportunities across a variety of groups and contexts. In content, pedagogy and research directions, the proposed Master's program will advance the University's stated goals of education and employment equity, as well as those of internationalization, interdisciplinarity, Indigenous and community engagement.

Increasing interest in Women's, Gender and Sexualities Studies is evident in the number of theses both at the M.A. and Ph.D. levels that have been or are being pursued in many units across campus. Between 2001 and 2010, there were 182 theses that had WGST content at the U of S compared to 146 between 1990-2000. In the last five years, the number of theses in WGST related topics has remained steady—with an average of 21 produced per year. See table below for more detail.

Year	Number of WGST-related Theses at the U of S ¹
2001	14
2002	15
2003	14

¹ This data was collected by Donna Caneveri de Paredes, Librarian responsible for the WGST collection.

2004	21
2005	13
2006	19
2007	20
2008	25
2009	19
2010	22

There has also been a steady increase in theses produced with LGBTQ content in the province, with the majority from the University of Saskatchewan.² Please see table below.

Year	University of Saskatchewan	University of Regina	Number of LGBTQ Theses
1977		1	1
1981	1		1
1982	1		1
1984	1		1
1987	1		1
1992		1	1
1997	3		3
2001		1	1
2002	2		2
2003	1		1
2004		1	1
2005	1		1
2007	5	1	6
2008	4	1	5
2010	1		1

The demand for expertise in gender and sexualities studies is also evident in the number of WGST faculty who have served as supervisors, co-supervisors, members, and external examiners for numerous M.A. and Ph.D. committees across campus. In addition, a number of

² Data compiled by Donna Caneveri de Paredes, Librarian responsible for the WGST collection.

scholars from other units at the university have indicated their willingness to serve as supervisors and on graduate committees, as well as to teach graduate courses for the proposed WGST program. These letters of support and curriculum vitae have been provided in a separate file. In addition, confirmation of unit support has been documented. Support for the proposal as a whole is assumed to indicate support for individual courses.

Finally, WGST faculty at the University of Saskatchewan have been in contact with our colleagues at the University of Regina regarding collaborative graduate programming (see Section A.1d below). Since the U of R is currently not admitting graduate students in this field, our proposed program will become a focal point for graduate Women's, Gender and Sexualities Studies in the province, while supporting and expanding graduate capacities at both institutions, over time. Students from U of S and U of R will be eligible to take courses at either institution, per the Western Dean's agreement. Given the wealth of institutional, and community resources in the Arts, Indigenous, Queer, Transnational and Cultural Studies, we anticipate attracting students from across the prairies and beyond, as well.

A.1 Women's, Gender and Sexualities Studies at the University of Saskatchewan.

A.1a Introduction

Women's Studies emerged as an academic discipline in the 1970s in response to, and as part of women's rights movements across the globe. Since that time, the field has undergone many transformations, to become more specific and inclusive of gender and sexual diversity, masculinities and queer studies, racialization and ethnicization, transnational and Aboriginal feminisms.

The University of Saskatchewan is uniquely poised to contribute to vital discussions in this knowledge area, locally, nationally and globally. Interdisciplinary gender

inquiry is germane to all of the university's signature areas of research, as identified in our Strategic Directions documents³. Given the importance of Indigenous-centered scholarship at this institution, the university's focus on Internationalization, the Human Rights Chair in the Faculty of Law, the nationally significant Neil Richards Archive in Queer and Sexualities Studies, the Humanities Digital Media Resource Centre, and the diverse art galleries and museums both on and off campus, the University of Saskatchewan can provide graduate-level Women's, Gender and Sexualities Studies that move beyond the general programs offered in most other Canadian institutions of similar size. The capacity of the Interdisciplinary Centre for Culture and Creativity to host visiting scholars and create additional programming in support of this project is also an attractive asset.

In the following sections, we provide a brief history of Women's, Gender and Sexualities Studies at the U of S and the processes that we undertook that led to the current graduate program structure. We then situate our proposal within the national landscape of WGST graduate programs. An overview of Canadian graduate programs in the field has been provided in the appendices.

A.1b History

Initial interest in Women's and Gender Studies at the University of Saskatchewan was spearheaded by an Ad Hoc Subcommittee of the Committee on Academic Affairs on the Status of Women's Studies.

³ Strategic Directions document: Aboriginal Peoples: Engagement and Scholarship; Agriculture: Food and Bioproducts for a Sustainable Future; Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment; One Health: Solutions at the Animal-Human-Environment Interface; Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies; Water Security: Stewardship of the World's Freshwater Resources

- In its final report (1989), this committee recommended the development of a Women's and Gender Studies Department.
- In 1991, the Dean of Arts & Science Special Committee on Women's Studies also recommended that a Department of Women's and Gender Studies be established.
- In December 1996, Faculty Council of Arts and Science approved the creation of the Department.

For the next ten years, the Department of WGST was able to offer a high quality undergraduate program. In 2004, the department underwent Systematic Program Review which recommended the establishment of a M.A. degree. In 2007, the Associate Dean (HUMFA) began discussions with the department regarding moving WGST programs into the newly created Interdisciplinary Center for Culture and Creativity—in part, to foster graduate studies in WGST. The transition of the department to a program was completed in September 2010.

From 1999 to 2006, WGST also offered a Special Case graduate program. Eight theses were completed during that time.⁴ The development of a WGST graduate program was placed on hold during the transformation of the department into a program in the ICCC.

A.1c Women's, Gender, and Sexualities Studies Beyond the University of Saskatchewan.

Over the years, the content of national and international WGST programming has changed, in keeping with developments in the field. Although the methodologies and theoretical bases of Women's, Gender and Sexualities Studies are multidisciplinary and multivalent, having potential links to every academic arena (humanities, social sciences, fine arts, professions, natural, biomedical & applied sciences), it stands as a discipline of its own and provides opportunities for specific kinds of study.

⁴ One student had to withdraw for health reasons; another student was asked to withdraw for academic reasons.

The national Women's and Gender Studies et Recherches Féministes (formerly the Canadian Women's Studies Association / l'association canadienne des études sur les femmes) has existed for more than two decades. It holds annual meetings and is recognized as a distinct academic discipline by the Social Sciences and Humanities Research Council of Canada, the Aid to Scholarly Publications Program, and the Humanities and Social Sciences Federation of Canada. For more than two decades the federal government has encouraged expansion by funding five regional chairs in Women's Studies (the Margaret Laurence Chair for the prairies is co-administered by the Universities of Manitoba, Winnipeg and Brandon). There are many peer-reviewed scholarly journals and national and international conferences in Canada and abroad devoted to Women's, Gender and Sexualities Studies research.

In 2009, WGST conducted a survey of relevant graduate programs offered at other Canadian universities. At that time, there were thirteen graduate programs in WGST across the country; all of these programs offer M.A. degrees, with seven offering a Ph.D. The structures of the programs are wide-ranging: some operate through an institute or center; some offer a stand-alone program; one offers an individualized multidisciplinary M.A.; several offer a collaborative program with other units; in one case, the program is offered jointly between two universities. Options range from course to project or thesis-based programs, or some combination. All of the programs have required courses in Feminist Theory and/or Methodologies.

The graduate program that has been developed at the University of Saskatchewan would distinguish itself nationally by offering courses in three areas of specialization, all growth areas in the discipline, as well as on campus and in the province: Gender, Representation and Cultural Studies; Indigenous/Transnational/International Gender Justice; Queer and Sexualities Studies. Our program will engage the unique histories and cultures of gender

relations in diverse local, regional, national and international processes, institutions, and structures.

A.Id Working with WGST faculty from the University of Regina

Early on, we recognized that a strong, viable WGST program could be offered in Saskatchewan if we pooled our resources with faculty from the University of Regina.

Although the U of R has offered MAs in WGST on a special case basis, it is not currently accepting students into graduate studies in the field. U of R faculty, however, are keenly interested in collaborating to secure a province-wide program.

As a result, over the last two years, the WGST graduate chair and undergraduate coordinator have met with representatives from Regina and they, in turn, have attended workshops and meetings here in Saskatoon. A very positive relationship between U of S and U of R WGST faculty has emerged, and the latter have agreed to serve as external examiners and/or committee members, as well as offering to deliver intensive (1, 2, or 3cu) courses in the spring and summer, as required, on either campus. Cooperation with U of R strengthens our program. Cooperation with other units on our local campus also strengthens our program. The collaboration with U of R improves potentials for delivery of varied courses and contributes to graduate student success at both institutions.

One of the exciting possibilities to emerge from our collaboration with the U of R is that we believe that we can offer the required theory class through the web-based platform “Fusebox,” which enables a real-time virtual classroom for up to 100 participants, twelve of whom can be on-screen simultaneously. In addition, over the past four years, we have been exploring research collaborations with colleagues at Lanzhou University in China, through IDRC-sponsored exchange visits and projects. Virtual course delivery thus enables the potential for an international partnership in the future.

A.1c The Process of Developing a WGST Graduate Program at the U of S

Based on wide consultation across the University of Saskatchewan and strong positive feedback, the Women's and Gender Studies program is seeking to establish an M.A. in Women's, Gender and Sexualities Studies (WGST). In September 2009, we conducted a survey of faculty members across campus known to be interested in the field. The survey questions asked about: the faculty member's interest in participating in the program as supervisor, co-supervisor, committee member, or a member of the advisory committee; whether they had primary or secondary interests in WGST; and whether they offered courses with significant relevant content, taught at the 400/800 level.

Of the 130 faculty surveyed, 60 indicated an interest in participating in a Women's, Gender and Sexualities Studies graduate program. The data given by the faculty was coded and major areas or clusters of interest were identified and presented to participating faculty at two sets of meetings in October and November 2009. In January 2010, twelve members, representing the Colleges of Arts and Science (English, Philosophy, Sociology, Drama, History, and WGST), Nursing, Engineering, Law, as well as the School of Public Policy and the Library, and representatives from the University of Regina, volunteered to serve on an advisory committee to oversee the development of the graduate program.

The Advisory Committee identified core strengths based on faculty interests and sought to differentiate our model from WGST graduate programs offered elsewhere in Canada. We found that most other programs do not have identified theme areas; rather they offer a number of courses from which students can choose to fulfill their M.A. or Ph.D. requirements.

In 2011, WGST was awarded matching funds from the President's Advisory Council on the Status of Women to

provide release time for two external faculty members to help us lead the development of three core WGST graduate courses. This involved three working groups (consisting of 4 to 6 members each, with expertise in the designated specialty areas. Copies of the course proposals follow (see Appendix 1). The composition of these groups were as follows:

Indigenous/Transnational/International Gender Justice:

Beginning with a focus on Indigenous cultures in local, regional and international contexts, this course examines potentials for and challenges to achieving gender justice across borders and within communities. Centered on women's contextual relationships with the land, each other, the nation state, identity systems and other resources, the course provides a spotlight on world views that emerge at sites of resistance to colonial/imperialisms and racialization processes. Emphasizing women's self-determination in social movements ranging from the interpersonal to the international, this class will introduce students to intersecting gendered struggles involving: environmental sustainability, food and water sovereignty, the feminization of poverty and migration, women in politics, anti-militarization and conflict resolution, reproductive, labour, human and children's rights.

- (Patience Elabor-Idemudia, co-chair, [Sociology] Priscilla Settee [Native Studies], Ronke Odumosu [Law], Marie Lovrod co-chair, [English/WGST/ICCC]).

Queer and Sexualities Studies: Rooted in philosophy, literary theory and other humanities projects, queer theory can trace important elements of its genealogy to postmodern feminism, lesbian and gay studies, as well as queer activist practices. Sexualities studies is rooted in developments in sociology, anthropology, psychology and other social and human sciences, and exists in critical dialogue with queer theory. The use of the term 'queer and sexualities' studies is intended to include recent developments in trans studies. Students will explore the intersections of queer and

sexualities theories with critical race, disabilities, intersex and transnational perspectives, in preparation for an activist-centered practicum that engages with everyday struggles for actualization in evolving constructions of community.

- (Paul McDermid, chair [Languages and Linguistics], Todd Morrison [Psychology], Melanie Morrison [Psychology], Heidi Epstein [STM], Max Kramer [Languages and Linguistics], Trish Salah [WGST/ICCC])

Gender, Representation and Cultural Studies explores the intersections among feminist theory, cultural studies and cultural production. Recognizing culture as a dynamic arena of social struggle and possibility, the course introduces students to key critical frameworks in order to illuminate how meaning is generated and mediated through various cultural practices, products, archives and phenomena, which may include digital and social media, film and television, art, advertising, visual and popular culture, print culture and literature, performance, material culture and archives.

- Joan Borsa, chair [Art and Art History/WGST/ICCC], Wendy Roy [English], Donna Canevari de Paredes [Library], Jeanette Lynes [English/ICCC], Mona Holmlund [Art and Art History], Anne-Marie Wheeler [Languages and Linguistics], in consultation with Troni Grande [University of Regina, English])

Each of the groups also contributed to the development of WGST 820.3, a seminar in Feminist Theories which will provide foundational content in each of the theme areas. The University of Regina has agreed to offer an intensive qualitative methods course, with the option of substituting an alternate disciplinary methods class, if better suited to the student's project (See Appendix 1 for the course outline.) We are also able to provide a 400/800 split feminist qualitative research methods course, as needed.

A.2 Objectives of WGST Program

In the spring of 2012 and in response to the Curriculum Renewal project of the College of Arts and Science, the WGST Advisory Committee developed strategic program goals for the undergraduate program. The graduate program builds upon this vision by providing research opportunities to students in the three designated theme areas. Drawing on scholars working in different disciplines, the WGST graduate program reaches beyond traditional academic and campus boundaries to establish multidisciplinary and interdisciplinary, local, national and international links in research and creative work.

The goals of the Interdisciplinary Women's, Gender and Sexualities Studies Graduate Program are to:

- create new knowledge, concepts, and theories, particularly as they relate to the understanding of gendered and sexual identities as informed by diverse communities, cultural institutions, places, and public cultures.
- provide a sophisticated analysis of gender and sexualities through feminist theory, masculinities studies, queer and sexualities studies, cultural studies, and human rights theory.
- provide the critical tools for the analysis of social and cultural relations and cultural production through the lens of gender and its intersections with class, racism/whiteness, heterosexism, sexuality, identity, disability and age within political, economic, local, national and international contexts.
- provide an understanding of Indigenous cultures, the complexity of colonial relations both in the past and their ongoing legacy, and the contribution of Aboriginal feminisms to feminist theorizing, practice, and cultural production.

- provide an understanding of feminist methodologies so that students can translate these ideas into their research and scholarly work, thereby bridging theory and practice.

A.3 The Unique and Innovative Features of the WGST Graduate Program

- Provides students with research opportunities that are situated uniquely in Saskatchewan while connecting them simultaneously with a global sense of place.
- Draws on the expertise of a wide range of faculty at the U of S and U of R who have indicated a willingness to participate in the WGST graduate program.
- Allows students to develop interdisciplinary skills through the synthesis, application, and integration of knowledge within and across disciplines.
- Includes Aboriginal perspectives as they intersect with Women's, Gender and Sexualities Studies.
- Involves inter-university collaboration between Women's/Gender/Sexualities Studies programs at the University of Saskatchewan and the University of Regina.
- Fulfills the University of Saskatchewan's goal of internationalizing the curriculum.
- Offers opportunities for experiential and community-based learning in its core courses.

A.3 The Objectives of the Proposed interdisciplinary Master's Program are in Harmony with the Objectives of the College of Arts & Science and the University

The establishment of a graduate program in WGST fulfills

the goals outlined in the U of S Integrated Plan, 2012-16,⁵ to expand the quality and size of graduate programs with four areas of focus: Knowledge Creation; Innovation and Impact; Aboriginal Engagement; and Culture and Community.

The establishment of a WGST graduate program also aligns with several of the goals of the College of Arts and Science:⁶

- Recogniz[e] and build upon [the College's] unique interdisciplinary knowledge creation potential (p. 5);
- Rais[e] graduate student enrollments strategically in selected disciplines (p. 6);
- Foster Aboriginal engagement (p. 8-10);
- Internationalize the learning and research environment (p.11);
- Strengthen international research and graduate training (p. 15);
- Build academic relationships (p. 20);
- Community-engaged scholarship (p. 21).

The establishment of a WGST graduate program aligns with the Division of Humanities and Fine Arts Integrated Plan, 2012-2016⁷ by

- building upon HUMFA's Second Integrated Plan to improve the graduate student experience by offering innovative programs (p. 1)
- fostering Aboriginal engagement among graduate students (p. 7)
- helping the ICCC become a site for the approval of graduate interdisciplinary programs in the Humanities and Fine Arts (p. 8)

⁵ Melis, Pauline. "Integrated Planning at the University of Saskatchewan: A Work in Progress as of March 2011." Available http://www.usask.ca/ipa/integrated_planning/third_intplan/index.php

⁶ College of Arts and Science Plan For the Third Planning Cycle, 2012-2016. Available at

http://www.usask.ca/ipa/integrated_planning/third_intplan/index.php

⁷ Division of Humanities and Fine Arts Plan for the Third Planning Cycle, 2012-2016. Available at:

http://www.usask.ca/ipa/integrated_planning/third_intplan/index.php

- developing collaborative relationships with the Digital Research Center (p.20)

WGST's graduate program consolidates feminist research and interdisciplinary scholarship within and beyond the Division of Humanities and Fine Arts. As such, within the context of the ICCC, it integrates existing resources, and generates and intensifies new opportunities for scholarship, outreach and engagement. As indicated in Vice-Dean David Parkinson's support letter, the College remains committed to the potentials enabled by the WGST graduate program.

B. DESCRIPTION OF PROGRAM CHARACTERISTICS

B.1 Calendar Entry (No previous template available)

The interdisciplinary graduate program in Women's, Gender and Sexualities Studies explores three areas of specialization: 1) Indigenous/transnational/international gender justice; 2) queer and sexualities studies; 3) gender, representation and cultural studies. Participating students are provided with opportunities to examine how knowledge production and power relations unfold through social, political, cultural and economic interactions that condition possibilities in relation to each of the areas of specialization, and to complete an advanced research thesis that contributes to this growing field of inter/disciplinary knowledge.

Because intake of students occurs every second year, we will offer the specialized course on gender, representation and cultural studies with each intake. The remaining two core courses will be offered on an alternating basis, as indicated in the table below. If a student wishes to pursue the area of specialization offered in the alternating intake cycle, we will provide two options: a reading course with a core faculty member or a cognate opportunity. Please see table below.

Intake Year 2014	Thesis Year 2015	Intake Year 2016	Thesis Year 2017
Theory		Theory	
Methods		Methods	
Gender, Representation & Cultural Studies	Queer & Sexualities	Gender, Representation & Cultural Studies	Indigenous Transnational International Gender Justice
WGST 990.0		WGST 990.0	
CGSR 960/1.0		CGSR 960/1.0	

Participating students are provided with opportunities to pursue advanced interdisciplinary work in the theories, methods, practices and scholarship of Women's, Gender and Sexualities Studies. The cross-disciplinary structure and the focus on three areas of specialization allows students to prepare for leadership roles and careers in areas as diverse as public policy, law, social service, education, journalism, the cultural sector, psychology, public health, and social entrepreneurship.

Focusing on an area of specialization, students will complete an advanced research thesis that contributes to this expanding field of inter/disciplinary knowledge. Students will normally complete this program over two years.

Degree Offered:

M.A. WGST

Admission Qualifications:

M.A. Thesis requires a B.A. (Hon.) in WGST or a 4-year (120 cu) undergraduate degree in WGST or a related field (see below)

Total Minimum Credit Units Required:

15cu (thesis based)

Residency Requirements:

One calendar year

Website Address:

<http://artsandscience.usask.ca/iccc/graduate/gender/>

B.2 Program Requirements

In order to complete a thesis based program, students will be required to complete a minimum of 15 credit units of courses including:

- i. WGST 800.3: Seminar in Feminist Theories
- ii. Area of specialization: At least 3cu from the following list
 - WGST 811.3 Queer and Sexualities Studies
 - WGST 812.3
Indigenous/Transnational/International Gender Justice
 - WGST 810.3 Gender, Representation and Cultural Studies
- iii. Methods: At least 3 cu from the following :
 - WGST 804.3 Feminist Research Methods (U of R intensive) or
 - Anth.802.3 Community-Based Research: Ethnography and Engagement or
 - Eng. 801.3 An Introduction to Textual Scholarship or
 - Hist. 881.3 Historiography or
 - Psy. 805.3 Statistics 1 or

- Psy 810.3 Methods of Applied Social Research or
 - Soc. 841.6 Advanced Methodologies
 - Or suitable research methods class germane to student project, approved on a case-by-case basis
- iv. WGST 994.0 Master's Thesis
- v. WGST 990.0 Seminar in Professional Development
- vi. CGSR 960.0; 961.0 Seminar in Research Ethics, if involving human subjects
- vii. An additional 6 cu of elective course work. These courses must be approved by the WGST Graduate Chair, and access to courses offered by cognate units must be confirmed by contributing units. Consistent with college policy, students may select up to 3 cus of senior undergraduate courses.

B.3 Course Descriptions (See Appendix 1)

B.4 Thesis

The topic must propose an original study and critical discussion of a meaningful question in Women's, Gender and Sexualities Studies. The proposed research will include a critical review of the literature and, depending on the subject matter and focus of the thesis, is likely to require some combination of the following:

- analysis of a range of possible texts or other media (literature/s, cultural representations or practices, popular culture, archives, etc.)
- critical analysis of a theoretical problem
- empirical research
- cultural production (example: feminist documentary film, exhibition, interactive digital theoretical model, performance)

Each student will produce a substantive written thesis⁸ which critically engages historical and/or contemporary socio-cultural issues and/or knowledge production.

B.5 WGST 990.0 Research Development Seminar

This interdisciplinary seminar includes discussions on research projects, papers, and professional development activities in Women's, Gender and Sexualities Studies. We remain open to working with other units to create a sustainable shared interdisciplinary research development seminar operating through the ICCC. There are three aspects to this seminar.

1. Students will attend and participate in seminars on current developments, research, and methodologies in the field of Women's, Gender and Sexualities Studies.
2. Sessions will be organized for graduate students on each of the following topics:
 - preparation and presentation of a conference paper
 - preparation and submission of articles for publication
 - preparation of a resume, CV, teaching portfolio
 - use of information technologies in teaching and research
 - ethics in WGST research
 - instructional development
 - collaborative research practices
 - applications for funding support.

The goal of these sessions is to assist students in completing their research proposals, as well as to train them to write research grants, give presentations, and generally prepare them for a career in research, public service, organizational

⁸ On rare occasions, where the graduate chair, in consultation with the graduate committee, determines that we have access to sufficient expertise to supervise a substantive alternative thesis form, such as a documentary or digital theoretical model, we will consider a non-traditional format.

leadership or for the Ph.D. Once students have completed all components of the course as outlined above, they will be assessed on a pass/fail basis. Evaluation will include the following criteria: attendance, participation, in-class presentations, group projects, successful submission of a conference paper or funding proposal and approval of the thesis proposal and ethics application.

3. All students will be required to make a presentation in the 990 seminar series on their own research project.

The seminar will be team taught and offered on a biweekly basis throughout the academic year.

C. GENERAL PROCEDURES

C.1 Admission Requirements

Students holding a recognized four-year Honours or undergraduate degree (120 cu) in Women's and Gender Studies, or equivalent in a related field, with a breadth of knowledge in Women's and Gender Studies and an average of 70% in the final two years of their major, may be admitted directly to a Master's program. In terms of equivalent preparation, we will consider students with undergraduate degrees that include advanced exposure to feminist theory and research methods, in combination with relevant educational and/or experiential background. Students whose undergraduate program was in an area other than Women's and Gender Studies but cognate to it, and who otherwise meet admission requirements, may be required to take additional preparatory and foundational course work, with a particular focus on feminist research methods. Specific attention and counseling will be given in each individual case.

In selecting candidates, we will consider the following preparation:

- Honours degree in Women's and Gender Studies, or
- Honours degree in another field with at least 18 credits in Women's and Gender Studies or 4-year Women's and Gender Studies Degree, or
- 4-year undergraduate degree with significant background in gender studies, or
- 4-year undergraduate degree requiring further training in feminist methods
- Students who have significant related work experience may provide a statement articulating the relevance of their training if they have only a 3-year undergraduate degree, or if their past GPA does not reflect their current capacities for graduate study.

Students will be admitted to the program only when it has been determined in advance that there is a faculty member who has agreed to serve as the primary supervisor to the student and who is expected to be available throughout the student's program to do so. The graduate committee must also be confident that the student's area of research interests is sufficiently represented in existing faculty research strengths and available library resources. All admissions recommendations for international students made by the WGST Graduate Committee will be subject to requirements for English proficiencies at the University of Saskatchewan. International degrees will be subject to transfer credit review. The Chair of the WGST Graduate Committee, with the support of the Graduate Administrative Assistant in the Humanities and Fine Arts Administrative Commons will respond to all enquiries and will advise potential applicants about admission requirements and how they are expected to meet them. Admission requirements will normally include:

- an undergraduate grade point average in relevant fields of at least 70% or equivalent in WGST courses in the last two years. Students who do not meet the GPA requirement may be required to take a qualifying year in order to be accepted into the M.A. program. (10%)

- submission of a brief written description of previous relevant course work, their grades, school and life experience and employment; (10%)
- submission of a short written statement (about 250 words) of interests and goals in Women's, Gender and Sexualities Studies, including specific information on the research area the student intends to explore, rationale on why this area is of interest, discussions that have taken place with the faculty member who has agreed to serve as chief supervisor; (25%)
- submission of a sample of scholarly work in the form of a substantial essay (at least 10 pages in length; (25%)
- receipt of three supportive and informed letters of reference; (30%)
- proof of an adequate knowledge of oral and written English, in the case of students who received their baccalaureate from a university in which English is not the language of instruction (there are a number of recognized tests, see table below).

Test	Minimum in each area	Overall Score	Remedial Minimum
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	20	80	18
International English language Testing System (IELTS)	6.5	6.5	6.0
CanTEST *	4.5	4.5	4.0
Pearson Test of English (PTE)	59	59	54

Students may make a case for exceptions to the above requirements based on special circumstances or equivalent experiences and achievement/s. In general, issues of limited academic preparation will be resolved by offering probationary admissions, whereby students may be asked to

take specified courses prior to full admission into the program. Other exceptions may be considered on a case-by-case basis and require the approval of the College of Graduate Studies and Research.

The Graduate Committee has prepared an extensive set of “Guidelines for students and supervisors” to assist students in preparing for examinations and meeting all other requirements of the Master's program. These Guidelines also provide full information on current graduate student policies and procedures, in addition to references to the websites of both the department and the CGSR.

C.2 Intake

Given faculty resources required to maintain our innovative and well-respected undergraduate program, students will be admitted to the graduate program in a cohort model in alternate years. In the year that students are admitted, core WGST graduate faculty will teach 3 credit units of graduate classes and 9 credit units of undergraduate classes. In the year when no intake takes place, core WGST faculty will teach 12 credit units of undergraduate courses and supervise student M.A. theses. Within the Division of Humanities and Fine Arts, faculty contributions will be recognized across programs. The Division is moving toward a model where teaching assignments may serve more than the academic home unit.

Intake Year 2014	Thesis Year 2015	Intake Year 2016	Thesis Year 2017
Theory		Theory	
Methods		Methods	
Gender, Representation & Cultural Studies	Queer & Sexualities	Gender, Representation & Cultural Studies	Indigenous Transnational International Gender Justice
WGST 990.0		WGST 990.0	
CGSR 960/1.0		CGSR 960/1.0	

Normally, in addition to the Feminist Theories course, typically offered in the fall term, students will have the option to take one of two WGST graduate classes offered in a given year, on rotation with program intake. In addition, they will be required to complete WGST 990.0 and CGSR 960.0 during their residency year. CGSR 961.0 will be required if the research project involves human subjects. Cognate courses will be selected, based on availability and interest. The methods course, which will finalize the thesis or project proposal and any relevant ethics application, will be offered as an intensive in May, through the University of Regina.

C.3 Thesis (WGST 994.0: Master's Thesis):

The thesis is broadly defined, and will normally take the form (inter alia) of a written document (approximately 100 pages); under special circumstances an alternative form may be negotiated. On such occasions, the WGST graduate chair, in consultation with the WGST graduate committee, will determine whether we have access to sufficient expertise to supervise a substantive alternative thesis form, such as a feminist documentary, exhibition or digital theoretical model.

The thesis topic is to be selected and approved in consultation with the candidate's Supervisor and Advisory Committee. A formal thesis proposal (3,000-4,000 words) must be submitted and defended with the Advisory committee. The thesis proposal may be submitted to the Advisory Committee at any time after the student has been admitted as a fully qualified student to the College of Graduate Studies and Research, not normally later than the beginning of the third term in the program.

In keeping with the standards of the University of Saskatchewan Research Ethics Office, research involving human subjects will follow approved tri-council procedures. Students will be responsible for preparing behavioural ethics review applications, and must receive approval prior to collecting data about or from human subjects. Their

supervisors will review these applications and make comments or suggestions before the applications are submitted to the University's Research Ethics Board.

Following acceptance of the thesis proposal, including methodological frameworks and ethics approval, students are expected to carry out the proposed research in accordance with CGSR regulations.

Once all program requirements and the thesis have been completed, and have been deemed ready for defense by the committee, the student will be required to undergo an oral examination to defend the research findings. The examination will be focused on the content of the thesis and related areas.

The defense will be conducted by the student's Advisory Committee, an external scholar, and the Graduate Chair, who will normally chair the examination, according to CGSR guidelines. Copies of the thesis must be made available to the external examiner at least three weeks prior to the date of defense. A copy of the thesis should be made available in the ICCC office for review by other faculty members and interested persons. At the end of the defense, the examining board needs to answer whether the thesis is acceptable in form and content and whether the student has demonstrated mastery of the subject area.

C.4 WGST 990.0: Research Development Seminar

All graduate students are required to register in the 990 course at the time of first registration. This registration must be continuous until students have completed requirements for the program, as outlined in section B.5, item 2. Student's presentation on her/his proposal will normally be done at the beginning of the first term in the second year in their program.

C.5 Course Prerequisites

Since students will come to the WGST program from a variety of backgrounds, they may not have the prerequisites for individual courses offered in disciplinary-based departments. In addition, individual departments may have enrolment quotas for individual courses.

In the first instance, the Chair of the WGST graduate program will write to each of the Heads of Department that offer courses relevant to Women's, Gender and Sexualities Studies programs, and to interested faculty, asking them to keep one or two places for WGST students. In addition, the Chair of the WGST graduate committee would negotiate with individual faculty whether or not students would need a prerequisite waiver for a particular course. It is reasonable to expect that students might be required to complete prerequisites if they have limited background in the subject matter. These courses and the need for a prerequisite waiver would be listed annually. The primary responsibility for negotiating courses and course waivers should rest with the Chair of the WGST graduate program (or her/his designate), and not the student.

C.6 Discontinuation from the Program

As outlined in CGSR guidelines, students who cease to make progress may be asked to withdraw from the program. Those who do not make satisfactory progress may be required to discontinue.

In the event that a student is deemed to be not making satisfactory progress, the supervisor will first consult with the Advisory committee. If the Advisory committee is in agreement, the supervisor will make a recommendation for the student to discontinue the program to the Chair of the WGST Graduate Committee. The Chair of the Graduate Committee will consult with the student and give her/him the opportunity to comment, before making a recommendation to the Associate Dean of CGSR.

If the Advisory Committee is not in agreement or if there is otherwise a conflict between the supervisor and student, the supervisor will, in consultation with the Chair of the WGST Graduate Committee, seek a resolution. If there is no satisfactory outcome, another supervisor may be assigned.

D. ADMINISTRATIVE STRUCTURE

D.1 Role of the College of Graduate Studies and Research (CGSR)

The College of Graduate Studies and Research makes all final decisions concerning international admissions, based on recommendations by units and programs.

D.2 Role of Graduate Chair

One faculty member will serve as Graduate Chair for a term of three years. The chair of the Graduate Committee will be responsible for the day-to-day administration of the program including receipt of applications, responding to inquiries, advising applicants of the requirements to enter the Master's program, consulting with faculty regarding their availability to supervise or serve on a graduate committee, dissemination of applications to committee members, holding meetings of the graduate committee to consider potential applicants, making recommendations to the College of Graduate Studies and Research, as well as liaising with the College of Graduate Studies and Research, holding annual progress meetings, and coordinating students' thesis defense.

The graduate chair is ex officio member and chair of all student advisory committees, and reviews all minutes and progress reports from the committees..

In cases of dispute, the chair of the WGST Graduate Committee will consult with the graduate committee and the Director of the ICCC.

In recognition of the work involved, the Graduate Chair will receive Research Assistant support from the ICCC, in order that she/he may fulfill their responsibilities in a timely manner.

D.3 Role of WGST Graduate Committee

The WGST Graduate Committee will review applications regarding acceptance of students into the program, and will consult with the ICCC Director and CGSR in rare cases when a student is asked to discontinue her/his program. In addition, the WGST Graduate Committee will develop policies and procedures for the administration of the program.

The WGST Graduate Committee will be composed of the WGST Graduate Chair and four faculty from the contributing membership who have demonstrated expertise in Women's, Gender and Sexualities Studies; one additional member from the University of Regina WGST faculty; and one graduate student. All members of the WGST Graduate Committee will have voting rights, but will exempt themselves from the discussion of or voting on individual cases where a conflict of interest exists.

D.4 Role of Supervisors

Supervisors meet regularly with students, help them develop their thesis proposals, work with them on drafts of their theses, and convene meetings of the Advisory committee as needed. Although the Graduate Chair is ex officio chair of the Advisory committee, the coordination of Advisory committee meetings is often delegated to the supervisor.

D.5 Role of Student Advisory Committees

Student Advisory committees meet with students, at least twice during the first year of study and at least annually thereafter, to review student progress generally and the development of thesis proposals and theses specifically. The graduate chair is the ex officio member and chair of all

advisory committees and is joined by the supervisor and, at least one other faculty member. When the supervisor and student believe a thesis is complete and ready for examination, the Advisory committee reviews it and makes a recommendation on suitability for examination.

D.6 Role of Students

Students are responsible for maintaining continuous and satisfactory progress with all academic elements of their approved program, and informing their supervisor in the first instance of any difficulties they encounter. Satisfactory progress includes completion of course work in a timely manner, regular attendance at the 990 Seminar, meeting deadlines for the thesis proposal, completion of the research and writing the thesis.

E. RESOURCES

E.1 Expected Enrolment

The expected enrolment of students in the WGST program will be approximately 7 at any one time.

E.2 Faculty

All faculty have earned a Ph.D. and are active, recognized scholars in their areas. Their scholarship is integrated into the learning experience of graduate students in the department.

The strengths of the WGST faculty include a strong commitment to interdisciplinarity, and extensive experience working collaboratively across the disciplines. All faculty members are currently members of the College of Graduate Studies and Research, and are actively involved in graduate teaching serving either as supervisors and/ committee members and external examiners at the M.A. and Ph.D. level in a very wide range of disciplines, as well as in CGSR interdisciplinary programs.

Some have been invited to serve as external examiners for Ph.D. defenses in other universities. All are also called upon to adjudicate applications for research funding by agencies such as SSHRC and CIHR and to evaluate manuscripts for scholarly journals and publishers. In addition, all faculty members have extensive administrative experience at the department, college, and university levels, as with external professional organizations and/or community-based groups.

E.2.1 Brief Profiles of WGST Core Faculty, their Scholarly, Professional and Administrative Work

Joan Borsa Ph.D, Department of Art and Art History, specialist in cultural studies, visual and popular culture, feminist theory and curatorial studies

Lesley Biggs Ph.D., Department of History, specialist in histories of alternative medicine, processes of professionalization, feminist theories, embodiment

Marie Lovrod Ph.D., Department of English, specialist in youth trauma and resiliencies, transnational feminisms, autobiography, feminist theories and queer theory

New faculty: Ph.D., Department of History, Gender and Sexualities in Asia (search underway)

E.2.2. Cognate Faculty Processes

Cognate faculty will also contribute to program delivery. Assignment of duties in such cases will be negotiated with cognate units by the Director of the ICCC and the Graduate Chair. The work of contributing faculty will be acknowledged in letters from the ICCC Director and Graduate Chair to their merit, tenure and promotion files. The Division of Humanities and Fine Arts is moving toward a model where teaching assignments may serve more than the academic home unit.

E.3 Budget

The graduate program will be supported through core and cognate faculty resources at the University of Saskatchewan,

our library holdings and the wide range of institutional resources identified above. In addition, Women's and Gender Studies has developed a small reserve fund, drawing on revenues from online and intersession courses, that will be used to augment graduate student funding and visiting scholar opportunities serving both the graduate and undergraduate programs. In a recent example, funds from this reserve were used to create a matching proposal to the President's Advisory Council on the Status of Women to develop courses for the graduate program.

E.3.1 Scholarships and Financial Support

Since the WGST program will be a non-devolved program in the initial stages, it will apply directly to the College of Graduate Studies and Research for graduate scholarships, teaching fellowships, and other sources of financial aid. In addition, it is assumed that some students will be funded through faculty research grants.

The ICCC has worked strategically to secure a new faculty graduate award for the current Coordinator, to be held until graduate student admissions are confirmed, or a special case admission is deemed viable, up to November 2014. The ICCC has also requested additional funding from PCIP for graduate student support. The Vice-Dean of HUMFA has indicated that approximately \$12,000 in graduate funding will be made available to small graduate programs to fund incoming graduate students, and has promised \$15,000 annually to support faculty from cognate units to participate in teaching graduate courses. In cooperation with the ICCC, WGST plans to develop opportunities to share costs with community partners for particular research projects, enabling expanded resources for graduate students.

In the past, the Department of Women's and Gender Studies, although it did not have a regularly assigned UGS, was successful in obtaining major financial support for almost all of its students. In addition to small awards applied for and received for travel, research equipment and other expenses, three students received Graduate Teaching

Fellowships, one received a University Graduate Scholarship, one received a CUISR award, two received a Graduate Service Award, one received the Hantleman Scholarship for the Humanities, and another received financial and research expense support through collaboration with Department of Obstetrics and Gynecology. (This latter student later withdrew from the program.)

E.4 Library The Women's and Gender Studies collection at the University of Saskatchewan is one of the most heavily utilized on campus. Donna Canevari de Paredes has guided the development of this rich resource, including online access to all major journals in the fields of Women's, Gender and Sexualities Studies. In addition, library holdings in Queer and Sexualities Studies and the Neil Richards Archives are significant.

F. INFRASTRUCTURE

F.1 Administrative Support

Nadine Penner, who provides administrative support for selected graduate programs in the Division, will be responsible for the administration of the program.

F.2 Space

Space is an important concern for WGST, as contributing faculty are scattered across the campus. The ICCC manages two meeting rooms, able to house approximately 20 individuals for classes and meetings. Shared designated space for ICCC graduate program students has been secured in McLean Hall, and has already been seen as invaluable to the MFA Program in Writing. The ICCC is committed to providing space and appropriate resources to WGST graduate students as well.

The ICCC's seminar rooms will be used for meetings of the Graduate Committee, student advisory meetings, the WGST 990.3 seminar, and guest lecturers.

F.3 Materials and Equipment

Through carefully seizing every opportunity for acquiring capital equipment, the WGST program has managed to put together material that meets most of our basic needs: including a multi-media cart, computers, printers, and recording equipment. Instructional equipment and audio-visual recording devices are also available through EMAP and the Humanities Digital Research Centre.

In addition, the ICCC is willing to provide photocopying services to WGST graduate students on a cost-recovery basis.

G. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Implementation of the WGST graduate program is expected to have constructive impacts for the University, College and Division. In addition to precipitating a critical mass of interest in the field from across campus into a cohesive program, the project promises to provide options not only for WGST students, but for cognate units for whom our course offerings will enable program enrichment. Similarly, our students will add an important dimension to courses that they take in other units.

Launching the WGST graduate program in the Interdisciplinary Centre for Culture and Creativity will help to support interdisciplinary collaborations within and beyond Humanities and Fine Arts, and facilitate mechanisms by which interdisciplinary and community-engagement work will be recognized in faculty development. Documentation of individual faculty and unit support, including reference to specific courses to be offered, is provided under separate cover. Endorsement of the graduate program as a whole is taken to provide support for the individual courses.

H. CONCLUSION

The Women's, Gender and Sexualities Studies program, under the umbrella of the ICCC, believes that it has the ability to offer a unique and academically rigorous Master's program. The experience of individual faculty members and the Special Case Program in the Department of Women's and Gender Studies have demonstrated that there are many excellent students who wish to bring intersectional gender-based analysis to a variety of projects and questions. Moreover, individual faculty are willing to commit their time to graduate supervision, serving on Advisory committees, and/or to administer the WGST Graduate Program.

J. APPENDICES

APPENDIX 1. COURSES

**University of Saskatchewan
Women's and Gender Studies MA Program**

GENDER, REPRESENTATION AND CULTURAL STUDIES

**Instructor : Dr. Joan Borsa; Ph : 966-1289; Email : Joan.Borsa@Usask.ca;
Office : ARTS 909
Office Hours : T/Th 4:00—5:00**

WGST 810.3

Course Description

This course will explore intersections between feminist theory, cultural studies and cultural production. In particular, the course presents culture as a dynamic arena of social struggle and possibility and aims to introduce students to some of the key thinkers and critical frameworks in the field of feminist cultural studies. The course examines how meaning is generated and mediated through various cultural practices, products, archives and phenomena and engages students in the analysis of a range of cultural texts which may include digital and social media, film and television, art, advertising, visual and popular culture, print culture and literature, performance, material culture and archives. The course is divided into four units of study including a foundational unit in cultural studies theory and

List of courses

WGST 800.3 Feminist Theories

Instructor: Dr. Marie Lovrod

Course Description

The body of work which comprises “feminist theory,” confounds disciplinary, linguistic, national, cultural, historical, thematic, and indeed “political” categorization. Therefore, this multi-sited interdisciplinary seminar will foreground “doing theory” as a critical activity and an imaginative mode of thought that questions existing meanings, inheritances and social phenomena, while articulating new possibilities and forms of knowledge. This course introduces students to theoretical approaches, vocabulary and key texts which have influenced feminist research, activism and practice in local and global arenas, in order to prepare them for advanced courses in our areas of specialization

WGST 810.3 Gender, Representation and Cultural Studies

Instructor : Dr. Joan Borsa

Course Description

This course will explore intersections between feminist theory, cultural studies and cultural production. In particular, the course presents culture as a dynamic arena of social struggle and possibility and aims to introduce students to some of the key thinkers and critical frameworks in the field of feminist cultural studies. The course examines how meaning is generated and mediated through various cultural practices, products, archives and phenomena and engages students in the analysis of a range of cultural texts which may include digital and social media, film and television, art, advertising, visual and popular culture, print culture and literature, performance, material culture and archives. The course is divided into four units of study including a foundational unit in cultural studies theory and three additional units each of which focuses on a unique cultural text, product, phenomena, practice or archive. Each unit will examine relationships between cultural texts/ cultural phenomena and their ideological and socio-historical contexts.

WGST 811.3 Queer and Sexualities Studies

Instructor: Dr. Todd Morrison

Course Description

Rooted in philosophy, literary theory and other humanities projects, queer theory can trace important elements of its genealogy to postmodern feminism, lesbian and gay studies, as well as queer activist practices. Sexualities studies is rooted in developments in sociology, anthropology, psychology and other social and human sciences, and exists in critical dialogue with queer theory. The use of the term ‘queer and sexualities’ studies is intended to include recent developments in trans studies. Students will explore the intersections of queer and sexualities theories with critical race, disabilities, intersex and transnational perspectives, in preparation for a community-engagement research project that investigates everyday struggles for actualization in evolving constructions of queer-positive publics.

WGST 812.3 Indigenous/Transnational/International Gender Justice

Instructor: Dr. Marie Lovrod

Course Description: Beginning with a focus on Indigenous cultures in local, regional and international contexts, this course examines potentials for and challenges to achieving gender justice across borders and within communities. Centered on women's contextual relationships with the land, each other, the nation state, identity systems and other resources, the course provides a spotlight on world views that emerge at sites of resistance to colonial/imperialisms and racialization processes. Emphasizing women's self-determination in social movements ranging from the interpersonal to the international, this class will introduce students to intersecting gendered struggles involving: environmental sustainability, food and water sovereignty, the feminization of poverty and migration, women in politics, anti-militarization and conflict resolution, reproductive, labour, human and children's rights.

WGST 990.0 Research Development Seminar

This interdisciplinary seminar includes discussions on research projects, papers, and professional development activities in Women's, Gender and Sexualities Studies.

WGST 994.0 Master's Thesis

The topic must propose an original study and critical discussion of a meaningful question in Women's, Gender and Sexualities Studies. The proposed research will include a critical review of the literature and, depending on the subject matter and focus of the thesis, is likely to require some combination of the following:

- analysis of a range of possible texts or other media (literature/s, cultural representations or practices, popular culture, archives, etc.)
- critical analysis of a theoretical problem
- empirical research
- cultural production (example: feminist documentary film, exhibition, interactive digital theoretical model, performance)

Each student will produce a substantive written thesis which critically engages historical and/or contemporary socio-cultural issues and/or knowledge production.

MEMORANDUM

To: Cathie Fornssler, Committee Coordinator
Academic Programs Committee of University Council

From: Trever Crowe, Associate Dean
College of Graduate Studies and Research

Copies: J. Borsa, R. Deters

Date: October 8, 2013

Re: Proposal for a new Master of Arts in Women's, Gender and Sexualities Studies

Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed new Master of Arts in Women's, Gender and Sexualities Studies.

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), and the CGSR approved proposal. The formal review started with the Graduate Programs Committee on December 4, 2012, and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on September 19, 2013.

The College of Graduate Studies and Research supports the new Master of Arts in Women's, Gender and Sexualities Studies. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



TC/ab

Proposal for a new Master of Arts in Women's, Gender and Sexualities Studies

Discussion and Motion passed at College of Graduate Studies and Research Executive Committee – September 19, 2013

Master of Arts in Women's, Gender and Sexualities Studies – The proposal is for a new M.A. in Women's, Gender and Sexualities Studies. The new M.A. would require 15 credit units of course work and a thesis. The program will only admit students every two years in order to accommodate the small size of the faculty component involved in offering the new M.A.

MOTION: *“To recommend the Proposal for the new M.A. in Women's, Gender and Sexualities Studies for approval.”*

Fulton/ Deters. Carried.

Discussion and Motion passed at College of Graduate Studies and Research Graduate Programs Committee – January 10, 2013

Master of Arts in Women's, Gender and Sexualities Studies – The committee noted that the proposal is well supported, and the role of the proposed M.A. in the university as a whole is clearly articulated. ICCC has indicated that they are committed to the program and, if cuts to ICCC offerings are to be made, this program will not be cut. The committee noted the proposal demonstrates a significant commitment to the program on the part of the proponents. The stability of Women's and Gender Studies at an undergraduate level suggests that a graduate program in the same area would also be stable. The committee expressed concern over errors in individual course proposals. These concerns were resolved in a memo received by the Chair of the committee April 16th, 2013, and approved by the Chair May 6th, 2013. The committee was impressed with the diligence, thoroughness, and overall commitment to the program evident in the proposal.

MOTION: *“Subject to approval by the Chair, to recommend the Proposal for the new MA in Women's, Gender, and Sexualities Studies for approval, pending satisfactory response to minor concerns raised about the individual course proposals.”*

Cooley/ Epp. Carried.

MEMORANDUM

TO: Graduate Executive Committee

FROM: Dr. Trever Crowe
Associate Dean, and Acting Chair of the Graduate Programs Committee, College
of Graduate Studies and Research

DATE: August 30, 2013

RE: Proposal for a new MA in Women's, Gender and Sexualities Studies

At its January 10 meeting the Graduate Programs Committee of the College of Graduate Studies and Research considered the proposal for a new MA in Women's, Gender and Sexualities Studies. At its January 10, 2013 meeting, the committee passed the following motion:

“Subject to approval by the Chair, to recommend the Proposal for the new MA in Women's, Gender and Sexualities Studies for approval, pending satisfactory response to minor concerns raised about individual course proposals”. R. Cooley/ T. Epp. All in favour. Carried.

Satisfactory response to the committee's concerns was provided and approved by the Chair May 6, 2013. Please find attached documentation associated with the MA in Women's, Gender and Sexualities Studies proposal considered by the Graduate Programs Committee.

Sincerely,

Trever Crowe,
Acting Chair, Graduate Programs Committee, College of Graduate Studies and Research

ab for TC

Memorandum

To: Keith Carlson, Director of the ICCC
Joan Borsa, Graduate Chair, Women's and Gender Studies

From: Laureen McIntyre, Graduate Programs Committee
College of Graduate Studies and Research

Date: January 17th, 2012

Re: Proposal for a new MA in Women's and Gender Studies

This is to advise you that the Graduate Programs Committee of the College of Graduate Studies and Research considered your proposal for a new **MA in Women's and Gender Studies** at a recent meeting. The committee was impressed with the diligence, thoroughness, and overall commitment to the program evident in the proposal. I am pleased to inform you that, pending a favourable response to the following concerns outlined below, the committee approved the proposal for recommendation to the Graduate Executive Committee:

- The committee noted that, for each course, in the corresponding completed GSR 400.1, for question 5.4 it was stated that the course is a prerequisite for WGRS 994.0. However, 994 courses must be taken throughout the entirety of an associated graduate program of study and as such can have no prerequisite.
- CGSR needs signed hard copies of each GSR 400.1 form.
- Each syllabus needs contact information listed on the syllabus, even if just as a placeholder.
- The proposal indicates that other units have been consulted with and support the individual courses being proposed as part of the proposal (as indicated on the included GSR 400.1 New Course Creation documents). While documentation of support for the proposal as a whole has been provided, the claim that other units have been consulted regarding individual courses needs to be substantiated. This could be done through a statement in the proposal indicating that the support for the proposal as a whole is taken to provide support for the individual courses, for example.
- The committee would like to see a clear grading rubric for those courses with a participation grade component (see WGST 812 for an example of a course with a clear participation grade grading rubric). How would a student challenge a received participation grade in those cases where no clear rubric is provided?
- The committee would like to know how the film clips required for WGST 810 are accessed, given the quantity of film clips required and the importance of adhering to copyright legislation.
- The committee would also like some clarification as to how the student presentation required for WGST 810, worth 10% of the student's grade, is distinct from the component of the participation grade for that class which involves leading a discussion.

- The committee recommends that the 'Practicum' component of WGST 811 be retitled, as the majority of the activities involved in this component are more research-oriented in nature than what is commonly associated with a practicum. The options for the component should be clarified as to whether or not they require community involvement, and if so, in what capacity.
- The committee is concerned that the current course proposal for WGST 812 would allow students to gain credit for a single body of work twice by allowing students to develop a thesis chapter as a course project. The Academic Programs Committee has historically objected to allowing students to develop work for one program requirement as part of the completion of another program requirement. The committee recommends that the Final Project component for WGST 812 not be articulated to include a 'draft thesis chapter' option.

Please contact Alex Beldan (#2229) in the College of Graduate Studies and Research if you have any questions.

LM/ab

Memorandum

To: Laureen McIntyre, Graduate Programs Committee
Keith Carlson, Director of the ICCC
Marie Lovrod, Coordinator, Women's and Gender Studies Program

From: Joan Borsa, Graduate Chair, Women's, Gender and Sexualities Studies,
new MA Program

Date: April 15, 2013

Re: Revised Proposal for a new MA in Women's, Gender and Sexualities Studies

We have carefully reviewed the January 17th, 2013 recommendations made by the Graduate Programs Committee of the College of Graduate Studies and Research, which responded to our proposal for a new MA in Women's, Gender and Sexualities Studies. We are pleased to inform you that we have addressed all of your concerns and have revised our proposal accordingly. In response to the concerns outlined in your memo we have made the following changes:

1. In the GSR 400.1 forms and in our proposal we corrected the prerequisite for WGSR 994.0. We acknowledge that as 994 courses must be taken throughout the entirety of a graduate program of study they do not have a prerequisite.
2. We have provided signed hard copies of each GSR 400.1 form.
3. We have provided contact information on each course syllabus.
4. We have provided additional support material which functions as confirmation of unit support. Within the proposal we have also stated that support for the overall proposal indicates support for the individual courses. Signed hard copies of forms entitled "Confirmation of Unit Support for Proposed WGST Graduate Program" have been provided directly to Alex Beldan.
5. In response to your question regarding the ways film clips required for WGST 810 will be accessed, we have consulted with copyright legislation and faculty in the Murray Library. Film clips will be shown and made available in compliance with the University of

Saskatchewan guidelines for using materials protected by copyright:
[http://www.usask.ca/copyright/basics/copyright-policy/copying-guidelines/index.php'](http://www.usask.ca/copyright/basics/copyright-policy/copying-guidelines/index.php)

We will comply with the section which provides guidelines specific to film, video and DVDs.

6. As requested, we have clarified the grading rubric for those courses with a participation grade component. Changes to WGST 812 and WGST 800 were not required; changes to WGST 810 and WGST 811 are as follows:

WGST 810 course

Regarding the student presentation grade worth 10% in WGST 810, we have clarified how the student presentation grade is distinct from the participation grade. Here is the exact new wording:

Assignments/Evaluation:

20% Participation (5% attendance; 5% engagement; 10% Student Presentation)

Attendance and Engagement components of the participation grade require regular attendance and active participation in class discussions and activities. In terms of engagement, students will be graded on the quality and thoughtfulness of their contributions to seminar discussions. Student presentations will be evaluated on the quality of interpretation, analysis and the generation of discussion. Each contributing faculty member will be responsible for assigning the participation grade in their unit or units.

Student Presentations

In week one, students will sign up for the unit they wish to present in. Student presentations will be evenly distributed among units. Student presentations will explore and animate a critical and/or theoretical reading of one of the cultural texts assigned for that unit, moving the discussion in innovative directions.

WGST 811 course

Active Participation/Attendance

15% Participation/Attendance (5% active engagement in discussions and attendance; 10% leading discussion of one critical reading)

Attendance and Active Engagement (5%): This component of your grade requires regular attendance and active participation in class discussions. Students will be graded on the quality and thoughtfulness of their contributions to seminar discussions.

Leading Critical Reading Discussion (10%): Each student will be responsible for leading the discussion of one critical reading during the course. In the week prior to the class

where the presentation will take place, each student will prepare and circulate a 5-page typed single-spaced list including comments, key passages, and 3 – 4 questions about the text/s.

7. Practicum component of WGST 811 course: As recommended the “Practicum” component has been retitled to “Community Engagement Research Project.” We have also clarified the options for this component, particularly as to whether community involvement is required. Here is the exact new wording:

Community Engagement Research Project:

For this component of assessment it is acknowledged that queer critiques can be expressed through a range of productive forms and genres, involving diverse constituencies or audiences, including but not limited to those traditionally associated with the academy. Therefore, “community engagement or involvement” is required and broadly defined for this assignment, as follows.

Visual and popular culture, community-based activism (volunteering, mentoring, designing and delivering outreach programs, administrative work), digital humanities (including database creation) and all new media performance-based art (including dramatic and/or musical compositions and productions) and the visual arts are all venues through which queer and sexualities theory can be explored and implemented in powerful and meaningful ways.

Forms for community engagement research projects could include but are not limited to classroom discussions, research papers and conference presentations, interviews, structured observations, case studies and online, artistic or collaborative performances. Projects may be directed toward an academic community or other appropriate audiences.

Each community engagement research project will involve the student and the instructor in selecting an appropriate mentor.

Role of mentor: a project mentor will be chosen from a list offered by the instructor. In consultation with their selected mentor, each student will develop a proposal for community engaged research. The mentor will be consulted in the evaluation of the project’s impact.

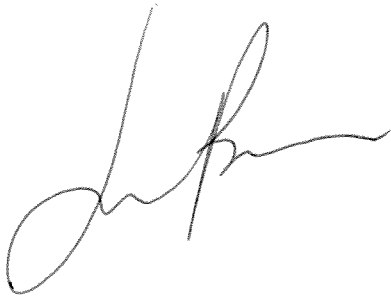
8. WGST 812 course: As recommended we have adjusted the wording surrounding the Final Project component of the course. The Final Project does not allow a “draft thesis chapter” option. Here is the exact new wording:

Final Project; article-length paper or project (35%): Students will develop their research topic in consultation with the course instructor, and any members of the instruction team with whom their interests intersect. Each paper will have two readers,

the course instructor and one of the contributing faculty members. In special cases, and with the approval of the instructor, students may produce a digital project germane to their degree.

We have submitted the signed hard copies of each GSR 400.1 form and the supplemental support material which confirms unit support for the new MA in Women's, Gender and Sexualities Studies to Alex Beldan in the College of Graduate Studies and Research. We have also forwarded an electronic copy of our revised proposal for the new MA Program in Women's, Gender and Sexualities Studies to Alex. For your information, the expected start date for this program (pending final approvals) is September 2014.

Please contact Joan Borsa (966-1289; joan.borsa@usask.ca) if you have any questions.
JB/kc &ml

A handwritten signature in black ink, appearing to be 'Joan Borsa', written in a cursive style.

Women's and Gender Studies MA Program:

Letters of Support from the College of Arts & Science, and The Women's and Gender Studies Program, University of Regina

1. David J. Parkinson, Vice-Dean, Humanities and Fine Arts, College of Arts and Science
2. Keith Carlson, Director, Interdisciplinary Centre for Culture and Creativity, College of Arts and Science
3. Doug Thorpe, Chair, Divisional Faculty Council (Humanities and Fine Arts), College of Arts and Science
4. Darlene Juschka, Coordinator Women's and Gender Studies Program, University of Regina



29 November 2012

Trever Crowe
Associate Dean, College of Graduate Studies and Research

Dear Trever,

Please accept this letter of support toward the consideration by the College of Graduate Studies and Research of the proposal for an M.A. in Women's, Gender, and Sexualities Studies. To locate the particular virtues of this proposal, some context may be valuable. Across the Division of Humanities and Fine Arts, faculty are working to expand opportunities for graduate students. Within the Third Integrated Plan, this expansion is being manifested in new targets for increased graduate enrolments and expanded programmatic opportunities. The larger programs are increasing their recruitment and devoting a rising proportion of their resources to graduate seminars, research, and supervision. As well, a carefully developed array of more specialised small programs are emerging that are designed to appeal to the professional, artistic and scholarly aspirations of clearly defined groups of prospective applicants. The MFA in Writing is one such program, as is the M.Mus. and the M.A. in French. As you know, the Interdisciplinary Centre for Culture and Creativity has been and continues to be a driving force for graduate programming in and beyond the Division of Humanities and Fine Arts. The ICCC is generating new opportunities for research and artistic work by graduate students, as well as new sources of funding. It is providing the administrative base for graduate students' success. The present proposal benefits from having been developed within the ICCC; its interdisciplinary prospects are strengthened by continued support from this Centre.

The allocation of faculty resources to this M.A. will proceed in the scope of expectations overall for faculty provision of 3-credit equivalents, with the benchmark of 150 3cues per faculty member in the Humanities being taken as an average, and no overall negative impact envisioned from the establishment of this program. In its provision of resources, the Division is committed to balancing undergraduate and graduate commitments; this balance is expected in regard to the relation between the B.A. and M.A. in WGSt. With regard to the recognition of team-taught courses, the Division is working toward what might be called a credit union, through which departments share resources by banking and sharing some instructional resources. With regard to the administration of interdisciplinary graduate programs, we recognise that we are not in continuous growth and that coordination of administrative capacities will need to intensify; such coordination is currently underway divisionally.

The Division is currently exploring ways for select programs to co-operate with their counterparts in the Faculties of Arts and Fine Arts at the University of Regina. Particularly where areas of expertise are complementary and where the need exists to provide a suitable range of advanced courses in a subject, the opportunities for partnership are rich. These conditions exist between the two Universities in the area of Women's, Gender, and Sexualities Studies. The sharing of core courses demonstrates the complementarity of faculty strengths and the desire to work across the two campuses.

The Division is also exploring ways to enable faculty from other units to play roles in the delivery of graduate programming in the Humanities and Fine Arts. The provision of some funds is one assurance that such co-operation is valued and will be sustained. I see considerable potential to connect partners across the campus. Through the ICCC and its programs of visiting fellowships, that potential reaches into the community in ways that will, I am sure, produce timely, increasingly distinguished research and scholarship. Indeed, the prospect is clear for international involvement, with interest having already been expressed from Lanzhou University.

The M.A. in Women's, Gender, and Sexualities Studies will thus heighten graduate success in the Humanities and Fine Arts at the University of Saskatchewan. It will increase enrolments while enhancing the engagement of the divisional faculty in graduate programming. By these means it will, I am confident, add to the research intensity of the University as a whole. For these reasons, I encourage the Programs Committee of the College of Graduate Studies and Research to consider this proposal favourably.

With my good wishes,

David J. Parkinson
Vice-Dean of Humanities and Fine Arts
College of Arts and Science
cc: Keith Carlson, Peter Stoicheff



November 29, 2012

Trevor Crowe
Associate Dean, College of Graduate Studies and Research

Dear Trevor,

As Director of the Interdisciplinary Centre for Culture and Creativity (ICCC), I am pleased to offer my support for the Women's and Gender Studies (WGST) Masters (MA) program proposal. The ICCC is happy to add this program to its growing suite of interdisciplinary graduate programs and courses. The depth and breadth of this program are ideally suited to the mandate of the Centre and the IP3 goals of the Division.

The ICCC is devoted to the creation of engaged interdisciplinary programs that draw on the interest and experience of those within Humanities and Fine Arts and beyond. Not only will this program create a unique learning opportunity for students, but it also builds on existing resources and faculty strengths. For instance, the program takes advantage of the richness of the archival resources of Neil Richards Collection of Sexual and Gender Diversity. The program pools the talents and experience of faculty across the College of Arts and Science, and firmly establishes a connection with the University of Regina. The program also offers numerous opportunities to connect and engage with community partners in our city and our province. The ICCC is proud to support a sustainable program will bring seven new research-based graduate students to our University.

The ICCC is an important feature in the Division's IP3. As such, the Centre is committed to increasing our graduate student numbers in interdisciplinary programs that connect students with real life issues and questions. The Centre is dedicated to supporting innovative teaching methods that bring students together, from across the province and the world, to share in learning opportunities connected with faculty expertise. The WGST MA program has the capacity to achieve these goals, and as such, the ICCC will support this program through dedicated administrative support and financial resources. The ICCC is supporting, in collaboration with the CGSR, an MA student, and has requested additional student support in its grant to PCIP. The ICCC is committed to ensuring that the students have the space they need to succeed, and is exploring options for a shared 990 for all ICCC graduate programs.

I wish the WGST MA program every success and I believe that the ICCC is well-situated to support and maintain this important and exciting initiative.

Sincerely,

Keith Thor Carlson
Prof. of History
Director, Interdisciplinary Centre for Culture and Creativity
Special Advisory, Outreach and Engagement
University of Saskatchewan

Subject: RE: Point of Information for Divisional Faculty Council
From: "Thorpe, Doug" <doug.thorpe@usask.ca>
Date: 11/30/2012 8:14 AM
To: "Lovrod, Marie" <marie.lovrod@usask.ca>, Joan Borsa <joan.borsa@usask.ca>

Marie and Joan:

I have read through the one page summary of your proposal for a WGST Graduate Program. In my view, the proposal is timely and well-argued, and has my full support.

Doug Thorpe
Department of English

From: Lovrod, Marie
Sent: Tuesday, November 27, 2012 8:51 PM
To: Weber, Janice
Cc: Thorpe, Doug; Joan Borsa
Subject: Point of Information for Divisional Faculty Council

Greetings Doug and Janice:

Per consultations with Vice-Dean Parkinson, please find attached a single page document, providing an overview of the WGST graduate program proposal, which is about to be submitted to CGSR. Please circulate to the Divisional Faculty prior to our meeting Wednesday afternoon, November 28th, as a point of information.

Many thanks,

Marie Lovrod
Coordinator, Women's and Gender Studies

Joan Borsa
WGST Graduate Chair

Memorandum

Dr. Marie Lovrod
Women's and Gender Studies
University of Saskatchewan
Saskatoon, SK

Oct 22, 2012

Dear Marie,

It was good to talk to you on the phone today and to solidify our plans to share graduate and undergraduate courses and students. As per our conversation, I am happy to confirm that WGST at the University of Regina will develop a Methods course (WGST 804) in order to support the WGST graduate program at the U of S. This course would support and allow for the completion of a MA in WGST at the University of Saskatchewan. We currently have four regular graduate classes on our books: WGST 800 Feminist Theory; WGST 801 Mapping Sexualities (Soon to be renamed Sexualities: Theories and Practices), 802 Women, feminisms and globalization; and 803 Mapping Gender (soon to be renamed Genders: Theories and practices).

I am also pleased that we have furthered our conversation on the linking of our environmental courses in order that they dovetail and support student interest. We expect that WGST 201 Women, the environment and change, will be offered through Distance learning (televised) the winter of 2014 (we will need confirmation from CCE, but I do not see a problem) and taught by Patricia Miller-Schroeder, the developer of the course. The course will be available to all students and has minimal prerequisites (WGST 100, or 15 credit hrs, or permission of instructor).

I look forward to our continued work together on these projects and others we might develop in time.

Regards,

Darlene Juschka, PhD
Coordinator WGST,
Associate professor WGST, RLST
University of Regina,
Darlene.Juschka@uregina.ca
306-585-5280

Women's and Gender Studies MA Program:

Letters of Support from Faculty Participating in Delivery of Graduate Program

O@Hhfg'UbX'7 Jg'Uj U]UVYZca 'R Y'CZ]W'cZH YI bJj Yfg]miGYWYUfnQ

1. Carolyn Brooks, Department of Sociology (CV attached)
2. Julita Vassileva, Department of Computer Science (CV attached)
3. Sylvia Abonyi, Saskatchewan Population Health and Evaluation Research Unit (SPHERU)
4. Lisa Vargo, Department of English
5. Sarah Hoffman, Department of Philosophy
6. Susan Gingell, Department of English
7. Veronika Makarova, Department of Religion & Culture
8. Jeanette Lynes, Department of English (CV attached)
9. Hilary Clark, Department of English (CV attached)
10. Ann Martin, Department of English (CV attached)
11. Susan Shantz, Department of Art & Art History
12. Mary Ann Beavis, Department of Religion & Culture, STM (CV attached)
13. Heidi Epstein, Department of Religion & Culture, STM
14. Wendy Roy, Department of English (CV attached)
15. Priscilla Settee, Department of Native Studies
16. Louise Racine, College of Nursing
17. Gregory Marion, Department of Music
18. Todd Morrison, Department of Psychology
19. Simonne Horwitz, Department of History
20. Catherine Arnold, School of Physical Therapy (CV attached)
21. Stephanie Madill, School of Physical Therapy (CV attached)
22. Lori Hanson, Department of Community Health & Epidemiology
23. Valerie Korinek, Department of History
24. Jennifer Nicol, College of Education
25. Lucinda Vandervort, College of Law (CV attached)
26. Colleen Dell, School of Public Health
27. Max Kramer, Department of Languages & Linguistics (CV attached)
28. Donna Canevari de Paredes, University Library (CV attached)
29. Moira Day, Department of Drama (CV attached)
30. Darlene Juschka, WGST PRogram, UofR (CV attached)
31. Wanda Wieggers, College of Law
32. Patience Elabor-Idemudia, Department of Sociology
33. Lou Hammond Ketilson, Centre for the Study of Co-operatives

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Academic Programs Committee of Council

DATE OF MEETING: January 23, 2014

SUBJECT: College of Medicine – change to admission qualifications

DECISION REQUESTED:

It is recommended:

That Council approve the College of Medicine admission qualification requirement for the Medical College Admissions Test (MCAT) of all Saskatchewan residents who apply for entrance into medicine effective for applicants as of October 2015.

PURPOSE:

Under the University of Saskatchewan Act 1995, decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by Senate. Admission qualifications are defined in the Admissions Policy as follows:

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories.

The motions if approved by Council will be presented to the Spring, 2014 meeting of University Senate for confirmation.

SUMMARY:

Candidates for Medicine are selected by the Admissions Committee of the College of Medicine on the basis of rank order of competitiveness and consideration of information pertinent to individual applicants. The college calculates an admissions rank number for each applicant.

At present, for Saskatchewan students, this score is based on 65 percent non-cognitive assessments (admission interview), and 35 per cent grade point average (GPA) which students have achieved their best two years of study towards a degree. For non-Saskatchewan students, provided their average GPA in courses taken during their four-year baccalaureate degree is equal to or greater than 83%, selection for an interview is based on their Medical College Admission Test (MCAT) score, with final selection for entrance to medicine based 100% on their interview score.

The MCAT has now been revised to incorporate the following areas of knowledge: Biological and Biochemical Foundations of Living Systems; Chemical and Physical Foundations of Biological Systems; Psychological, Social, and Biological Foundations of Behavior; and Critical Analysis and Reasoning Skills. As such, the revamped MCAT adds new coverage of knowledge in the humanities, social sciences, and statistics, as well as better assessing the integration of biological and physical sciences knowledge as related to the study and practice of medicine.

The college now proposes to use the new MCAT as an admission qualification for all students, to replace the requirement that Saskatchewan students studying at the U of S or the University of Regina present a list of prerequisite courses.

The college will also use the MCAT score as a component in the admissions score: half of the score will be based on non-cognitive assessment (the interview); 30 per cent on the student's grade point average of all courses taken up to the award of their four-year baccalaureate (which is now required at entry to medicine), and 20 per cent on the MCAT score.

The following courses will be recommended as preparation for the MCAT, but will no longer be required for admission to the Medicine program. Comparable MCAT preparations courses are already recommended for all students studying outside of Saskatchewan, as they all already must do the MCAT.

University of Saskatchewan	University of Regina
Biology 120 and either Biology 121 or BIOL/BMSC 224	Biology 100 and 101
Chemistry 112 and 250	Chemistry 104 and 140
Physics 115 and 117	Physics 109 and 119
English 110 or any two of 111, 112, 113, 114	English 100 and 110
Social Science/Humanities – 6 cr.	Social Science/Humanities – 6 cr.
Biomedical Science 200 and 230	Biochemistry 220 and 221

REVIEW:

The Academic Programs Committee discussed this program with Admissions Director Dr. Barry Ziola at its January 8, 2014 meeting. Prior to this discussion, the committee had also asked for additional supporting documentation for the proposal:

- consultation with the College of Arts and Science and the Division of Biomedical Sciences regarding enrolments in biomedical science courses;
- information about whether this change in admission qualifications would support college accreditation; and
- a chart of how other U15 universities use the MCAT. This documentation was provided to the committee.

At the meeting, Professor Ziola informed the committee that the MCAT 2015, as developed by the American Association of Medical Colleges, represents a significant advance over the old test. The Association has been briefing medical colleges for the last five years on its process of revising the test. The old test covered only physical sciences, biological sciences and verbal reasoning, while the new test uses a broader and more integrated approach.

Currently, the college already uses the MCAT for out-of-province students and for Saskatchewan students who are not studying at the U of S or the University of Regina. For these students, prerequisite classes already are not required, but are recommended as good preparation for writing the MCAT.

Because the new MCAT now covers what the college is looking for in its students, the college will now use the MCAT for all students, and, in the case of Saskatchewan students, will incorporate these test results in their admissions rank score.

The college had considered implementing the MCAT revision last year, when the requirement for a four-year degree was implemented. However the revisions to the MCAT has not been completed at that time.

Professor Ziola noted that the four student representatives on the admissions committee and on faculty council voted in favour of this change. The students were very supportive of using this test as a more uniform and transparent basis for selection.

The Committee agreed to recommend that Council approve these admission qualification changes.

ATTACHMENTS: Proposal documents and attachments; letters of consultation; chart of U15 Medicine admission requirements.

FACULTY COUNCIL
COMMITTEE REPORT FORM

COMMITTEE: Admissions Committee

COMMITTEE CHAIR: Dr. Barry Ziola

This Report should be placed on the Faculty Council Agenda for:

- No Report
- Information Only
- Discussion
- Decision

NOTE 1: The motion in this report was brought forward as a notice-of-motion at the September 25, 2013, meeting of the faculty Council.

NOTE 2: Some additional information has been provided in the Rationale to Point [2].

The following items are of particular interest to the Faculty Council, but do not require any action.

The following items require action/approval by Faculty Council.

Signature



Date November 9, 2013

REPORT TO FACULTY COUNCIL

November 27, 2013

NOTICE-OF-MOTION

That the College of Medicine require the Medical College Admissions Test (MCAT) of all Saskatchewan residents who apply for entrance into medicine, with implementation of the MCAT requirement based on the following five operational points.

[1] The MCAT will be required of all SK applicants as of the October 2015 application and onwards, and the test must be written prior to the annual application date. MCAT₂₀₁₅ results will be valid for five years as is the case for results in the current MCAT.

[2] With the MCAT being required of all SK residents, prerequisite course requirements will be removed.

[3] MCAT results will be factored into the SK admission rank number (ARN) with a value of 20%, together with the four-year degree grade-point average (GPA) at 30% of the ARN and the multiple mini-interview (MMI) at 50% of the ARN.

[4] The MCAT, whether the current or the 2015 version, will have minimum section scores as follows. This assumes the MCAT₂₀₁₅ will use a maximum of 15 on each section similar to the current MCAT (decision on this will occur in 2014).

- Current MCAT: Minimum sum score of 20 based on ≥ 7 in the *Biological Sciences* and *Verbal Reasoning* sections and ≥ 6 in the *Physical Sciences* section.
- MCAT₂₀₁₅: Minimum sum score of 26 based on ≥ 7 in the *Biological and Biochemical Foundations of Living Systems* and the *Critical Analysis and Reasoning Skills* sections and ≥ 6 in the *Chemical and Physical Foundations of Biological Systems* and the *Psychological, Social, and Biological Foundations of Behavior* section.

[5] As MCAT scores achieved within five years can be used for application, transitioning between the current MCAT and the MCAT₂₀₁₅ will involve the sum of the current MCAT scores being multiplied by 1.333 for purposes of integrating the MCAT results into the ARN (i.e., 60 and 45 are the maximum scores on the MCAT₂₀₁₅ and the current MCAT, respectively).

On behalf of the Admissions Committee,



Dr. Barry Ziola
Director of Admissions

BACKGROUND INFORMATION

The American Association of Medical Colleges (AAMC) which administers the MCAT has taken the past five or so years to review the current MCAT and to recommend changes which will align the MCAT with requirements of medical students going out for the next two decades. The resultant MCAT₂₀₁₅ will be administered beginning in January 2015. Both the current MCAT and the MCAT₂₀₁₅ are computer-based tests administered on 20-some scheduled dates per year running between January and mid September. An individual can register to take the test up to three times in a given calendar year. Cost of the current MCAT is \$USA270. The MCAT₂₀₁₅ registration fee is anticipated to be \$USA300-325.

The following websites provide relevant details for the MCAT₂₀₁₅. The current MCAT has three sections entitled *Physical Sciences*, *Biological Sciences*, and *Verbal Reasoning*. In contrast, the MCAT₂₀₁₅ will have four sections entitled *Biological and Biochemical Foundations of Living Systems*; *Chemical and Physical Foundations of Biological Systems*; *Psychological, Social, and Biological Foundations of Behavior*; and *Critical Analysis and Reasoning Skills*. As such, the revamped MCAT₂₀₁₅ adds new coverage of knowledge in the humanities, social sciences, and statistics, as well as better assessing the integration of biological and physical sciences knowledge as related to the study and practice of medicine. The *Critical Analysis and Reasoning Skills* section then tests the integration of understanding in the other three sections into decision making. The revamped MCAT₂₀₁₅ with the additional test section will be six hours in duration as compared four hours for the current MCAT.

Preview Guide for the MCAT₂₀₁₅: www.aamc.org/mcat2015

Note that this guide is very detailed, running some 160 pages. If a shorter overview of the MCAT₂₀₁₅ is desired, the following site is recommended. The power-point presentations linked at the bottom of this webpage are particularly useful.

MCAT₂₀₁₅ web site for advisors: www.aamc.org/mcat2015/admins

MCAT₂₀₁₅ press release: www.aamc.org/newsroom/newsreleases/273712/120216.html

RATIONALE FOR MOVING TOWARDS REQUIRING THE MCAT OF ALL SK RESIDENTS FOR ENTRANCE TO UNDERGRADUATE STUDIES IN MEDICINE AT THE U. OF S.

Point [1] The MCAT will be required of all SK applicants as of the October 2015 application and onwards, and the test must be written prior to the annual application date. MCAT₂₀₁₅ results will be valid for five years as is the case for results in the current MCAT.

Rationale: The earliest final approval of this admissions change could be obtained (i.e., from the University Senate) is April 2014. Such final approval would allow potential applicants approximately 17 months to write either the current or the MCAT₂₀₁₅ prior to application in October 2015 for entrance in August 2016. Note that

Point [2] With the MCAT being required of all SK residents, prerequisite course requirements will be removed.

Rationale: The MCAT, whether the current or 2015 test, is a validated standardized test written each year by 80-90,000 individuals. MCAT and prerequisite results are highly correlated, meaning they test essentially the same thing, namely, cognitive ability in relation to

being able to succeed in undergraduate medical training (i.e., particularly, the early didactic lecture/foundational information years). As such, with the MCAT required of all, removal of prerequisites can be done without any detrimental effect on the outcome of our selection process. We already require the MCAT and do not look at prerequisite courses for all out-of-province applicants and for SK residents who are studying out-of-province. Also many SK residents studying at the U. of R. or the U. of S. do the MCAT instead of prerequisites. Moving to requiring the MCAT of all SK applicants will standardize our admissions process. Removing the 12-prerequisite course requirement will also allow all SK applicants maximal flexibility in planning their 4-year baccalaureate degree which is now required at entrance into medicine as of August 2015 and onwards.

Two recent cohorts of SK residents coming into the College were analyzed as to whether MCAT/no prerequisite students had a different incoming “best 2-year GPA” or Year 1 (phase A) academic performance compared to students who came in with prerequisites/no MCAT. The outcome of this analysis (done by and thanks to Ms. Krista Trinder) is presented below. No difference in incoming 2-year GPA or Phase A performance was seen in either SK student cohort. This indicates that uniformly applying the MCAT and removing prerequisites will have no impact on the two analyzed attributes of each incoming class.

Comparisons in Performance for SK resident Medical Students who Wrote the MCAT with Those who did Not

	No MCAT		MCAT		Significance
	MEAN	SD	MEAN	SD	
Class of 2015 Entry GPA	90.32	3.08	89.01	2.40	p = 0.23, d = 0.48
Class of 2015 Phase A Average	87.12	4.90	85.59	4.32	p = 0.38, d = 0.33
Class of 2016 Entry GPA	89.73	2.44	89.87	3.44	p = 0.86, d = -0.05
Class of 2016 Phase A Average	84.85	4.30	84.99	3.82	p = 0.92, d = -0.03

Independent-samples t-tests were conducted to compare GPA upon admission and Phase A average for students who wrote the MCAT with those who did not. Analyses were conducted separately for the Classes of 2015 and 2016. For the Class of 2015, data from 59 students did not write the MCAT and 9 who did were analyzed. For the Class of 2016, data from 78 students did not write the MCAT and 12 who did were compared. Effect sizes (Cohen’s d) were also conducted as a practical measure of significance where 0.2 is small, 0.5 is medium, and 0.8 is large.

Results indicated no statistically significant differences in performance between those who wrote the MCAT with those who did not. Effect sizes were small, with extremely small differences noted for the Class of 2016.

Lastly, requiring the MCAT and not prerequisites ensures that a validated, standardized test is required of all SK applicants, ameliorating the situation with regard to three burgeoning sets of students with interest in applying to medicine. First, the Admissions Office is increasingly getting enquiries from students wanting to do or having done distance education being for the course-work leading to degrees. Much of this distance education course-work is not invigilated vis a vis examinations and the in-course assignments frankly can be done by anyone. Second, students with International Transcripts are often difficult to evaluate as to academic competency. Third, there is a move towards award of 4-year University degrees based on a mix of university courses (often a preponderance of only first and second year classes) with a technical school diploma. Requiring the MCAT will give a solid base-line indication of academic (cognitive) ability for medicine applicants who achieve a four-year degree through one of these three pathways.

Point [3] MCAT results will be factored into the SK admission rank number (ARN) with a value of 20%, together with the four-year degree grade-point average (GPA) at 30% of the ARN and the multiple mini-interview (MMI) at 50% of the ARN.

Rationale: Incorporating the MCAT test results into our ARN is based on the view points of the MCAT being required of all SK applicants, and the MCAT being a validated, standardized, and widely-used test. Setting the MMI, GPA and MCAT components at values of 50%, 30%, and 20%, respectively, means we are equalizing the weighting of the cognitive and non-cognitive components of our admissions process. Given the time commitment required of a 4-year degree, weighting the GPA component more than the MCAT component seems appropriate.

Point [4] The MCAT, whether the current or the 2015 version, will have a minimum section scores as follows. This assumes the MCAT₂₀₁₅ will use a maximum of 15 on each section similar to the current MCAT (decision on this will occur in 2014).

- Current MCAT: Minimum sum score of 20 based on ≥ 7 in the *Biological Sciences* and *Verbal Reasoning* sections and ≥ 6 in the *Physical Sciences* section.
- MCAT₂₀₁₅: Minimum sum score of 26 based on ≥ 7 in the *Biological and Biochemical Foundations of Living Systems* and the *Critical Analysis and Reasoning Skills* sections and ≥ 6 in the *Chemical and Physical Foundations of Biological Systems* and the *Psychological, Social, and Biological Foundations of Behavior* section.

Rationale: If the MCAT results are to be incorporated into the ARN, the sum value used as a cut-off for application should be lower than what is currently used in the case of the MCAT results as a cut-score or hurdle for application (i.e., for SK residents doing the current MCAT as an application hurdle must have a minimum sum score of 26 and each section score must be ≥ 8). With a 4-year degree required, fewer applications are expected (at least in the first few years) than was the case with only best two years required for the GPA calculation. Too high a MCAT minimum sum would lead to the undesirable consequence of constricting applicant numbers further and perhaps too far. In the event the minimum sum and section scores prove too low based on evaluation of applicants for entry in August 2016, the required minimum sum and section scores can be then increased. Also, since the MCAT result will be scored, a lower MCAT score will have to be offset by a higher GPA over the 4-year degree in order to achieve entry to medicine, meaning a high level of cognitive ability in an applicant is still assured. Lastly, using the combined section minimums of 6 and 7 still results in an applicant being in approximately the top 65-70% of the individuals writing the MCAT each year. Using section minimums of 7 rather than 6 for the “biology” and “reasoning” sections relates to

these two sections being more directly relevant to study and practice of medicine from a general perspective.

Point [5] As MCAT scores achieved within five years can be used for application, transitioning between the current MCAT and the MCAT₂₀₁₅ will involve the sum of the current MCAT scores being multiplied by 1.333 for purposes of integrating the MCAT results into the ARN (i.e., 60 and 45 are the maximum scores on the MCAT₂₀₁₅ and the current MCAT, respectively).

Rationale: $60 \text{ divided by } 45 = 1.333$

From: Fornssler, Cathie
Sent: Monday, December 02, 2013 11:25 AM
To: Dobson, Roy; Greer, Jim (jim.greer@usask.ca); McDougall, Patricia; Isinger, Russ
Cc: Ziola, Barry
Subject: FW: Med admission requirement change/MCAT
Attachments: MCAT Requirement MOTION NOV27 2013.docx

Hi, everyone

Attached is a proposal I received Friday from Medicine, to use the new MCAT for admission purposes. Barry Ziola will attend the January 8 APC meeting to discuss this proposal with the committee.

He hopes to get this to the January or February Council meeting, and then it would go to the April meeting of Senate.

The MCAT would replace the science and biomedical prerequisite courses now required of Saskatchewan residents. The new MCAT will require students to have the same basic science and biomedical knowledge as the existing entrance requirements, but would also require that students have a broader knowledge of social sciences and humanities (for example, psychology).

Barry is leaving at the end of the week and will be back in January, so he phoned me to ask whether there was anything more needed in this proposal.

If you have any other suggestions for areas where the proposal document could be strengthened, Barry would like to hear from you by tomorrow so that he can work on this before he leaves.

I think the following would be worthwhile additions:

1. Barry is going to contact Peta Bonham-Smith and Nick Ovesnek to get their support for this change, considering that there might be an impact on Arts and Science enrolments, particularly in the sciences.
2. The document could include some additional sentences on the accreditation expectations in terms of admissions and whether this change will affect the issues the college has been dealing with.
3. A chart of the U15 admission practices with the MCAT might be useful.

Cathie

Cathie Fornssler
Committee Coordinator
Office of the University Secretary
218 Peter MacKinnon Building
University of Saskatchewan
Saskatoon SK S7N 5A2
phone (306)966-5036
fax (306)966-4530

From: Ziola, Barry
Sent: Friday, November 29, 2013 2:49 PM
To: Fornssler, Cathie
Cc: Bueckert, Sherrill
Subject: Med admission requirement change/MCAT

Hi Cathie,

On Wednesday night the College of Medicine Faculty Council unanimously pass the attached motion. I now ask that it go to the Programs Committee of University Council for Consideration.

Please take a look at the attached file and let me know what else is needed for the admissions requirement change to be considered by the Programs Committee.

Please note that I am away Dec 7 through January 5 inclusive. Also, I will be away February 20 through March 4 inclusive. With regard to the latter time period, do you think it will be possible to get this through Programs in time for the January meeting of Council?

Have a good weekend,
BZ.

to University Council

From: Ziola, Barry
Sent: Friday, January 03, 2014 3:26 PM
To: Fornssler, Cathie
Cc: Bueckert, Sherrill
Subject: FW: Accreditation and MCAT
Attachments: Accreditation and MCAT.docx

Hi again,

Here is the document provided by Dr. Harding.

BZ

From: Harding, Sheila
Sent: Friday, December 06, 2013 1:45 PM
To: Ziola, Barry
Subject: Accreditation and MCAT

Dear Dr. Ziola,

Attached please find my response to the second point raised by Cathie Fornssler in her email of December 2, 2013 concerning the MCAT motion that you have submitted to University Council/Academic Programs Committee for review. I would be pleased to respond to any accreditation-related question(s) the council or committee might have.

Sincerely,

Sheila H.

Sheila Rutledge Harding, MD, MA, FRCPC
Associate Dean, Medical Education
College of Medicine, University of Saskatchewan

Administrative support c/o –
Ms. Loreen Trautmann
B526 Health Sciences Building
107 Wiggins Road
Saskatoon SK S7N 5E5
306-966-8556
loreen.trautmann@usask.ca

*"To study the phenomena of disease without books is to sail an uncharted sea,
while to study books without patients is never to go to sea at all."*

- Osler: Books and Men

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The accreditation issues that have resulted in the MD Program's current (December 2013) probationary status are not in any way related to our Admissions requirements or processes, apart from the requirement that we notify applicants to the program about the probationary status. Indeed, the replacement of a substantial number of prerequisite courses with the new MCAT will strengthen our compliance with two standards that stipulate both the encouragement of a broad undergraduate education for applicants to the program (MS-1), and the restriction of premedical course requirements to those courses that are deemed truly essential for success in the program (MS-2).

Taken together with the requirement for a four-year degree, pending changes to the Admissions requirements will also contribute to compliance with standard IS-14, which requires that students be encouraged and supported to participate in research. By entering the program with more rigorous pre-medical exposure to and participation in research activities, students are more likely to engage successfully in ongoing research opportunities throughout medical school.

Downloaded 2013-12-06 from <http://www.lcme.org/publications/functions2013june.pdf>:

MS-1: Through its requirements for admission, a medical education program should encourage potential applicants to acquire a broad undergraduate education, including study of the humanities, the natural sciences, and the social sciences.

Annotation: Ordinarily, four years of undergraduate education are necessary to prepare for entrance into an M.D. degree program. However, some special programs (e.g., combined baccalaureate-M.D. programs) may permit a reduction in this time period. A broad-based undergraduate education is increasingly important for the development of physician competencies outside of the scientific knowledge domain.

MS-2: A medical education program should restrict its premedical course requirements to those deemed essential preparation for successful completion of its curriculum.

IS-14: An institution that offers a medical education program should make available sufficient opportunities for medical students to participate in research and other scholarly activities of its faculty and encourage and support medical student participation.

Annotation: The institution is expected to provide an appropriate number and variety of research opportunities to accommodate those medical students desiring to participate. To encourage medical student participation, the institution could, for example, provide information about available opportunities, offer elective credit for research, hold research days, or include research as a required part of the curriculum. Support for medical student participation could include offering or providing information about financial support for student research (e.g., stipends).

9 Campus Drive
Saskatoon SK, S7N 5A5
Telephone: (306) 966-4232
Facsimile: (306) 966-8839

Dr. Barry Ziola
Director of Admissions
Professor of Pathology & Laboratory Medicine
College of Medicine

January 3, 2014

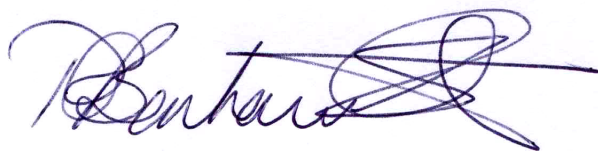
Dear Barry,

The College of Arts & Science is pleased to support the change in requirement for SK residents, the completion of a successful Medical College Admission Test (MCAT), for future (2015) admission into the Medicine programme at the University of Saskatchewan.

It is our understanding that previously required prerequisite courses will become recommended courses for Medical School applicants from the UofS. We do not see this change(s) impacting the College of Arts & Science in any significant way.

The College of Arts & Science supports the requirement of the MCAT for admission into the Medicine programme at the University of Saskatchewan.

Sincerely,



Peta Bonham-Smith
Vice Dean Science
College of Arts & Science

Cc Peter Stoicheff, Dean College of Arts & Science
David Parkinson, Vice Dean Humanities & Fine Arts
Linda McMullen, Vice Dean Social Sciences

From: Ziola, Barry
Sent: Friday, January 03, 2014 3:24 PM
To: Fornssler, Cathie
Subject: FW: Admissions- MCAT
Attachments: MCAT Requirement MOTION NOV27 2013.docx

Hi Cathie,

Here is the information in support of our MCAT motion provided by Associate Dean Biomedical Sciences Dr. Nick Ovsenek. I will separately be sending information from Drs. Sheila Harding and Peta Bonham Smith, as well as our environmental scan of MCAT/Prerequisites for Canadian Medical Schools.

Hopefully you had a good holiday,
BZ

From: Ovsenek, Nicholas
Sent: Monday, December 02, 2013 4:00 PM
To: Ziola, Barry
Subject: Admissions- MCAT

Hello Dr. Ziola,

In anticipation that some input may be required at the level of University Council, this is to follow up on the motion passed at College of Medicine Council with refinements to the admissions process and requirements. In my capacity as the Associate Dean of the Biomedical Sciences I endorse the motion, and I note that no concerns were raised, on any aspect of the proposed changes to admissions, including the omission of prerequisites, by any of the faculty or heads of departments that oversee the Arts and Science biomedical Bachelor's programs. We do not anticipate that either the four year Bachelor's requirement or the MCAT requirement in lieu of prerequisites, will have any deleterious impact on enrollment in those programs. Moreover, we fully anticipate that the requirements for a four year Bachelor's and the MCAT will provide the College with a substantially better qualified pool of applicants for entrance into medicine.

Sincerely,

Dr. Nick Ovsenek
Associate Dean, Biomedical Sciences and Graduate Studies
College of Medicine
University of Saskatchewan
2D01.5 Health Science Building
107 Wiggins Road
Saskatoon Saskatchewan S7N 5E5
306-966-1460

From: Ziola, Barry
Sent: Friday, January 03, 2014 3:37 PM
To: Fornssler, Cathie
Cc: Bueckert, Sherrill
Subject: MCAT/Prerequisites - Canada Survey
Attachments: MCAT file.xlsx

And, here is the fourth document for the Programs Committee to review in relation to our MCAT motion. The data is entered from East to West. Please note that usage of the MCAT and Prerequisite classes is extremely variable. There is no set pattern; some schools use the MCAT, while others do not, and some schools use limited to many prerequisite classes and others use none. As such, what we are proposing "fits" with the landscape for Canadian Medical Schools; i.e., we are not moving to anything that is far out in '*extremistan*'.

Do you have a location and a time for Sherril'sl and my meeting with the Programs Committee on Wednesday the 8th?

BZ.

Applicant Criteria

Medical School	MCAT Required	MCAT Minimum Score	Prerequisite Course Requirements
Memorial University	Yes	None (except for 5 seats for the rest of Canada and International - they must get at least a 10 on each section)	6 cu of English
Dalhousie University	Yes	24 Maritime (only one 7 permitted) 30 Non Maritime (only one 9 permitted)	No
Universite Laval	No	N/A	2 courses in biology; 3 courses in chemistry; 2 courses in mathematics; 3 courses in physics
Universite de Sherbrooke	No	N/A	Mathematics 103 and 203; physics 101, 201 and 301; chemistry 101, 201 and 202; biology 301 and 401 or biology 911 and 921. Courses deemed equivalent by the faculty will be accepted.

Applicant Criteria

Medical School	MCAT Required	MCAT Minimum Score	Prerequisite Course Requirements
Universite de Montreal	No	N/A	Biology 301 and 401 or two courses of human biology; chemistry 101, 201 and 202; mathematics 103 and 203; physics 101, 201 and 301.
McGill University	No	N/A	Biology, chemistry, mathematics, physics and one organic chemistry course
University of Ottawa	No	N/A	One full credit of Biology with lab, One full credit of Humanities or Social Sciences and the equivalent of two full credits within the General Chemistry with lab, Organic Chemistry with lab and/or Biochemistry without lab.
Queen's University	Yes	MCAT score changes from year to year based on the applicant pool	None
University of Toronto	Yes	A minimum score of 9 or better in all categories	Two full courses in life sciences and one full course in social science/humanities/second language

Applicant Criteria

Medical School	MCAT Required	MCAT Minimum Score	Prerequisite Course Requirements
McMaster University	Yes	VR 6 (don't use other scores)	None
Western University/Schulich School of Medicine	Yes	MCAT cut offs vary from year to year and are dependent on the competitiveness of the applicant pool	None
Northern Ontario School of Medicine	N/A	N/A	N/A

Applicant Criteria

Medical School	MCAT Required	MCAT Minimum Score	Prerequisite Course Requirements
University of Manitoba	Yes. Must be within 3 years of application; no maximum # attempts.	Minimum score of 7 or better in any category	Minimum of 6 credit hours completed in Biochemistry. 6-18 credit hours in humanities/social sciences (depending on 3 or 4 year degree). Applicants with a BSc (General) or BA (General) must complete 18 credit hours in humanities/social sciences. Applicants who complete a 4 Year Major or Honours program may waive up to 12 credit hours of the humanities / social sciences prerequisite.
University of Saskatchewan	IP - No, if all prerequisites taken at U of S or U of R; IP - YES, if prerequisites were not taken at the U of S or U of R; OP -Yes	IP 26; OP 30	Yes - 2 terms each of biology, biochemistry, chemistry, english, physics, social sciences/humanities
University of Alberta	Yes	Minimum score of 7 or better in any category	6 cu each of biology, general chemistry, organic chemistry, physics, english. 3 cu each of statistics, biochemistry.

Applicant Criteria

Medical School	MCAT Required	MCAT Minimum Score	Prerequisite Course Requirements
University of Calgary	Yes	OP's must have an 11 in VR. No cutoff for IP although only those with a gpa of 3.40 and a VR of 8 are guaranteed a full file review	None
University of British Columbia	Yes	Minimum score of 7 or better in any category	English, biochemistry, biology, organic and inorganic chemistry

Entering Class of September 2010

Entering Class of September 2010

Medical School	Total applicants	Total positions	In Province Positions	Out of Province Positions	Aboriginal Positions	Rural Positions	Other Positions, please specify	Male/Female	% M/F	Students with PhD/Masters	Students with Degrees	2/3 year Students
University of Alberta	1234	167	155	12	5	10		M 96/F 71	57.4/42.6%	0	107	27
University of British Columbia	1793	256	244	12	3	32 (NMP)	MD/PhD = 1	M 122 /F 134	47.3/52.4%	25 PhD, 5 Masters	191 (BSc = 155)	35
University of Calgary	1931	170	145	25	n/a	n/a		M 84/F 86	49.4/50.6%	3 PhD, 27 Masters	147	23
University of Saskatchewan	848	84	74	2	9	n/a		M 38/F 46	45.2/54.8%	1 PhD	38	39
University of Manitoba	847	110	100	10	admitted 7 but no quota	49% of class w/ rural attributes	n/a	M 65/F 45	59.1/40.9			
Northern Ontario School of Medicine	1748	64	n/a	n/a	5	6	58 from Northern Ontario	M 22 /F 42	34.4/65.6%	1 PhD, 14 Masters	64	0
University of Western Ontario/Schulich School of Medicine	2372	171	n/a	n/a	1	n/a	MD/Engineering 1, MD/Phd 5, Oralmaxillofacial Surgery 1	M 94/F 77	55/45%	3 PhD, 22 Masters	171	0
McMaster University	3785	203 + 1 (international)	194	10	2	n/a		M 76/F 128	37.3/62.7%	11 (at time of application)	85	108
University of Toronto	3108	250	n/a	n/a	n/a	n/a		M 108/F 142	43.2/56.8%	96	145	9
Queen's University	332	100	n/a	n/a	up to 4	n/a	n/a	M 47/ F 53	47%/53%	22	85	15
University of Ottawa	3637	165	n/a	n/a	7	n/a	We have 8 seats reserved for the CNFS (Consortium National de Formation en Santé)	M 58/F 107	35.2/64.8%	32	129	4
McGill University <u>Underline</u> = Numbers for admissions qualifying year, counted only next year (should they qualify). <i>Italics</i> = Numbers for admissions directly into medical school, counted this year. Bold = Numbers for admissions from last year (e.g. who have passed the qualifying year), who are counted (entering)	1688 (1044 of which are for directly into med school)	(81 Med-P + 1 1 st Nat/Inu + 1 Special) + (4 Intl + 9 OOP + 88 IP) = 184	88+1+72 = 161	9	1 avail. / 0 filled	n/a	4 International positions.	M 82/F 92	47.1/52.9%	18 (10.3% of 174)	102	0; Students w/1yr university - 72 (41.4%)

Entering Class of September 2010

Entering Class of September 2010

Medical School	Total applicants	Total positions	In Province Positions	Out of Province Positions	Aboriginal Positions	Rural Positions	Other Positions, please specify	Male/Female	% M/F	Students with PhD/Masters	Students with Degrees	2/3 year Students
Universite de Montreal	2431	298	293 (275 nouveaux +18 attritions)	4	1	s/o		M 89/F 209	29.9%/70.1%	2 PhD (pas de statistiques sur les détenteurs de maîtrise)	116 (baccalauréats et maîtrises)	180 (171 collégiens+8 en cours de bacc.+ 1 étranger)
Universite de Sherbrooke												
Universite Laval												
Dalhousie University	879	109	99	9	n/a		OMFS = 1	M 61/F 48	56/ 44%	24	85	
Memorial University	645	64	49	15	n/a	n/a	New Brnsuwck, Prince Edward Island, Yukon, Non-Canadian, Rest of Canada	M 29/F 35	45.3/54.7%	5	64	0

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol Chair,
Nominations Committee of Council

DATE OF MEETING: January 23, 2014

SUBJECT: **Nominations for Review Committees**

DECISION REQUESTED:

That Council approve the nomination of Michael Atkinson, Executive Director, Johnson-Shoyama School of Public Policy, as the GAA representative on the Review Committee for the Dean of the Edwards School of Business.

That Council approve the nomination of Lois Berry, Associate Dean, Nursing (presently acting dean) as the GAA representative on the Review Committee for the Dean of the Western College of Veterinary Medicine.

ATTACHMENT:

Other members of these review committees

List of previous Council appointments to search and review committees

<p>Review Committee for the Dean of Edwards School of Business</p> <ul style="list-style-type: none"> • Chair – Provost and Vice-President Academic • One member of the Board selected by the Board • Vice-President Research • One Dean, Vice Dean, Associate Dean or Executive Director or Associate Director of a school appointed by the Provost and Vice-President Academic preferably from a cognate or closely-related college or school • One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University • Three members of the faculty of the College or School selected by the faculty of the College or School • One undergraduate student selected by the College’s student society • One graduate student from a discipline taught in the college or school, selected by the GSA • One member of a related professional association selected by the professional association 	<p>Board: Linda Ferguson</p> <p>Provost appointee: Sanjeev Anand, College of Law</p> <p>GAA nominee: Michael Atkinson, Executive Director, Johnson-Shoyama School of Public Policy</p>
<p>Review Committee for the Dean of Western College of Veterinary Medicine</p> <ul style="list-style-type: none"> • Chair – Provost and Vice-President Academic • One member of the Board selected by the Board • Vice-President Research • One Dean, Vice Dean, Associate Dean or Executive Director or Associate Director of a school appointed by the Provost and Vice-President Academic preferably from a cognate or closely-related college or school • One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University • Three members of the faculty of the College or School selected by the faculty of the College or School • One undergraduate student selected by the College’s student society • One graduate student from a discipline taught in the college or school, selected by the GSA • One member of a related professional association selected by the professional association 	<p>Board: David Dube</p> <p>Provost appointee: Carol Rodgers, College of Kinesiology</p> <p>GAA nominee: Lois Berry, Associate Dean, College of Nursing (presently acting dean)</p>

RECENT COUNCIL NOMINATIONS & OTHER MEMBERS FOR SEARCH AND REVIEW COMMITTEES

As prescribed by the 2011 Report of the Joint Committee on the Review of Search and Review Procedures for Senior Administrators, members of Council and of the General Academic Assembly are selected by Council for membership on search and review committees for senior administrative positions. Recent nominations are as follows:

January, 2014

Review Committee for Dean of Edwards School of Business

GAA representative: TBA

Review Committee for Dean of Western College of Veterinary Medicine

GAA representative: TBA

October 2013

Review Committee for the VP Research

GAA representatives:

Marie Battiste, Educational Foundations, College of Education

Oleg Dmitriev, Biochemistry, College of Medicine

Robert Scott, Chemistry, College of Arts and Science

Charlene Sorensen, Library

Member of Council: David Parkinson, Vice-Dean, College of Arts and Science

(Appointed by Senate: Vera Pezer)

April, 2013

Search Committee for the Dean of Education

GAA representative: Trevor Crowe, Associate Dean, College of Graduate Studies and Research

[Appointed by Provost: Carol Rodgers, Kinesiology]

Search Committee for the Dean of Pharmacy and Nutrition

GAA representative: Louise Humbert, Associate Dean, College of Kinesiology

[Appointed by Provost: Sanjeev Anand, Law]

Review Committee for the Dean of Agriculture and Bioresources

GAA representative: Don Bergstrom, Associate Dean, College of Engineering

[Appointed by Provost: Doug Freeman, Veterinary medicine]

January, 2013

Search Committee for the Vice-President Finance and Resources:

GAA representatives: Dean McNeill, Music; Andrew Van Kessel, Animal and Poultry Science

Appointed by the President: Daphne Taras, Dean, Edwards School of Business; Laura Kennedy, Associate Vice-President Financial Services

December 15, 2011

Review Committee for the Dean of Dentistry

GAA representative: Yvonne Shevchuk, Associate Dean, Pharmacy and Nutrition

Appointed by Provost: Buck Buckingham, Director, School of Public Health

Review Committee for the Dean of Graduate Studies and Research

GAA representative: Bajit Singh, Associate Dean, Veterinary Medicine

Appointed by Provost: Peter Stoicheff, Dean, Arts & Science

October 20, 2011

Review Committee for Associate Vice-President Research (Health) and Vice-President Research and Innovation (Saskatoon Health Region)

GAA representatives: Caroline Tait, Native Studies; Indigenous Peoples' Health Research Centre
Nazeem Muhajarine, Community Health and Epidemiology; Valerie Verge, Anatomy and Cell Biology
[Provost's representative: David Hill, Pharmacy and Nutrition]

September 22, 2011

Review Committee for Provost and Vice-President Academic

GAA representatives: Richard Schwier, Curriculum Studies
Susan Whiting, Pharmacy & Nutrition
Alex Moewes, Physics & Engineering Physics
Gerald Langner, Music
Council representative: Trever Crowe, Associate Dean CGSR

Review Committee for Dean of Nursing

GAA representative: Harley Dickinson, Vice-Dean, College of Arts & Science
[Provost's representative: Gerry Uswak, Dentistry]

May 19, 2011

Search Committee for President

GAA representatives: Keith Walker, Educational Administration
Winona Wheeler, Native Studies; Michel Desautels, Physiology & Pharmacology; Ingrid Pickering,
Geological Sciences
Deans representatives: Peter Stoicheff (Arts & Science), David Hill (Pharmacy & Nutrition)

Search Committee – Executive Director, School of Environment and Sustainability

One GAA senior administrator: Peta Bonham-Smith, Acting Vice-Dean, Sciences, Arts & Science
Provost's representative: Ernie Barber, Engineering

October 21, 2010

Search Committee for Dean of Medicine

GAA representative: Doug Freeman, Dean, Western College of Veterinary Medicine TBA
[Other members: Dean representative David Hill, Pharmacy & Nutrition]

Review Committee for Associate Vice-President Student & Enrolment Services Division

GAA representative: Louise Alexitch, Psychology
[Other members: Dean representative Daphne Taras, Edwards School of Business;
Associate or assistant dean with responsibility for student affairs TBA]

May 27, 2010

Search Committee for Dean of Engineering

GAA representative: Graham Scoles, Associate Dean, Agriculture and Bioresources,
[Other members: Dean representative TBA]

Search Committee for Vice-Provost, Teaching and Learning

Council representative: Liz Harrison, Associate Dean, College of Medicine,
GAA representatives: Jim Bugg, Mechanical Engineering;
Alex Aitken, Geography & Planning;
Leslie Biggs, Women's and Gender Studies;
Ernie Walker, Archaeology & Anthropology,
[Other members: Dean representative Lorna Butler, Nursing]