

AGENDA
2:30 p.m. Thursday, March 19, 2015
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 2014-15 academic year marks the 20th year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of February 26, 2015
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Presentation on secondary logos and university marketing campaign by the Associate Vice-President Communications
8. Student societies
 - 8.1 Report from the USSU
 - 8.2 Report from the GSA
9. Academic programs committee
 - 9.1 Request for decision: Certificate of Proficiency in Indigenous Languages
That Council approve the Certificate in Indigenous Languages, effective September 1, 2015, and that Council's Bylaws be amended to reflect the new name of the certificate program.
 - 9.2 Report for information: 2015-16 Admissions Templates
 - 9.3 Report for information: Curricular Changes
 - Termination of the Post-graduate Diploma in Computer Science
10. Presentation on Winter Term Enrolment by the Vice-Provost Teaching and Learning
11. Other business
12. Question period
13. Adjournment

*Next meeting April 16, 2015 – Please send regrets to Lesley.Leonhardt@usask.ca
 Deadline for submission of motions to the coordinating committee: April 2, 2015*



Minutes of University Council
2:30 p.m., Thursday, February 26, 2015
Neatby-Timlin Theatre

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

The chair called the meeting to order at 2:30 p.m., observing that quorum had been attained.

1. Adoption of the agenda

DOBSON/KALYNCHUK: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Jay Kalra, chair of Council provided opening remarks and reported on a number of items. He thanked all those who submitted a nomination to stand as a candidate in the member-at-large election presently open and encouraged all Council and GAA members to vote in the election which closes March 12 at 4:00 p.m. Dr. Kalra also informed Council that a memo was sent under his name to all deans to request that deans encourage members of their college to volunteer for various Council committees in the coming year. In recognition of the 20th year anniversary of Council, the chair of the Board of Governors, Greg Smith, and the chancellor of the university, Blaine Favel, have both accepted the invitation to provide remarks to Council. Mr. Smith will attend the June Council meeting, and Chancellor Favel is planning to attend the March Council meeting.

Dr. Kalra indicated he thought it important to respond to the observations made at the January Council meeting regarding the international activities committee and assured Council that in 2012 the membership of the international activities committee was confirmed, the distinction between voting and non-voting members made clear and accurate records of meetings kept, including whether or not quorum was attained at the meeting. Since that time, there have only been a few occasions when the committee did not meet quorum.

Dr. Kalra then outlined the usual procedures for debate and discussion and noted that he would continue to entertain questions following the reports of the president and provost as long as the questions were directly related to the reports, but that questions unrelated to the reports would be heard during Question Period. In addition, he indicated that questions regarding the presentation from the vice-president finance and resources are to be focused on what is being presented. Other questions, for example, about how the university chooses to allocate its resources, would be noted by the university secretary and brought forward at a later meeting. In closing his remarks, Dr. Kalra sought members' cooperation in following these guidelines and thanked members in anticipation for their assistance in this regard.

3. Minutes of the meeting of January 22, 2015

BRENNA, B./de BOER: That the Council minutes of January 22, 2015 be approved as circulated.

CARRIED

4. Business from the minutes

Council member Len Findlay indicated that Council had a very healthy preliminary debate about the Confucius Institute and international partnerships and protocol in general at its last meeting. He thanked Elizabeth Williamson, university secretary and Karen Chad, vice-president research for arranging a meeting with the international activities committee of Council at which he and others would have the opportunity to explore the topic further.

5. Report of the President

President Barnhart expressed regret at missing the discussion on international engagement at the previous Council meeting and indicated he looked forward to future debate on the topic. He drew attention to his three priorities in the coming months as stated in his report: ensuring a strong and collaborative leadership team, enhancing accountability and transparency and giving care and attention to our external stakeholders.

In addition, the president indicated he was pleased that the planning and priorities committee was looking at the eight institutional priorities and that he intended to make a report to the university community in the spring on progress in each of the priority areas. In addition to the next stops on the provincial tour in Humboldt, Swift Current and Yorkton, he has accepted a speaking engagement to speak to the University of Regina Engineers without Borders. On the afternoon of March 3rd, he noted he would also speak on the Great War and the part of Edmund Oliver, one of the university's first faculty members, as part of the university's commemoration of the centennial of the Great War.

The president closed his remarks by noting the provincial budget will be announced on March 18th and by congratulating all who were involved in Aboriginal Achievement Week and made it a success. He noted to Council the many very positive stories recently in the media about the university and in particular about faculty research efforts.

The chair invited questions of the president. A member noted the announcement of the recent agreements signed on the president's recent trip to China, and wondered whether it would be appropriate to attach the agreements the president signs to the president's report to Council, given some of the concerns expressed at Council about the university's agreements related to the Confucius Institute. The president indicated that all agreements signed by the university will soon be available on the university website and that he was very pleased with the strategic agreements recently signed with Shantou University, the Beijing Institute of Technology and Beijing Normal University during the course of his trip.

6. Report of the Provost

The president indicated that Ernie Barber, provost and vice-president academic, was not able to be in attendance and invited questions of his written report. There were none.

6.1 Vice-president Finance and Resources report

Greg Fowler, vice-president finance and resources and Jeff Dumba, associate vice-president, Financial Services presented the report. Mr. Fowler expressed the hope that his presentation would answer the questions placed to him and that he also hoped to continue the conversation about university finances, but not lose sight of the university's mission.

Mr. Fowler read the three questions, as follows, and indicated he would proceed to answer each question in turn:

1. What was the origin of the previously projected \$44.5M deficit?
2. What are the present actual deficits and the future projected deficits?
3. How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?

Prior to addressing the first question, Mr. Fowler indicated that in 2013-14 the university's consolidated revenue was \$1.05B, of which \$484M was the operating budget. There are six main funds (operating, research, ancillary, endowment, capital and student financial aid) that the university works with that show its overall revenues. Mr. Fowler indicated the presentation would focus on the operating fund.

Question 1: What was the origin of the previously projected \$44.5M deficit?

In March 2012 the announcement was made based on historical growth and assumptions that the university would incur a deficit of \$10M. As the \$10M projected deficit was less than 2% of the university's operating budget, senior administration thought this amount could be managed over time.

Mr. Fowler highlighted some of the assumptions contained in the multi-year operating budget framework slide, notably the reduction in annual rate of increase of the provincial grant based on a 2% increase in the provincial grant in the foreseeable future, leading in part to the projected \$44.5M deficit. From 2008-09 to 2011-12 the university received on average a 6.7% increase in the provincial grant. Based on only a 2% provincial increase, the university's savings would have been depleted by 2017/18 if no action had been taken. The responsible approach was to take action.

Mr. Dumba presented on questions 2 and 3.

Question 2: What are the present actual deficits and the future projected deficits?

Mr. Dumba outlined the various actions taken to address the projected deficit. He indicated some of the actions taken were very painful to staff and faculty, including workforce planning, which eliminated 150 colleagues, and the early retirement incentive, which reduced faculty numbers. Moving investments from a low-yield bond to a higher-risk return equity strategy provided additional revenue on average annually. Market returns on estimates came in more favourably than anticipated; long-term disability premiums were also less expensive. The sum total of these actions resulted in the narrowing of the projected \$44.5M deficit gap by \$37M. A \$7M deficit is projected next year as the positive variances outlined are one-time anomalies.

Question 3: How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?

Mr. Dumba indicated that if the university had not acted with respect to the projected deficit, expenses would have continued to grow at a higher rate, and revenue would have grown at a lower rate. Regular communication on the situation was provided through town halls. However, there were both intended and unintended consequences in response to the messages

on the university's financial situation. Intended consequences included consistency of message, a measurable common goal, ease of reference and ability to facilitate understanding of the importance of change. Unintended consequences included that the strategic focus on the third integrated plan was subsumed by the focus on reducing expenditures, which took away the focus on mission. In turn, this created institutional uncertainty and confusion between the actual and projected deficit.

The university 'sort of' had a surplus and a deficit at the same time; last year \$497M in funds was allocated and \$494M in revenue taken in. The \$3M deficit assumes that all of the money in the allocation process is spent as budgeted; however a surplus exists in the sub allocation streams of approximately \$21M due to money allocated not being spent in its entirety, leading to an \$18M surplus. Due to institutional uncertainty, many units held off on discretionary decisions. As a result, the amount of funds in reserve accounts has grown to \$98M, while the amount of funds in saving accounts has grown to \$211M. Of the 4,800 accounts in which these funds are held, 2,400 of the accounts are accountable professional expense accounts (APEF). A fund balance policy/guideline is under development to determine the level of funds the university should hold in reserve. Mr. Dumba indicated that the university does not generally take money back once it has been allocated. An exception was made in 2012, when \$10M was taken from the operating reserve and \$20M was taken back from college funds to help build the operating budget adjustment transition fund.

Mr. Fowler concluded the presentation, speaking to how the university budget will be balanced going forward and noted the university has always managed to balance its budget. Options being explored are leveraging investment funds and the federal investment in the synchrotron and VIDO-InterVac. Although the university's work force as a percentage has remained relatively constant, senior administration believes there are still efficiencies to be gained through the university's staff complement, with a cautionary note that the majority of staff are in the colleges and serve faculty and students. Any change must proceed cautiously in recognition that the goal is to have the best staff and to optimize the staff structure.

In conclusion, Mr. Fowler indicated that administration has been proactive in its financial management as there is no actual deficit and the university is financially sound. The university is able to fund one-time enhancements and projects and will be better able to diversify its revenue streams through its lands. Ongoing risks related to: lack of diversity in funding sources; economic shocks, such as the oil price impact on the province; and that expenses are projected to grow faster than revenue, although there is no longer a solvency threat in the near term. The federal health transfers to the provinces, which average 6%, will move to 3% after 2016, which is of concern due to the province's responsibility to fund both health and education.

Actions include moving from a central positional budget to envelope funding which gives college and unit leaders more authority, developing a fund policy that better helps to manage savings and reserves, strengthening financial management and allocation, continuing to optimize the university's staff structure and staff complement and providing enhanced communication on financials.

Mr. Fowler expressed the desire to continue the conversation to ensure all have a good understanding of the university's finances. The chair thanked Mr. Fowler and Mr. Dumba and invited questions, recalling that questions not directly relevant to the presentation would be recorded and returned to at a later meeting.

Note: In the summary of the discussion below, some of the comments related to those questions not directly related to the presentation are recorded to provide the context for these questions. The questions themselves are attached as Appendix B.

Concern was expressed over institutional autonomy in relation to the university's mission and determination of its priorities and who determines those, given the government has very little control over university funds once these funds are inside the university. A member indicated that although useful to rehearse and hear the sequence of controlled and uncontrolled events, for many faculty the message received was perceived to be restructuring by stealth, strategic alarmism and an intimidating mantra of a \$44.5M deficit, and also by cooptation by the two task forces of faculty expertise. A member expressed frustration with the level of detail provided and with austerity programs implemented at the college level, while other big budget items proceed. The comparison was made between the lack of detail supporting the 2% projected budgetary shortfall leading to TransformUS in contrast to the high level of detail required from departments, for example, on faculty performance and class audits. The request was made to have detailed budget books that show long-term trajectories, particularly for colleges, schools and research institutes.

In response to these questions, Mr. Fowler and Mr. Dumba made a number of general comments. Mr. Fowler noted the national trend is less public support for public institutions. Despite the fact that post-secondary education within the province has received much better support than in other provinces, a concern of all post-secondary institutions is the province's social contract with public institutions. Mr. Dumba noted the government, like the university, has limited options, and although the government does not seek information on the specific projects colleges have in mind for contingency funds, the government's view is that it should not be providing money to the university which is then simply saved. With respect to college budgeting, in the fall the concept of a five-year rolling budget forecast at the college level was instituted. He indicated that he and Mr. Fowler would welcome making the same presentation to colleges.

Workforce planning was referred to by a non-Council member as an euphemism, with the laying off of staff members referred to as a responsible course of action, which implies that taking responsibility for the laying off of many people who served the university for many, many years the overall good of the institution is an ethical course of action. At other universities senior management and senior faculty members have taken a pay cut or a freeze in salary. A Council member reiterated the painfulness of the process, recalling the sacrifices made by faculty members, the lack of funds to hire sessional lecturers and the difficulty of administrative and financial reporting due to staff lay-offs. She thanked Mr. Fowler and Mr. Dumba for their candour in speaking of the college funds taken to support the central transition fund and wondered whether, given the present budget surplus, there was any thought of giving back some of the funds contributed by colleges to those areas weakened by the process. Mr. Fowler indicated that two-thirds of the \$310M in these accounts is within the colleges and therefore under the colleges' jurisdiction to allocate; the remainder is held in a central budget for transition funding and initiative funding. As much funding as is possible has been allocated back to the colleges.

A member noted there appeared to be a strong correlation between the resignation of the provost and leaving of the president and the news that the budget deficit was no longer as serious as previous. He asked for assurance that these events were simply correlational and

there was no causal relationship between them and being informed of the budget deficit. He also asked when it became apparent that faculty lay-offs and program cuts would not be necessary to meet the budget target, and whether this was known before or after the events of last spring. This question was recorded for future reply; however, Mr. Fowler indicated that it was known in the spring that over \$30M in savings had been achieved. Administration proceeded at that time on the basis that the budget had been balanced, with significant returns on investments. With respect to faculty lay-offs, he indicated this never became clear or unclear as he was never in a conversation where this was discussed.

A member expressed her appreciation for the presentation; in particular the recognition of intended and unintended consequences of the financial communications and that the mission of the university drives its budget. Another member brought to Council's attention the sound financial planning and different calibration of risks, which required a great deal of effort on the part of the university's senior financial officers and expressed that, in her view, what was within the control of these individuals was done brilliantly and that it was pointless to continue to seek answers in response to those matters outside of their control.

The chair thanked Mr. Fowler and Mr. Dumba and expressed the hope of seeing both individuals again before Council.

7. Student societies

7.1 Report from the USSU

Desirée Steele, vice-president academic affairs of the University of Saskatchewan Students' Union (USSU) presented an oral report to Council. She indicated she was pleased to see the provost and vice-president academic note in his report the adoption of an open text, resulting in \$38,000 in student savings. She encouraged faculty interested in the potential of open text to speak with Ms. Heather Ross in the Gwenna Moss Centre for Teaching Effectiveness (GMCTE).

She also thanked Mr. Fowler and Mr. Dumba for their presentation and members of Council for their questions, noting the time has come for the university community to be well informed and better engaged in financial decisions, particularly with the incorporation of the TABBS model and Responsibility Centre Management budgeting in mind. There is a need to develop a strong and effective tuition consultation model within colleges.

The USSU continues to look for actions that contribute to financial recovery and supports communication, decision-making and accountability processes that help to renew a culture of collegiality among faculty, staff, students and administrators. She noted that rebuilding some of the trust that was lost is something in which all members have a stake, and that although sometimes slow and painful, she has seen progress in this regard during her tenure as USSU VP Academic.

In closing, Ms. Steele noted that the USSU will be electing new representatives next month for its student executive, Student Council, the General Academic Assembly, and University Senate.

7.2 Report from the GSA

There was no report from the GSA.

8. Academic programs committee

Professor Roy Dobson, chair of the academic programs committee presented the committee items.

8.1 Request for decision: Transfer Credit and Articulation Policy

Professor Dobson outlined the purpose of the Transfer Credit and Articulation policy is to better aid undergraduate and graduate students in determining the requirements for the application of transfer credits from the university and their options. The policy excludes prior learning assessment. The procedures for the policy are under development in consultation with colleges and departments and will be completed by the end of June 2015.

A member spoke in favour of the policy for inter-university transfer credit between institutions but noted that intra-university transfer credit between colleges at the university seemed to be very stringent, in that there are colleges that will not accept similar courses for credit in their programs, such that a student transferring between different colleges could be in the situation of having completed many credit units but not having met the requirements for a degree.

A non-member of Council from the College of Engineering spoke highly of the spirit of the policy and requested clarification on whether professional colleges with accredited programs will retain the right to impose some restrictions on granting transfer credit to ensure continued accreditation and was assured that authority does lie with the colleges in this regard.

A Council member spoke of the legalization of post-secondary education, noting that institutions pride themselves on the distinctiveness of the educational experience, and that such distinctiveness should not be lost sight of or seen as an obstruction. One of the goals of the policy is to eliminate unnecessary costs. In some quarters, he indicated that faculty have been identified as an unnecessary cost, and he asked that this be kept in mind as well.

DOBSON/KROL: That Council approve the adoption of the Transfer Credit and Articulation Policy, which will take effect immediately following approval.

CARRIED

8.2 Request for decision: Master of Arts in Applied Linguistics

Professor Dobson outlined the basis for the new degree program, noting the Master of Arts in Applied Linguistics is a thesis based interdisciplinary, inter-collegial program with a focus on advanced studies in language learning, language acquisition and linguistics data analysis. The program consists of nine required courses, six elective courses and a thesis.

DOBSON/KROL: That Council approve the Master of Arts in Applied Linguistics, effective September 1, 2015.

CARRIED

8.3 Report for information: Approved Curricular Changes

A report of items approved at the committee level was presented for information. It included the creation of a new Certificate of Proficiency in Applied and Professional Ethics, a new Certificate of Proficiency in Ethics, Justice and Law, the termination of the Industrial Arts and

Home Economics teaching areas in the Bachelor of Education (B.Ed.), and a program modification to the Master of Public Administration (MPA).

Professor Dobson provided additional background on the MPA program modification, which was based upon a review of the program and comparison to other programs, resulting in the decision to increase the number of minimum required credit units from 30 cu to 36 cu, by making two previously restricted electives part of the core program, changing the 15 cu of restricted electives to 6 cu of open electives and creating two “book-end” courses to ensure students coming into the program from a variety of settings would be well prepared.

In response to a query from a member, Professor Dobson explained that the termination of the Home Economics and Industrial Arts teaching areas was the result of the creation of the new certificate in Practical and Applied Arts, and that the College of Education would continue to graduate students qualified to teach these subject areas.

8.4 Report for information: Certificate Programs

Professor Dobson referred to the types of certificates that exist as outlined in the report and the commitment to bring additional information on certificates to Council due to the concerns expressed over the apparent proliferation of certificates. A subcommittee has been formed for this purpose and will develop its own terms of reference. The subcommittee will focus on developing a good understanding of the university’s certificate programs, the purposes they serve, the standards that apply, including quality assurance, and how other U15 institutes regard certificate programs. Professor Dobson named the members of the subcommittee and assured Council that the subcommittee would work thoroughly but quickly to bring a report back to Council.

9. Governance committee

Professor Louise Racine, chair of the governance committee, presented this item to Council.

9.1 Request for decision: Amendment to the Council Bylaws Part I section 1V.1. Creation and Composition of Council Committees

Professor Racine recalled for Council members that the motion was presented previously as a notice of motion. The amendment is based on the principle of renewal of Council committee members and committee chairs, and requires a one-year lapse in service after two consecutive three-year terms as a committee member, and after three years of service as committee chair. The required lapse in service applies only to continuous service on the same committee.

RACINE/DOBSON: That Council approve the amendments to the Council Bylaws, Part 1 section IV.1. Creation and Composition of Council Committees, as shown in the attachment.

CARRIED

10. Teaching, Learning and Academic Resources committee

Professor Jay Wilson, chair of the committee presented the report.

10.1 Report for information: Reports from working groups

Professor Wilson indicated that the teaching, learning and academic resources committee has a very active and engaged membership, which exercises flexibility in looking at ways in the medium and short term to respond to the needs of teachers and learners on campus. This year, the committee has four working groups: Experiential Learning, Evaluation of Teaching, Future Learning Technology, and Indigenizing the Curriculum, whose activities are outlined in the written report. The goal of the working groups is to provide practical information and inform policy and procedures. In response to the question of whether clinical practicums in the health professions are included within the scope of experiential learning, Professor Wilson confirmed that the five primary forms of experiential learning are outlined in the Experiential Concept Learning Paper presented to Council on behalf of the committee by Dr. Patti McDougall, vice-provost, teaching and learning and that clinical practicums are included.

11. Other business

There was no other business.

12. Question period

There were no questions.

13. Adjournment

The meeting adjourned at 4:26 pm by motion (SENECAL/KALYNCHUK).

Voting Participants

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Albritton, William	P	P	P	R	R	R				
Allen, Andy	NYA	P	P	P	R	P				
Arcand, Jaylynn	P	P	A	R	P	P				
Barber, Ernie	P	R	P	R	P	R				
Barnhart, Gordon	P	P	R	P	R	P				
Barrett, Jennifer	NYA	NYA	NYA	A	A	A				
Barth, Katrina	NYA	NYA	NYA	A	A	A				
Bartley, William	P	P	P	A	P	P				
Baxter-Jones, Adam	P	P	P	P	P	P				
Bilson, Beth	NYA	R	P	P	R	P				
Bonham-Smith, Peta	P	R	R	P	P	P				
Bradley, Michael	P	A	A	A	P	P				
Brenna, Bev	P	P	P	P	P	P				
Brenna, Dwayne	P	P	P	P	P	R				
Brown, William	P	P	P	R	P	P				
Buhr, Mary	R	P	P	P	R	R				
Butler, Lorna	R	R	R	P	R	R				
Calvert, Lorne	R	P	P	R	P	R				
Chang, Gap Soo	P	P	P	P	P	R				
Cheng, Hongming	P	P	P	P	P	R				
Chibbar, Ravindra	P	P	P	P	P	P				
Crowe, Trever	P	P	P	P	P	R				
Day, Moira	P	P	P	R	P	P				
de Boer, Dirk	P	P	P	P	P	P				
D'Eon, Marcel	NYA	P	P	P	P	P				
DesBrisay, Gordon	P	P	P	P	R	R				
Dick, Rainer	P	P	P	P	P	P				
Dobson, Roy	P	P	P	P	P	P				
Eberhart, Christian	A	A	A	A	A	A				
Ervin, Alexander	P	P	P	P	P	P				
Findlay, Len	P	P	P	P	P	P				
Flynn, Kevin	R	P	A	A	A	P				
Freeman, Doug	R	R	P	R	R	R				
Gabriel, Andrew	A	A	A	A	A	A				
Gobbett, Brian	A	A	A	A	A	A				
Gray, Richard	P	P	P	P	R	A				
Greer, Jim	P	A	R	R	R	R				
Gyurcsik, Nancy	P	P	P	R	P	P				
Haines, Aleina	A	A	A	P	R	R				
Hamilton, Murray	P	P	P	A	P	R				
Harrison, Liz	R	P	R	R	P	P				
Havele, Calliopi	P	A	P	R	A	A				
Hayes, Alyssa	A	P	P	P	P	A				
Huywan, Zachary	P	P	P	A	P	A				
Iron, Monica	P	P	P	P	P	P				
Jamali, Nadeem	P	P	P	P	P	R				
James-Cavan, Kathleen	P	P	R	P	P	P				
Johnstone, Jill	P	P	P	P	P	P				
Jones, Kirsten	R	P	R	R	P	P				
Jones, Marina	A	A	A	A	A	A				
Julien, Richard	A	A	A	P	P	P				
Kalagnanam, Suresh	NYA	NYA	NYA	P	P	P				
Kalra, Jay	P	P	P	P	P	P				
Kalynchuk, Lisa	P	P	P	P	P	P				
Khandelwal, Ramji	P	P	P	P	P	R				

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Kipouros, Georges	P	R	P	P	P	P				
Klaassen, Frank	P	P	P	P	P	P				
Krol, Ed	P	P	P	P	P	P				
Kuhlmann, Franz-Viktor	R	P	P	R	R	R				
Labrecque, Jamie	P	P	P	P	P	P				
Langhorst, Barbara	R	P	R	R	P	R				
Larre, Tamara	R	P	P	R	P	P				
Li, Wendy	R	R	A	A	P	P				
Lin, Yen-Han	R	P	A	P	A	R				
Lindemann, Rob	A	A	A	A	A	A				
Makarova, Veronika	P	P	P	P	A	P				
Marche, Tammy	P	P	R	P	R	P				
Martz, Lawrence	P	P	P	R	P	P				
Meda, Venkatesh	P	P	P	A	A	P				
Muri, Allison	P	P	P	P	P	A				
Nickerson, Michael	A	A	P	A	A	P				
Noble, Bram	P	R	A	R	R	A				
Ogilvie, Kevin	A	A	A	A	A	A				
Paige, Matthew	P	P	P	P	P	P				
Parkinson, David	P	R	P	P	P	P				
Phoenix, Aaron	P	R	P	P	R	R				
Prytula, Michelle	A	P	P	R	P	R				
Pywell, Rob	P	P	P	P	P	P				
Racine, Louise	P	R	P	P	P	P				
Radomske, Dillan	R	R	P	P	A	P				
Rangacharyulu, Chary	P	R	A	P	R	R				
Robertson, Jordan	P	P	P	P	P	P				
Rodgers, Carol	P	R	P	P	P	P				
Roesler, Bill	P	P	P	R	R	R				
Sarjeant-Jenkins, Rachel	R	P	R	P	P	P				
Senecal, Gabe	A	P	A	P	P	P				
Singh, Jaswant	P	P	P	A	R	P				
Smith, Preston	R	P	P	P	P	P				
Solose, Kathleen	P	P	P	R	P	P				
Still, Carl	R	R	P	R	P	A				
Stoicheff, Peter	P	R	R	P	P	P				
Taras, Daphne	P	P	P	P	P	P				
Tyler, Robert	P	P	R	P	R	P				
Uswak, Gerry	R	R	R	P	P	P				
Van Kessel, Andrew	A	A	R	A	A	A				
Vlahu, Izabela	P	P	P	P	P	A				
Waldram, James	P	P	R	P	P	P				
Walker, Keith	P	R	R	P	R	R				
Walley, Fran	P	R	P	R	R	P				
Wang, Hui	P	P	P	P	R	A				
Wasan, Kishor	-	R	P	P	R	P				
Watson, Erin	P	P	P	P	P	P				
Williamson, Vicki	R	P	R	P	P	P				
Wilson, Jay	P	R	P	P	P	P				
Wilson, Ken	P	P	P	P	P	P				
Wotherspoon, Terry	P	P	R	P	P	P				
Yates, Thomas	P	R	P	R	P	P				
Zello, Gordon	P	P	P	P	P	P				

COUNCIL ATTENDANCE 2014-15

Non-voting participants

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Binnie, Sarah	P	R	R	R	R	A				
Chad, Karen	P	P	P	R	P	P				
Datta, Ranjan	P	R	A	P	P	A				
Desiree Steele	P	P	R	P	P	P				
Downey, Terrence	P	R	P	R	R	A				
FineDay, Max	R	R	R	R	R	A				
Fowler, Greg	P	P	P	P	P	P				
Isinger, Russ	P	P	P	P	P	P				
Magotiaux, Heather	R	P	R	R	R	R				
Pulfer, Jim	P	P	P	P	P	P				
Williamson, Elizabeth	P	P	P	P	P	P				

Additional Questions from Council – February 26, 2015

How is research funding reflected in the budget? (response to include information on indirect costs of research)

Who determines our priorities? Are we having restructuring instituted from outside to be implemented internally?

Will all of the faculty who retired pursuant to the Faculty Incentive Retirement Plan (FIRP) be replaced?

How much did past deficits, or shortfalls, factor into the decision?

In the future will we receive detailed budget books?

Is there a plan in place to improve endowment funds?

Can you assure us that there was no correlation between the resignation of the provost and firing of the president and the reduction in the budget crisis?

Were there any other alternatives that could have been taken other than laying off employees? Was this an ethical approach?

There is much expansion in the College of Nursing. What is the cost of acquisition of robots, joint ventures, etc., and what is the cost of replacement in the future? How do we deal with such expansion and is it sustainable in the future?

Attachment 2: Proposed Revision to Council Bylaws:

CURRENT

Part One, section IV. 1. Creation and Composition of Council Committees

(k) The term of office of a faculty member of a standing committee is normally three years. The terms of student and sessional lecturer members will be one year. The term of office of Chairperson will be one year, and may be renewed annually for up to two additional years.

PROPOSED

Part One, section IV. 1. Creation and Composition of Council Committees

(k) The term of office of a faculty member of a standing committee is three consecutive years, renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chairperson will be one year, renewable annually for up to two additional one-year terms. Once the Chairperson has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chairperson of that same committee. The renewal of the Chairperson is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex officio* members of a committee.

(l) The terms of student and sessional lecturer members will be one year.

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Financial presentation to Council | February 2015



Financial presentation to Council
February 2015

UNIVERSITY OF SASKATCHEWAN

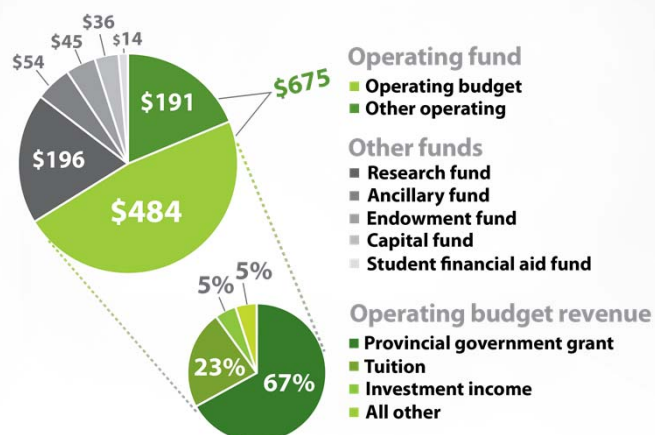
Financial presentation to Council | February 2015

Questions posed by Council

- 1. What was the origin of the previously projected \$44.5M deficit?**
- 2. What is the present actual deficits and the future projected deficits?**
- 3. How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?**

Focus on operating budget

\$1.02 billion consolidated revenue 2013-14



2013-14 annual financial report: usask.ca/reporting

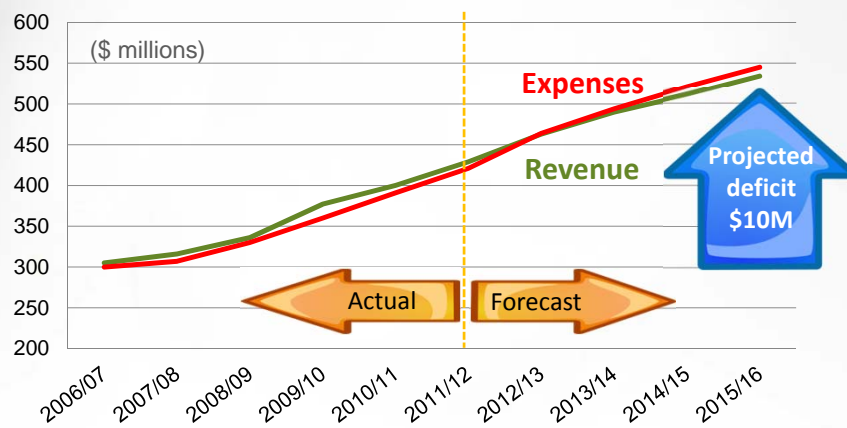
Question 1:

What was the origin of the previously projected \$44.5M deficit?

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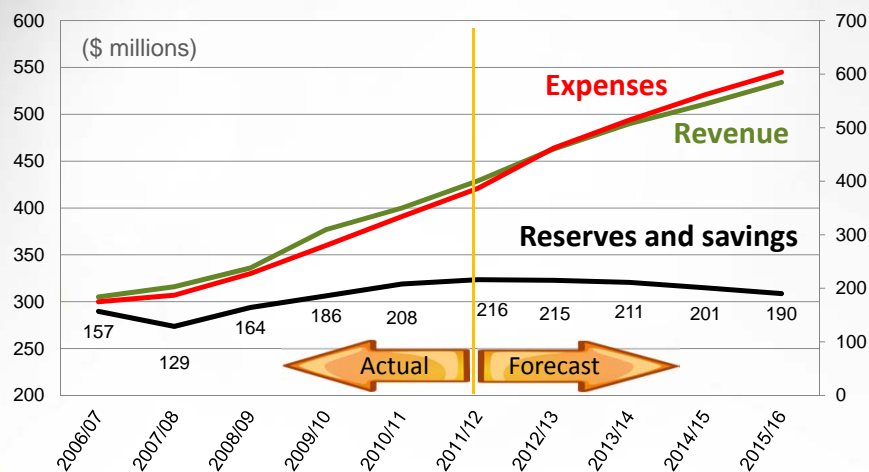
Original multi-year operating budget framework 2012-2016 (early March 2012)

Built upon decades of sound financial management



Question 1: What was the origin of the previously projected \$44.5M deficit?

The original \$10M projected deficit could be managed



Multi-Year Operating Budget Framework
2011-12 to 2015-16 (expressed in \$000's)

2011-12 to 2015-16 (expressed in \$'000's)		2012-13		2013-14		2014-15		2015-16	
		2011-12 Detailed Budget	Operations Forecast Budget %	Projection Budget %	Projection Budget %	Projection Budget %	Projection Budget %	Projection Budget %	Projection Budget %
Revenue									
Provincial base operating grant	1	283,480	5.8%	299,976	4.5%	313,475	4.0%	328,044	4.0%
Provincial initiative funding		12,804		24,008		31,897		35,389	
Other provincial funding									
Credit and non-credit course tuition	2	95,448	5.8%	102,417	4.5%	107,740	4.0%	112,591	4.0%
Other government (WCVIM)		19,317		20,462		21,262		22,246	
Income from investments		8,000		11,535		11,535		11,535	
Fees and other income		3,976	2.0%	4,054	2.1%	4,138	2.1%	4,228	2.2%
Total									
Expenses									
Salaries and benefits									
Pension going concern payment									
Central utilities									
New building space - all other									
University Health Science new space	3								
Renewal									
Utilities									
Maintenance									
Student Services Fund	4								
Library acquisitions									
Indirect costs of research grant									
College and unit non-salary expense budgets									
Scholarships									
Research, scholarly and student support									
Other operating costs (net)	5								
Strategic Initiatives									
Academic Priorities Fund									
First and second cycles									
Third cycle									
Fourth cycle									
Integrated plan initiatives									
Initiative funded	6								
Medicine accreditation									
Medicine class size expansion									
Nursing program (net of positions created)									
Other Initiatives									
Student related enhancements (TRS)	7								
Capital renewal									
Other expenses									
Total									
Annual rate of increase of provincial grant									
YEAR		% change in provincial operating grant (net)							
2008-09		8.7							
2009-10		7.3							
2010-11		5.2							
2011-12		5.4							
Average		6.7							
Surplus / (Deficit)		0	(1,175)	(4,003)	(9,461)	(10,523)			

**Annual rate of increase
of provincial grant**

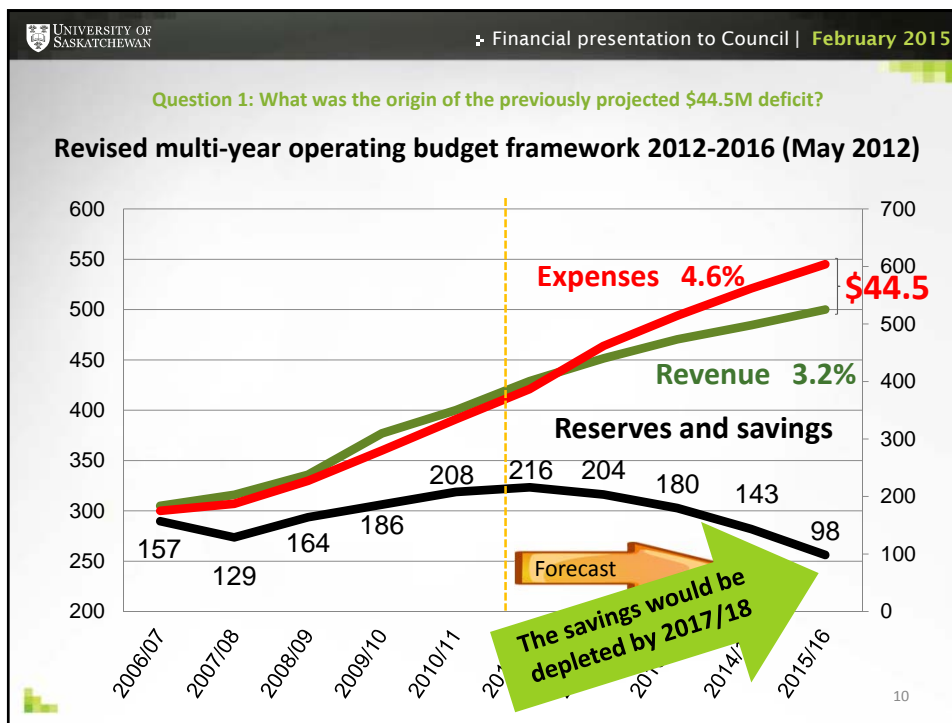
YEAR **% change in provincial
operating grant (net)**

2008-09	8.7
2009-10	7.3
2010-11	5.2
2011-12	5.4
Average	6.7

And then one of our biggest assumptions
changed...

Multi-Year Operating Budget Framework 2011-12 to 2015-16 (expressed in \$000's)										
		2011-12 Detailed Budget	2012-13 Operations Forecast %	Budget	2013-14 Projection %	Budget	2014-15 Projection %	Budget	2015-16 Projection %	Budget
Revenue										
Provincial base operating grant	1	283,495	2.1%	299,976	2.0%	313,475	2.0%	326,014	2.0%	339,064
Provincial initiative funding		12,604		24,806		31,897		35,389		38,906
Other provincial funding										
Credit and non-credit course tuition	2	95,440	2.1%	102,417	2.0%	107,742	2.0%	112,591	2.0%	117,667
Other government (WCV/M)		19,317		20,442		21,265		22,216		23,106
Income from investments		8,000		11,535		11,535		11,535		11,535
Fees and other income		3,976	2.0%	4,064	2.1%	4,138	2.1%	4,226	2.2%	4,319
Total		422,815	9.5%	463,030	9.5%	490,143	9.5%	511,970	9.4%	534,576
Expenses										
Salaries and benefits		287,846	6.2%	302,207	6.8%	318,620	6.6%	330,970	6.6%	346,488
University research science new space	3			1,500		2,877		2,877		2,877
Renewal				829		1,740		1,836		1,928
Utilities				2,144		3,908		4,088		4,211
Maintenance				0		0		0		0
Student Services Fund	4	7,880	5.0%	9,580	5.0%	10,059	5.0%	10,562	5.0%	11,090
Library acquisitions		-3,212		-3,212	2.1%	-3,279	2.8%	-3,371	2.8%	-3,466
Indirect costs of research grant		25,372	4.3%	26,413	2.0%	26,942	2.0%	27,481	2.0%	28,090
College and unit non-salary expense budgets		9,538		9,538		9,538		9,538		9,538
Scholarships		1,990		1,990		1,990		1,990		1,990
Research, scholarly and student support		18,314	4.8%	19,189	4.6%	20,072	4.7%	20,411	4.7%	20,758
Other operating costs (net)	5	370,183		392,843		416,156		437,201		464,513
Strategic initiatives										
Academic Priorities Fund										
First and second cycles		4,468		0		0		0		0
Third cycle		2,500		3,500		3,500		3,500		3,500
Fourth cycle				1,000		2,000		3,000		4,000
Integrated plan initiatives				4,468		4,468		4,468		4,468
Initiative funded	6									
Medicine accreditation		18,910	5.2%	19,888	4.6%	20,706	4.5%	21,739	4.8%	22,744
Medicine class size expansion		16,479	3.3%	19,811	3.1%	22,991	2.8%	25,896	2.8%	28,721
Nursing program (net of positions created)		1,798	1.8%	3,489	3.7%	3,646	3.6%	3,742	3.5%	3,943
Other initiatives		2,190	1.8%	3,965	(29.7)	3,969	35.1	3,949	35.7	4,000
Student related enhancements (TRS)	7	6,329		10,088		11,415		12,541		13,718
Capital renewal				4,000		5,000		5,000		5,000
Other expenses				622		493		495		495
Total		422,815	9.8%	464,204	9.6%	494,152	9.5%	521,431	9.4%	545,089
Surplus / (Deficit)			0	(15,481)	(23,487)	(35,957)	(44,438)			

Reduction in annual rate of increase of provincial grant

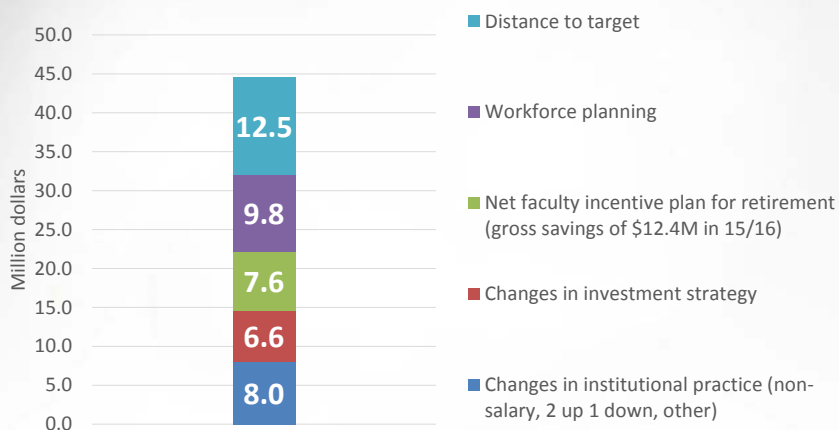


Question 2:

What is the present actual deficits and the future projected deficits?

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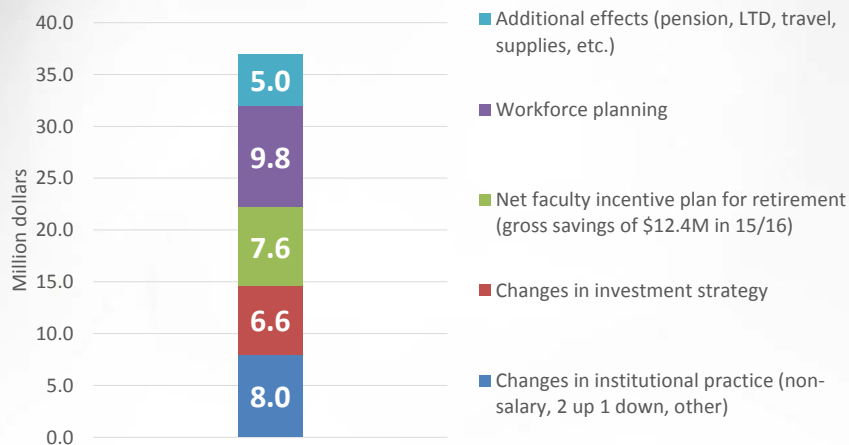
Actions taken from 2012-2014: \$32M narrowing of the gap



University Council meeting (June 19, 2014): usask.ca/secretariat
University finances blog (June 20, 2014): transformus.usask.ca

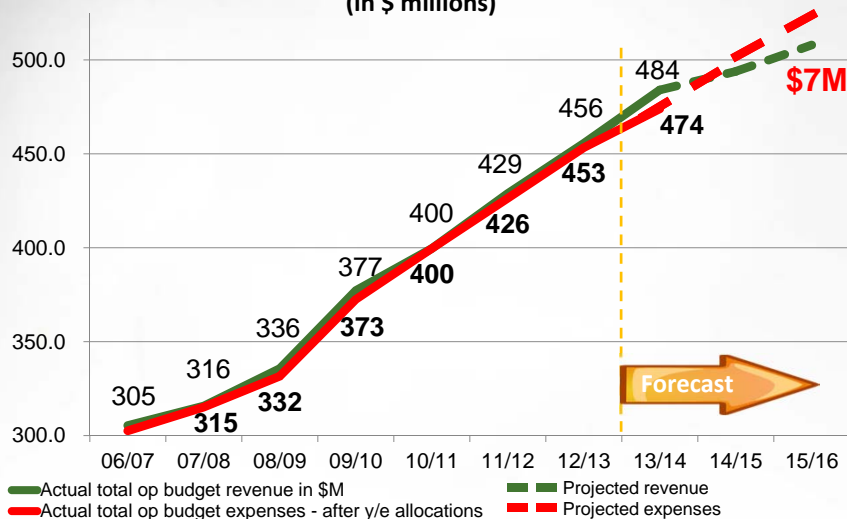
Question 2: What is the present actual deficits and the future projected deficits?

Additional impact of actions taken \$37M narrowing of the gap



Question 2: What is the present actual deficits and the future projected deficits?

Actual central operating budget with year end adjustments (in \$ millions)



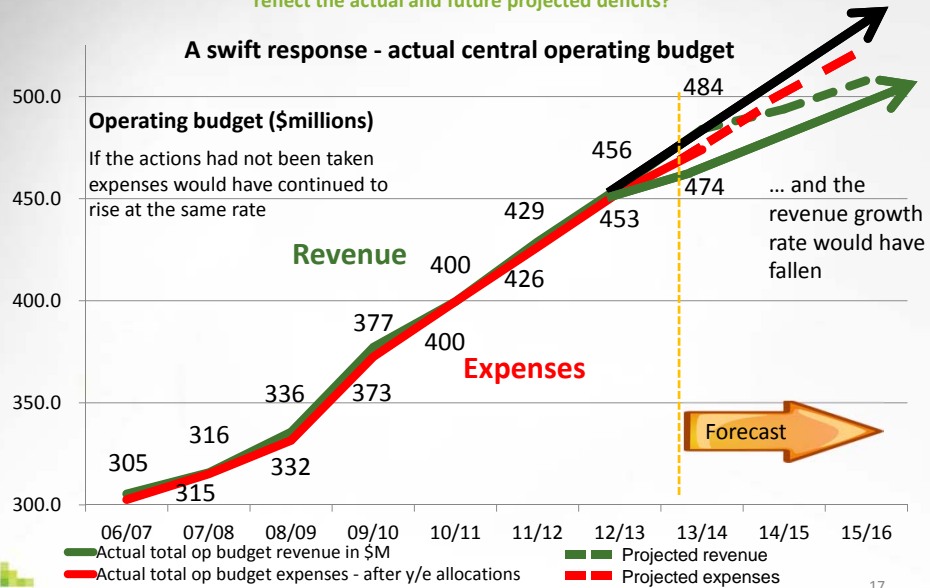
Question 3:

How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?

Question 3: How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?

- A swift response to the projected deficit was required
- No deficit was realized
- Communication
 - Opportunities to submit ideas, comments and questions
 - Public town hall meetings
 - Meetings with stakeholders
 - Communication via blogs, websites, newspaper articles
- Labelling the projected deficit
 - Both intended and unintended consequences

Question 3: How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?

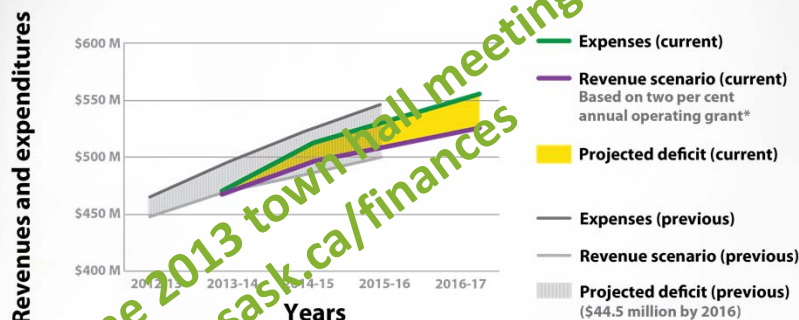


17

Question 3: How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?

Regular updates provided

What do projections tell us about the future?



*Assuming all other financial variables remain at May 2012 projected levels (including investment income, other revenue, utilities expenses, salaries, etc.)

Question 3: How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?

**Intended and unintended consequences:
communicating \$44.5M target to eliminate the projected deficit**

Intended

- Consistency of message
- Measurable common goal
- Ease of reference
- Facilitate understanding importance of change

Unintended

- IP3 strategic focus subsumed by focus on reducing expenditures
- Institutional uncertainty
- Confusion between actual and projected

In summary

- \$44.5 projected deficit
 - Based on IP3 multi-year operating budget forecast
 - Estimated the impact of 2% growth in provincial grant (changed nothing else)
- Actions and actuals closed gap by \$37 million
- No deficit realized to date
- Expenses growing faster than revenues
- Intended and unintended consequences

Let's continue the discussion and dig a bit deeper...

Budget discussion item #1:

Does the U of S currently have both a surplus and a deficit?

We don't! Let's explore this further as there may be confusion...

Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant
\$331M

Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant	Tuition
\$331M	\$117M

Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant	Tuition	Investment income
\$331M	\$117M	\$18M

Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant	Tuition	Investment income	All other
\$331M	\$117M	\$18M	\$28M

Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant	Tuition	Investment income	All other
\$331M	\$117M	\$18M	\$28M



Academic
units
\$322M

Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant \$331M	Tuition \$117M	Investment income \$18M	All other \$28M
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Academic
units
\$322M



Support units
\$93M



Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant \$331M	Tuition \$117M	Investment income \$18M	All other \$28M
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Academic
units
\$322M



Support units
\$93M



Central
academic
\$49M



Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant \$331M	Tuition \$117M	Investment income \$18M	All other \$28M
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Academic
units
\$322M



Support units
\$93M



Central
academic
\$49M



Utilities
\$18M



Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant \$331M	Tuition \$117M	Investment income \$18M	All other \$28M
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Academic
units
\$322M



Support units
\$93M



Central
academic
\$49M



Utilities
\$18M

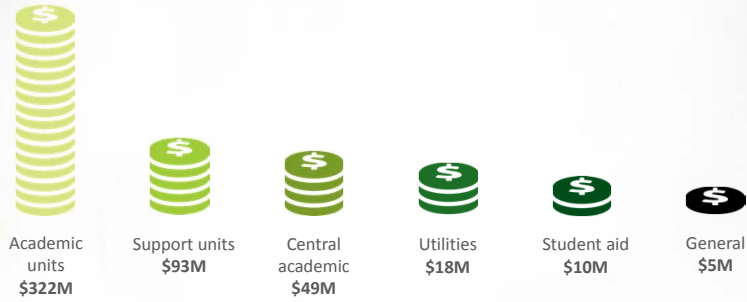


Student aid
\$10M



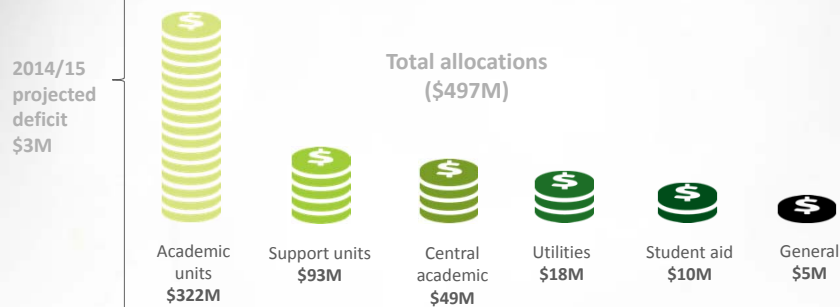
Central Operating Budget Revenue 14/15 (\$494M)

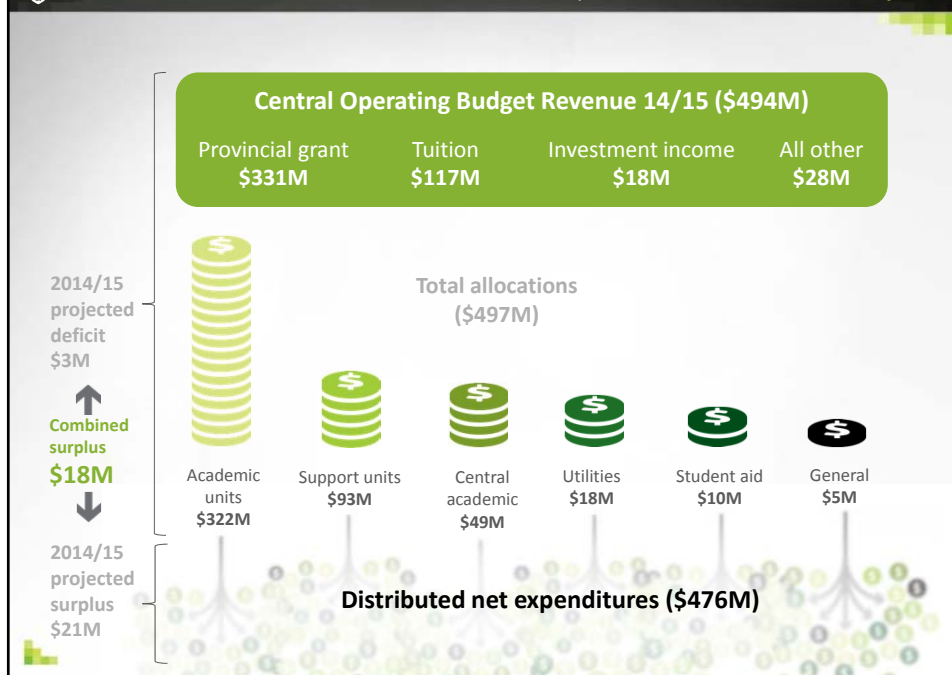
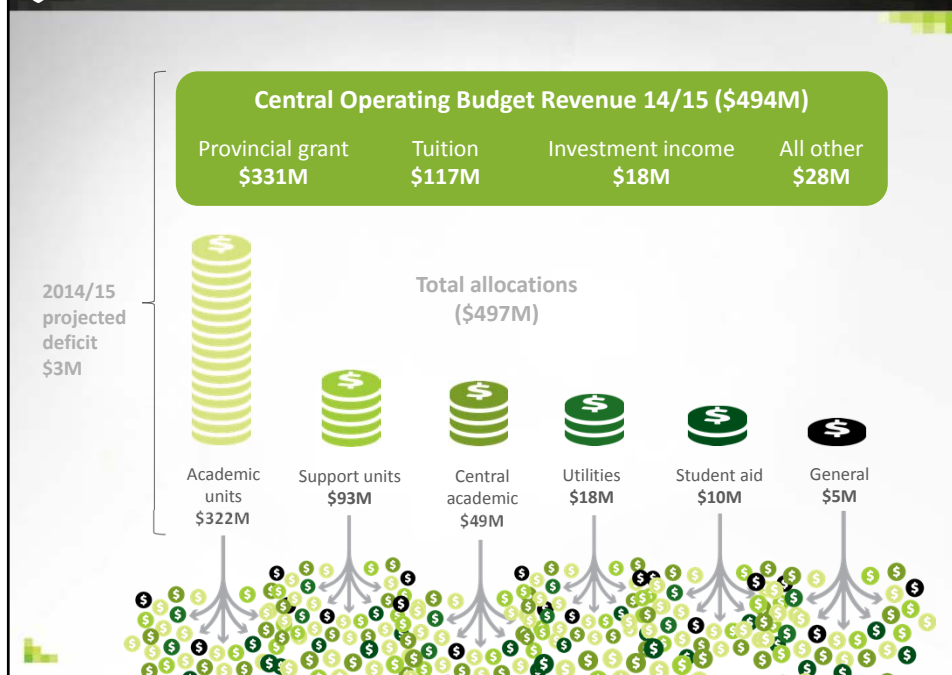
Provincial grant \$331M	Tuition \$117M	Investment income \$18M	All other \$28M
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Central Operating Budget Revenue 14/15 (\$494M)

Provincial grant \$331M	Tuition \$117M	Investment income \$18M	All other \$28M
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Budget discussion item #1 (cont.):

Why did the reserves and savings grow?

Reserves and savings

- 4,800 funds across university
- Managed by individuals, departments, college/support units, institutional and central committees

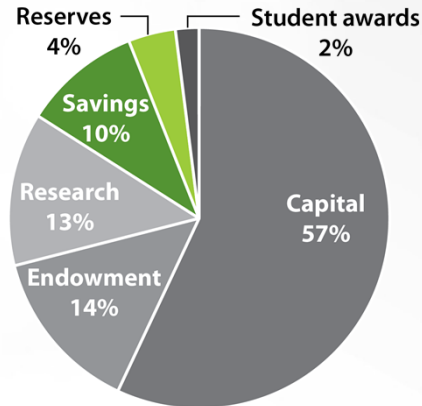
Reserves

- Risk reserves (20%)
- Academic priority (12%)

Savings

- APEFs & DSAEs (3%)
- Specific projects (65%)

University fund balances



Budget discussion item #1 (cont.):

Why did the reserves and savings grow?

Institutional uncertainty

- Filling vacancies
- Launching new projects and programs
- Discretionary spending

Reserves: \$98M

- Risk reserves (20%)
- Academic priority funds (12%)

Debt avoidance

- Special project savings

Savings: \$211M

- APEFs and DSAEs (3%)
- Specific projects (65%)

Budget discussion item #2:

Who manages the reserves and savings?

The owners of each of the 4,800+ funds!

Budget discussion item #2 (cont.):

Who manages the reserves and savings?

- Fund allocation process is generally one way
- Surpluses go into reserves and savings
- Funds have been returned to central:

Transition funding – \$20M in 2012

- Fund balance policy / guideline under development
- Future allocations may consider college and unit fund balance levels

Budget discussion item #3:

How do we balance the budget going forward?

There are lots of options to explore...

Budget discussion item #3 (cont.):

Leveraging research

Centre / institute (2014-15 in millions)	U of S funding	Other funding	Total
Canadian Light Source/ Synchrotron	\$1.1	\$33.7	\$34.8
VIDO-InterVac	\$1.6	\$20.3	\$21.9
Sylvia Fedoruk Centre	\$ -	\$9.8	\$9.8
Global Institute for Food Security	\$ -	\$2.4	\$2.4
Global Institute for Water Security	<u>\$1.7</u>	<u>\$4.5</u>	<u>\$6.2</u>
Total	\$4.4	\$70.7	\$75.1

Fact: U of S contribution represents about 1% of the university operating budget

Budget discussion item #3 (cont.):

Leveraging research

Examples of benefits:

Synchrotron

- \$33M in economic impact for SK
- 600 U of S faculty and students
- 500 high school students
- Medical isotope production

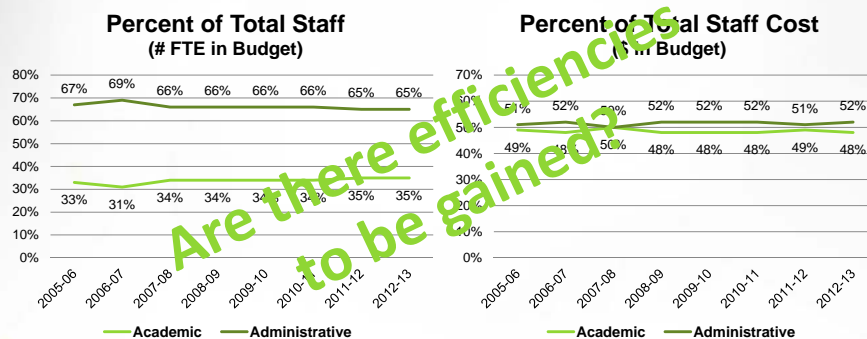
VIDO-InterVac

- Two world first vaccines
- Hundreds of patents
- Opportunities for research and vaccine production
- \$140M inflow of capital investment

Budget discussion item #3 (cont.):

Efficiency gains

Admin staff have grown at the same rate as academic staff
Staffing costs overall have grown as a percentage of total budget



Budget discussion item #3 (cont.):

Efficiency gains

- Workforce planning reduced administrative complement by 150 (net) FTE in 2012-13, 10 FTE since
- Administrative and support position posting review process implemented
 - Emphasis on retention and reassignment
- Continue to optimize staff structure and complement

Conclusion

Current state

- Proactive financial management = no actual deficit
- We are financially sound
- Able to fund one-time enhancements and projects (e.g. College of Medicine)
- Better able to diversify revenue streams

Ongoing risks

- Economic shocks (oil price impact on provincial grant)
- Lack of diversity in funding sources
- Expenses projected to grow faster than revenue
 - but no longer a solvency threat in the near term

Conclusion

Actions

- Transition to a budget model where college and unit leaders have more authority over resource management
- A policy that better helps us manage our savings and reserves
- Strengthen our financial management and allocation
- Continue to optimize staff structure and complement
- Enhanced communication on financials



PRESIDENT'S REPORT TO COUNCIL — March 2015

As previously mention in my reports to council I see my priorities these next few months as follows:

- 1) Ensuring a strong and collaborative leadership team
- 2) Enhancing accountability and transparency
- 3) Giving care and attention to our external stakeholders

To assist in enhancing accountability and transparency I've undertaken two initiatives. The first involves posting expenses incurred while travelling in my role as interim president. Although I am by no means the most frequent traveller on campus, there is a higher degree of transparency expected in my role and I feel it is appropriate to post these expenses and account for their detail. I hope to be able to have posted all my travel costs since taking office by the end of this fiscal year.

I've received requests from members of council to publicly post agreements we have with internationally-based educational institutions. I have stated previously that I am in agreement with this request and have asked administrators on campus to assist in making it happen. Thanks to the good work of many on campus over the years, including our own members of this council, the U of S has many agreements in many places around the world. This means that this process of posting these agreements in their entirety will take some time to accomplish.

In the meantime, it is important to point out information that is current and easily available. A U of S International Map (or iMap) online at <http://spatial.usask.ca/iMap/> lists a number of initiatives we have going on around the world. This site lists a summary of our research and development projects (129 projects), student exchange data (71 records) and Letter of Intent (LOI) and Memorandums of Understanding (MOU) (199 records). The iMap is constantly being updated, and reflects many of the international initiatives being undertaken by the University of Saskatchewan community. Additional projects are welcome and can be registered by emailing us the completed template files:

I look forward to discussing more of these efforts with you in future reports.



Gordon Barnhart,
Interim President and Vice-Chancellor

Presidential Engagement

President's Provincial Tour

I was very pleased to recently travel to Humboldt as part of the President's Provincial Tour. One shining highlight included visiting the Humboldt District Hospital where the U of S has a prominent presence. Associate Dean, Hope Bilanski from the College of Nursing and Leona Braitnebach, project leader, brought together a number of people from the hospital to discuss the success of the College of Nursing's interprofessional education framework. I was able to hear from patients how this framework has helped provide a more valuable experience for them and the community. I also heard from students themselves who praised the quality of the experience and education they were receiving due to the program. Kudos to all involved in this approach.

In my many travels around the province I had not yet had the privilege of visiting St. Peter's College in Muenster, until this trip. St. Peter's has been an affiliate of the University of Saskatchewan since 1926, almost since its creation in 1921. Many students attend St. Peter's to take their first and second year of Arts and Science, their first year of Business, Engineering, Agriculture, or Kinesiology or to fulfill the entry requirements to non-direct entry colleges. As an affiliate, *their* students are *our* students as they must be accepted by the U of S to attend. It is a beautiful campus with much history and I would encourage all members of our community be sure to find time to visit St. Peter's College.

Campus Successes

Rethink Research

I had an opportunity to participate in the "rethink research" lecture series put on by the social sciences research laboratory (SSRL) in early March. The event was intended to provide opportunities for social science researchers to learn from, and interact with, respected international research leaders within and beyond the social sciences. Through rethink research, researchers were brought together to learn about cutting edge research programs and research methods, and networked with these research leaders.


Knowledge is Beautiful

I'm hoping many of you will have seen the University's new communication campaign "Knowledge is Beautiful". The text in the ads themselves impart knowledge, not only about the exciting research happening at the U of S, but also what that work means to the average person reading the ad. The intention is to make people aware of our strengths, our signature areas and points of differentiation between our competitors and ourselves, with our key audiences in mind. We are targeting key areas with the goal to strengthen our reputation across Canada. An example of one of the ads highlighting our SuperDARN is below.

Knowledge is beautiful.

The Super Dual Auroral Radar Network (SuperDARN) Canadian headquarters at the U of S is constantly monitoring the motion of charged particles in the atmosphere, driven by the fast flowing solar wind plasma and the interplanetary magnetic field, which emanate from the sun out through the solar system.

In other words, our researchers are studying how the weather in space can affect power grids, cell phones, GPS units, and other systems and tools you rely on every day.

 UNIVERSITY OF SASKATCHEWAN

usask.ca

Advertisements similar to this will have appeared in the *Globe and Mail*, *Saskatoon Star Phoenix*, *Regina Leader Post* and the *Prince Albert Daily Herald*. We are also looking at a presence in airports in Toronto, Vancouver, Regina and Saskatoon during July, a key time for summer travellers, and invest in a consistent presence in *University Affairs* and strategic placements in the *Hill Times*, where we can directly target some of our most important key audiences.

World Water Day

As of 1993, International World Water Day takes place annually on 22nd March as designated by the United Nations General Assembly. Events on and around this day take place globally and serve “as a means of focusing attention on the importance of freshwater and advocating for the sustainable management of freshwater resources.” The theme for World Water Day in 2015 is “Water and Sustainable Development.” More specifically, events of 2015 are focused on how water links to all of the areas (health, nature, urbanization, industry, energy, food, equality) that need to be taken into account to create the future we want.

Since joining the University of Saskatchewan in 2010, Howard Wheeler, CERC in Water Security, has each year organized events around World Water Day, in collaboration with the Canadian Water Resources Association (CWRA). These have been aimed at raising awareness of the local

and global issues of Water Security and of ongoing water security research at the Global Institute for Water Security (GIWS). Activities have included key-note presentations and have also focused on the work being done by the Institute's graduate students and postdoctoral fellows and CWRA's young professionals.

This year's activities will be taking place in the Diefenbaker Centre on the afternoon of March 20th and I hope all are able to attend. Those interested can check online at <http://www.usask.ca/water/> for more details.

PROVOST'S REPORT TO COUNCIL

March 2015

INSTITUTIONAL PLANNING

The School of Public Health review team undertook site visits on January 28 and 29. During these site visits, the review team had the opportunity to meet and hear from numerous stakeholders, including SPH faculty, staff, students and alumni; health science leaders; and external partners. The review team, which consisted of three external reviewers and one internal reviewer (see below), is now completing their report. This report will be submitted in March.

Review team members:

- Dr. Kristan Aronson from the Department of Public Health Sciences at Queen's University
- Dr. Craig Janes from the School of Public Health and Health Systems at the University of Waterloo
- Dr. Beth Virnig from the School of Public Health at the University of Minnesota
- Dr. Bob Tyler from the College of Agriculture and Bioresources at the University of Saskatchewan

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

Congratulations to the winners of the College of Arts & Science's Teaching Excellence Awards: **Marie Lovrod** (Wgst) – Humanities & Fine Arts; **George Patrick** (Math& Stats) – Science; **Loleen Berdahl** (Pols) – Social Sciences.

The first-ever social scientists in residence at the Canadian Light Source (CLS), psychologist **Ulrich Teucher** and sociologist **Jennifer Poudrier**, moved their offices at the start of January to begin residencies at the CLS that will last until June. They will work closely with the CLS scientists to gain insight into the scientists' relationships to one another and to their work. When they have finished, they will explore ways of sharing their results with the CLS researchers and the greater scientific community.

"**rethink research**," a two-day workshop organized by the **Social Science Research Laboratories**, is intended to provide a venue and multiple opportunities for social science researchers to learn from, and interact with respected international research leaders within and beyond the social sciences.

The shortlist for nominees for the **2015 Saskatchewan Book Awards** were announced, and the list includes **Robert Innes** (Native Studies) for the Aboriginal Peoples' Writing Award and the Award for Scholarly Writing for *Elder Brother and the Law of the People*, and many College of Arts & Science alumni, listed at:

http://artsandscience.usask.ca/news/n/4808/Many_college_connections_among_2015_Sask_Book_Award_nominees

The **University of Saskatchewan Wind Orchestra** has launched a crowdfunding campaign to support its trip to the World Association of Symphonic Bands and Ensembles (WASBE) conference in California:

http://artsandscience.usask.ca/news/n/4797/Send_the_University_of_Saskatchewan_Wind_Orchestra_to_WASBE

Gail Appel Lectureship in Literature and the Fine Arts: this biennial lecture series was founded by philanthropist Gail Appel with her husband, Mark, in 2002. This year, experimental Inuit throat singer **Tanya Tagaq** presented a lecture on the topic of “art as activism” on February 24 to a full audience at the Neatby-Timlin Theatre, and then gave a live interview about her life with Leisha Grebinski of CBC Radio at a packed Convocation Hall.

The **Alumni of Influence Awards and Gala** are a public way for the College of Arts & Science to recognize and celebrate our very distinguished alumni. The awards signal to today's students that they are part of a vibrant and accomplished college. The 6th Annual Dean's Gala and Award Ceremony for the 2015 Alumni of Influence will be held on Friday, March 13, 2015 at TCU Place in Saskatoon:

<http://artsandscience.usask.ca/alumni/alumni.php>

The 1st **Department of Chemistry Graduate Student Symposium on Science and Communication** will be held on May 29, 2015, and will feature Dr. Joe Schwarcz as the keynote speaker.

Michael Horacki (English) was named Interdisciplinary Centre for Culture and Creativity's first graduate fellowship recipient.

College of Law

The third session of the Dean's Forum on Access to Justice was held in the College of Law on March 12, 2015. The forum brings together lawyers, judges, government officials, legal aid representatives, faculty and students to discuss potential solutions to the barriers limiting access to legal services and the legal system. The forum focused on two themes of critical importance in the current legal environment: developments in legal education; and the training and regulation of non-lawyer legal professionals. A group of students, under the supervision of faculty members, carried out research on these themes and produced the discussion papers that provided a basis for the deliberations of participants at the forum.

College of Pharmacy and Nutrition

New Funds Established

New \$2 Million Dollar Saskatchewan CDRD Research Innovation Fund led by the College of Pharmacy and Nutrition at the University of Saskatchewan Announced- Partners are Innovation Saskatchewan, Ag West Bio and VIDO-InterVac

New Fund Established to Support the Advancement of Saskatchewan's Most Commercially-Promising Health Technologies

Vancouver, British Columbia and Saskatoon, Saskatchewan – February 2, 2015: A consortium of Saskatchewan's leading innovation organizations have come together with The Centre for Drug Research and Development (CDRD), Canada's national drug development and commercialization centre, to establish a new \$2 million CDRD-Saskatchewan Innovation Fund. The fund will support and accelerate the commercialization of cutting-edge early-stage health technologies stemming from the province's top research institutions.

The University of Saskatchewan's College of Pharmacy and Nutrition, Innovation Saskatchewan, the Vaccine and Infectious Disease Organization – International Vaccine Centre, and Ag-West Bio Inc. have collectively committed \$1 million to be further leveraged with an additional \$1 million through CDRD. These resources will be dedicated to de-risking and developing innovative Saskatchewan-based research to help attract the additional investment required for commercialization. This partnership thereby creates a clear and well-supported pathway to translate these discoveries into new therapeutic products for patients while also maximizing the return on government's investment in basic health research from both an economic and societal perspective.

March is Pharmacist Awareness Month - Many activities are planned by the PAS and college (see Facebook and calendar for details) including:

March 2 12:30 pm-	PAM Kick-off 12:30 pm E Wing Atrium
March 5-	Admissions Night in Apotex Pharmacy Lab
March 10-	Mentorship Night D Wing Atrium 5-7 pm
March 13-	Mr. Pharmacy at Louie's

In celebration of March as Nutrition month, the Dietitians of Canada, University of Saskatchewan College of Pharmacy and Nutrition and the Saskatchewan Dietitians Association are hosting a meet and greet event with our province's Members of the Legislative Assembly (MLAs) on March 23, 2015 at the Saskatchewan Legislature.

If you are interested in volunteering at the event and dialoging with MLAs about what Registered Dietitians "do", the issues they face and how they are making a difference in the lives of Saskatchewan residents, please contact Tammy Ives (tammy.ives@dietitians.ca), Dr. Whiting (susan.whiting@usask.ca) or Lana Moore (registrar@saskdietitians.org).

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

INITIATIVES

Water Research Videos Released

The **Global Institute for Water Security**—working with The Gwenna Moss Centre for Teaching Effectiveness, EMAP, and the Office of the Vice-President Research—has produced a 10-segment video suite chronicling U of S water research activities taking place throughout the Saskatchewan river basin. The series is being used to train students about water challenges faced across the river basin and expose them to research conducted there. It also serves as a tool to educate the public about some of the issues of water security. The overview video, with a link to the nine research project videos, is available at: <http://www.usask.ca/water/>.

Canada First Application Submitted

Throughout February, the Office of the Vice-President Research was actively involved in completing the U of S application to the new federal Canada First Research Excellence Fund (CFREF). The U of S's proposal entitled "*Designing Crops for Global Food Security*" was submitted at the beginning of March to the competition which allows one submission per institution. A second competition with nearly \$1 billion available nationwide is due in October. The OVPR will soon release the process to be followed for this second competition.

Supporting Success in Undergraduate Research

On January 29th, the University of Saskatchewan Students' Union (USSU) hosted the third annual Undergraduate Project Symposium in conjunction with the Undergraduate Research Initiative and the University Learning Centre. Students showcased research, scholarly, and artistic work from a multitude of disciplines including biology, dentistry, music and drama. \$2,800 in prize money was distributed to six winning students, listed at: <http://goo.gl/ao6u3T>.

Undergraduate Funding Available

Nearly \$300,000 is available from the Office of the VP Research to fund Undergraduate Student Research Assistantships (USRA) this summer. U of S faculty interested in providing an undergraduate student with a meaningful research experience through a research assistantship can apply for these matching funds through their college or school. Past USRA recipients describe the value of their experiences in the following video: <http://goo.gl/iSNj9V>.

Undergraduate Research Workshops

Weekly workshops on undergraduate research launched in January and continue to be offered to students from all disciplines. Powered by peer mentors from the University Learning Center under the guidance of the Undergraduate Research Initiative, this series is working towards the goal of "students leading students in academic endeavours." To learn more, visit: <http://goo.gl/orXomj>.

Improving Care for Aboriginal Patients

The Joint Health Office, in collaboration with the First Nations and Métis Health Service completed a chart audit at the Royal University Hospital (RUH) examining the characteristics of First Nations and Métis patients seeking care. Information was collected for quality improvement around key areas such as length of stay and delay in discharge. For more information, please contact the U of S/SHR Joint Health Office.

Animal Research Resources

Institutional and guideline standard operating procedures (SOPs) are now accessible to students, staff and faculty for reference in animal use protocols (AUPs). Specialized SOPs from researchers willing to share their procedures are also posted. Visit the sharepoint site at <https://share.usask.ca/go/ethics/>.

REPUTATIONAL SUCCESSES

Engineering Researchers Win Synergy Award

Carey Simonson and **Robert Besant** (professor and professor emeritus, Mechanical Engineering) have been awarded the *NSERC Synergy Award for Innovation*, along with their industry partner Saskatoon-based Venmar CES. The researchers received this award for their outstanding collaboration with Venmar, a partnership which has resulted in a prototype of a revolutionary heating, ventilation and air conditioning (HVAC) system that can cut building heating and cooling costs by up to 50 per cent. The award was announced on Feb. 17 during a ceremony at Rideau Hall in Ottawa. The researchers will receive a \$200,000 research grant and Venmar CES will receive a \$30,000 credit toward a future NSERC Collaborative Research and Development grant.

CLS Selects Acting Science Director

Dean Chapman (Anatomy and Cell Biology), has been appointed as the new Acting Science Director of the Canadian Light Source synchrotron.

Research Ethics Board Chairs Selected

The Vice-President Research is pleased to announce the following appointments to the Research Ethics Boards (REBs):

- **Ildiko Badea** (Pharmacy and Nutrition) has been appointed as Chair of the Biomedical REB and **Anne Springer** (Nursing) has been appointed Vice-Chair
- **Vivian Ramsden** (Academic Family Medicine) has been appointed Chair of the Behavioural REB and Scott Tunison (Saskatoon Public Schools) has been appointed Vice-Chair
- **Michael Corcoran** (Anatomy and Cell Biology) has been appointed Chair of the Animal REB and **Brenda Allan** (VIDO-Intervac) has been appointed Vice-Chair

NSERC Advisory Committee Appointment

Susan Blum, Director of the Research Services and Ethics Office, has been appointed to a three-year term on the **NSERC Prairies Regional Office Advisory Committee**. All researchers interested in providing feedback to NSERC, are invited to forward their comments to susan.blum@usask.ca.

FUNDING SUCCESSES

Research Contracts Signed

The following researchers secured funding through contracts with partners:

- **Ajay Dalai** (Chemical and Biological Engineering) has received \$548,542 from Western Economic Diversification for the project "*Three Novel Technologies to Purify Crude Glycerol Produced During Biofuel Production and Convert the Purified Glycerol into Valuable Biochemicals*."
- **Doug Degenstein** (Physics and Engineering Physics) has received \$623,992 from the Canadian Space Agency for the project "*OSIRIS on Odin Phase E*."
- **Lee Barbour** (Civil and Geological Engineering) has received \$151,819 from Syncrude Canada Ltd. for the project, "*Development of a Local Meteoric Water Line and a Stable Isotope of Water Catalogue for the Aurora North Mine Site*."



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USSU Report to University Council March 2015

Report on Tuition Consultation

I have been pleased to work with individuals from Institutional Planning and Assessment to build student consultation into the annual tuition setting process this year. On behalf of the USSU, I will report this month on students' experiences and suggestions regarding progress that occurred this year. Once I have had a chance to gather input from representatives of each college with undergraduate students, I will submit a document for members to view prior to the meeting.

GSA report, March 2015

The Graduate Students Association, in conjunction with the College of Graduate Studies and Research, organized the first Three Minute Thesis competition at the University of Saskatchewan on March 3rd, 2015.

The Three-Minute Thesis Competition was developed by the University of Queensland in 2008 in an attempt to provide incentive for graduate student researchers to develop the capacity to condense and translate their dissertation theses into a straightforward package that is accessible to non-experts. It challenges participants to present their research, or some aspect of their research, in just 3 minutes time or less, while engaging an intelligent audience with no prior experience in their field, or with their research topics.

The 3MT competition develops academic, presentation, and research communication skills while simultaneously developing the students' ability to effectively explain their research in an accessible language, appropriate for a non-specialist audience.

This year's inaugural competition featured 48 graduate students presentations from various departments and colleges all across the University of Saskatchewan campus. The winner will be representing the University of Saskatchewan at the regional 3MT competition in late April.

The 3MT competition was followed by the annual Graduate Research Conference Curiosity. The conference began on the 4th of March and closed on the 6th. More than 90 graduate students and faculty members came together to share in and be inspired by each other's academic work, perseverance and dedication.

Finally, the week of Graduate Students' events closed on March 7th with the Graduate Awards Gala. We were very pleased to welcome around 300 graduate students, faculty, staff, alumni, members of the government and other guests to a gathering celebrating the work and successes of graduate students at the University of Saskatchewan.

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: March 19, 2015

SUBJECT: **Certificate of Proficiency in Indigenous Languages**

DECISION REQUESTED: *It is recommended:*

That Council approve the Certificate in Indigenous Languages, effective September 1, 2015, and that Council's Bylaws be amended to reflect the new name of the certificate program.

PURPOSE:

The Certificate of Proficiency in Indigenous Languages developed by the Department of Curriculum Studies and the Indian Teacher Education Program of the College of Education is designed to address the identified need for qualified instructors of Indigenous languages in Aboriginal language settings.

DISCUSSION SUMMARY:

A certificate, rather than a degree program, has been selected in order to respond more quickly to the immediate needs identified by the college's First Nation partners. The program will support language acquisition and provide instruction in the pedagogical methodologies of teaching language. The program is a two-year program, consisting of 10 courses comprising 30 cu in total, and includes full immersion in an Indigenous language. Although Cree is the first language to be offered, the program is not limited to a single language and will over time support a range of Indigenous languages. The program will be open to those currently teaching in Aboriginal settings who lack the necessary language skills, to students registered in the college's B.Ed. program who may complete the program concurrently or after graduation, and to Arts and Sciences graduates in Indigenous Studies.

COMMITTEE REVIEW:

The academic programs committee discussed the proposal with Dr. Jay Wilson, head, Department of Curriculum Studies, at its meeting on February 18, 2015, and recommended approval of the program upon receipt of the full course outlines and clarification of some of the additional costs related to honoraria for elders. The committee supports the program as building on the strength of the ITEP program and providing in-service teachers and new graduates of the

college with the skills to be able to enhance the retention of Aboriginal culture and language in Saskatchewan schools.

ATTACHMENTS:

1. Proposal: Certificate of Proficiency in Indigenous Languages



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Indigenous Language Certificate (nêhiyawêwin)

Degree(s): Indigenous Language Certificate

Field(s) of Specialization: Curriculum Studies: Indigenous Languages

Level(s) of Concentration: Undergraduate Level

Option(s): Cree, Indigenous Studies, and Indigenous Languages

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Jay Wilson, 306 966 7617; jay.wilson@usask.ca

Proposed date of implementation: September, 2015

Proposal Document

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

To address the pressing need for support of indigenous language and culture in Saskatchewan schools the Department of Curriculum Studies (ECUR) and the Indian Teacher Education Program (ITEP) are proposing a Certificate in Indigenous Language (ILC). The ILC will focus on teaching pedagogical methodologies and language acquisition for those who are currently teaching in an Aboriginal language settings but lack the necessary skills. The certificate will also provide an opportunity to enhance current programming for a range of learners at the U of S. College of Education teacher candidates who are graduating from our existing programs will be able to complete the certificate concurrently or at the end of their degree. We also see the certificate as a means for Arts and Sciences graduates in Indigenous Studies to further their education. The ILC will not be limited to one language but provide a framework so that we may support a range of indigenous languages in Saskatchewan (ex: Michif, Dene, etc.) We have chosen to develop a certificate rather than a program as it is more responsive to the immediate needs

of our First Nations partners. As language can be viewed as verbal expression of culture; with the loss of language, First Nation communities are feeling the eminent loss of their culture. This certificate program provides a response to First Nations Communities that offers educators a focused set of skills in a shorter time period than a degree program, and demonstrates our commitment to supporting their needs through a significant issue in the PreK-12 school system. The College of Education and ITEP are thus creating a mechanism for educators to begin the process of language retention, building the capacity for language and cultural expertise.

The following challenges with the current Indigenous Language courses have been identified:

- Currently in Saskatchewan there is an overwhelming need to supply schools with qualified Indigenous Language Instructors. The shifting demographics in all schools in the province will create an even more significant gap in Aboriginal language instruction. Currently no responsive process exists to address the need for certified Indigenous Language instructors.
- In instances where indigenous languages are being taught at post-secondary institutions the courses offered are linguistic-based and do not introduce theoretically and practically sound teaching methodologies. This certificate will offer an immersion based, season-oriented, Aboriginal approach to educating indigenous language speakers and teachers.
- In our current programming for Aboriginal students, ITEP, SUNTEP, and NORTEP there are not enough options to choose from in order to specialize in teaching an Indigenous Language There are limited course offerings of the languages and as a result currently specific methodologies for these languages do not exist. The goal of this certificate is to address both areas of need. Outdated and limited course content in current Indigenous Language offerings.
- A significant challenge exist for in-service teachers desiring professional development in Indigenous Languages Programming. Currently there are no programs that offer instruction in methodologies and an immersive language learning opportunity.

The proposed certificate model would offer the following benefits:

- To provide comprehensive instruction the proposed Certificate will have a strong alignment with current Aboriginal and non-Aboriginal B.Ed. programs (ITEP/SUNTEP/NORTEP/SEQUENTIAL).
- The proposed certificate will provide flexibility, with increased course options including new and advanced subject matter content, as well as flexible intake opportunities (i.e. certificate could be started during B.Ed. program or after B.Ed. program).
- The program will be place-based and influenced by the cultural teachings of the Indigenous peoples of Saskatchewan. The certificate provides opportunities to offer Indigenous Language areas of specialization that match community needs.
- Although not yet approved we anticipate the opportunity for practicing teachers to apply to the Ministry of Education for advanced salary class standing after completion of the ILC. This certificate is 30 credit units which is the standard units of additional specialization that the

Ministry of Education considers for AQC. Positive conversations have occurred with the Ministry to date, and an invitation has been issued to submit the full proposal for approval by the TECC board during its meeting on April 15, 2015.

- A unique opportunity to increase indigenization efforts at the University of Saskatchewan by offering a program for Indigenous Language Speakers within a teacher training program.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Indigenous Language Certificate Program

The Indian Teacher Education Program (ITEP) and Department of Curriculum Studies have partnered to offer the proposed Indigenous Language Certificate (ILC). The ILC will be a two-year program consisting of ten courses, 30 credit units, leading to a full immersion in an indigenous language, as well as a strong understanding of indigenous teaching methodologies. Although a new certificate at the University of Saskatchewan, the course content is based on pre-existing and successful programming in both Manitoba and Alberta. The course content has been developed based on the ITEP mandate and the Ministry of Education definition of Aboriginal Languages as defined in the provincial curriculum. Designing a curriculum that addresses approved standards requires an array of courses to fully prepare the teacher of Indigenous Languages to meet general as well as locally derived goals and outcomes. This certificate is comprised of 30 credit units of ILC classes, completion of which along with a B.Ed. and/or B.A. (Native Studies/Indigenous Studies) prepares candidates to teach Indigenous Languages in Saskatchewan settings. Once approved by the Saskatchewan Ministry of Education as an Additional Qualification Certificate (AQC), this program would enable in-service teachers to upgrade their classification.

Admission Requirements:

Applicants to the program must either be:

1. Current Education students, or
2. Post-degree Education students with a Bachelor of Education and/or Bachelor of Arts (Native Studies/Indigenous Studies) Degree and valid Professional 'A' Teaching Certificate.
3. Admission based on special case admission review.

Program Requirements: 30 credit units with content specialization in Indigenous Second Language Acquisition Learning and Teaching

Required Courses (30 credit units):

- ECUR 425.3 Methods 1 Second Language Methodologies
- ECUR 426.3 Second Language Methodologies 2
- ECUR 427.3 Introduction to Total Physical Response and Drama for Language
- ECUR 428.3 Introduction to Master Apprentice Program
- ECUR 429.3 Root Word Method of nêhiyawêwin
- ECUR 430.3 Traditional and Contemporary Music, Song and Dance
- ECUR 431.3 Digital Technologies for Indigenous Language Learning
- ECUR 432.3 □□□□□□□□ Syllabics, Literacy and Numeracy
- ECUR 433.3 Identity and Higher Learning (nêhiyawêwin)
- ECUR 434.3 Immersion Language Camp (nêhiyawêwin)

The scheduling of the courses will be based on the need for total immersion and then a period of reflection. The bulk of the courses will be taught in the summer months. Courses in the fall and winter will be necessary as storytelling is culturally forbidden during the summer season.

Tentative schedule:

Year One Fall

- ECUR 425.3 Methods 1 Second Language Methodologies

Year One Winter

- ECUR 426.3 Second Language Methodologies 2

Year One Summer

- ECUR 427.3 Introduction to Total Physical Response and Drama for Language Learning
- ECUR 428.3 Introduction to Master Apprentice Program
- ECUR 429.3 Root Word Method of nêhiyawêwin

Year Two Fall

- ECUR 430.3 Traditional and Contemporary Music, Song and Dance

Year Two Winter

- ECUR 431.3 Digital Technologies for Indigenous Language Learning

Year Two Summer

- ECUR 432.3 □□□□□□□□ Syllabics, Literacy and Numeracy
- ECUR 433.3 Identity and Higher Learning (nêhiyawêwin)
- ECUR 434.3 Immersion Language Camp (nêhiyawêwin)

5. RESOURCES

The design and delivery of this certificate has been given a top priority by the College of Education. Correspondence outlining the need for the ILC from the Dean of Education, Dr. Michelle Prytula, has been provided to the committee. College funds for program innovation are being used to resource the development of the academic course work. We have designed the certificate to take advantage of existing expertise both from our partners and within the College of Education. A main reason to choose the Cree language as the first offering of the certificate is that there exists a highly educated pool of Cree speaking individuals with credentials at the PhD and Masters levels. These individuals would serve as sessional lecturers in the specialty areas such as syllabics and second language methodologies. We have also identified a number of current College of Education faculty members who would work with language experts to co-teach some of the content.

Although the certificate will be sufficiently resourced through existing material found on the Indigenous Learning Portal (iPortal) and in the Aboriginal Resources Center, an anticipated need exists to develop

more Indigenous Literature in our libraries. Dual language texts are available and will be important to our collection. IT support will also be needed when these resources are being developed.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The ILC program supports student programming in alignment with the current Education sequential program as well as increases numbers of students returning to the College for additional training post B.Ed. Meetings with ITEP community based programs have occurred, exploring potential off-campus sites for ILC classes. Communication with Saskatchewan Indian Cultural Centre (SICC) have occurred to discuss sharing faculty. There is contact with the Ministry of Education and they are supportive of the program and see a growing need for qualified Indigenous Language teachers in Saskatchewan. We have been in discussion with the Chair of the Teacher Education Certification Committee (TECC) who has reviewed the Notice of Intent and recommended that the certificate be considered by the TECC Board at their April meeting in order that the ILC could be recognized as advanced standing for teacher qualifications (AQC). Initial feedback from our on-campus partners such as the Department of Native Studies/Indigenous Studies has been positive in regards to the ILC.

As place and context are important for this certificate we believe that the delivery mode for the ILC will be face-to-face. This does not mean that we will limit our ability to reach a range of cultural and linguistic groups in Saskatchewan and the partnerships with community-based programs will ensure that we reach a large range of these groups. We will model the ILC after our existing successful off-campus delivery model which is used by our ITEP program, to host programming in local communities. In addition to the work within our College we have many opportunities to use our strong community ties. Onion Lake Cree Nation also have an existing MOU with ITEP and this would allow access to their Cree Immersion Programming. We have had discussions with Saskatchewan Indian Cultural Centre around signing an MOU for access to their Indigenous Language specific resources along with their database of Elders for all Indigenous Language groups of Saskatchewan. The Gift of Language and Culture program has connections with ITEP along with the Canadian Indigenous Language and Literacy Institute (CILLDI) currently hosted at the University of Alberta.

7. BUDGET

The tuition for the program will follow the existing College of Education Tuition category (TC02). We will be requesting fees per individual course to recover costs for Elders/Resource People as well as an off-campus Immersion Language Camp. Please see the breakdown of fees in Appendix A.

Related Documentation

Please see letters of support from community partners

Consultation Forms

Consultation with Registrar January 22, 2015 Form has been submitted.

Meeting with Planning and Priorities Committee of Council February 4, 2015

Meeting with Academic Programs Committee of Council February 18, 2015

Appendix A

Budget: Proposed Courses Fees

ECUR 425.3 Immersion Language Camp (nêhiyawêwin)

- Immersion Language Camps (nêhiyawêwin) will follow a total immersion environment where nothing but Cree will be used doing traditional activities based around the season of the camp. These activities will be a mixture of land-based activities such as harvesting teas, berries, fish and wild game, or task-based activities such as preparing and preserving the foods to beading beautiful jewellery.

Location: Ministikwan Lake, SK (3.5 hrs northwest of Saskatoon)

*4 day camp

Camp Fee: \$500.00 per participant

Includes instruction, resource people, ceremonies, lodging, activities and meals.

ECUR 433.3 Identity and Higher Learning (nêhiyaw)

- An introductory course designed to examine the role of the elder's helper in a place of higher learning. This course explores how nêhiyaw identity is informed by the philosophical beliefs and constructs central to the worldview of nêhiyawak. Students will examine how nêhiyawak have maintained their cultural beliefs through family and community. The concepts of *wâkohtowin* will be explored to develop understanding of place and language.

**Honoraria for Elders and resource people.

4 visits \$600.00 plus travel*

ECUR 430.3 Traditional and Contemporary Music, Song and Dance

- The cognitive benefits of incorporating music in language learning are integral to culture, for the Cree are a singing nation. nêhiyawak have been singing since the beginning of time. There are songs for all occasions from lullaby's to thanksgiving and celebration. Cree Songs help memorize phonetics, long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". By involving dancing, the entire brain is being stimulated which is termed "whole-brain learning".

**Honoraria for Elders, and/or resource people and/or singers/dancers.

4 visits \$600.00 plus travel*

ECUR 428.3 Introduction to Master Apprentice Program

- The Master Apprentice Program was developed for teaching and learning Indigenous Languages. It's a practical model that has been effective in learning in an immersion setting. There will also be an additional second language methodology taught which is called Language Acquisition Made Practical (LAMP) where these two methodologies go hand-in-hand.

**Honoraria for Elders and resource people (Master Speakers).

4 visits \$600.00 plus travel*

*travel costs for Elders to be paid by the College of Education



UNIVERSITY OF
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New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 425.3

2.2 Title of course: Methods 1 Second Language Methodologies

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: In this course students will be introduced to language learning with the goal of improving their ability to use the language using pictures. This Second Language Acquisition (SLA) method is based around improving speaking, listening, and comprehension. Using visuals allows the participants to move from simple to complex sentences through the help of the language instructor. All lessons will provide lots of participation and interaction in the Cree Language.

2.8 Any additional notes

3. Rationale for introducing this course.

There are a number of SLA methodologies that have successes with the Indigenous Languages of Saskatchewan. Accelerated Second Language Acquisition (ASLA) also known as Dr. Stephen Greymorning Method (Gift of Language and Culture) have a Kit available with a full binder of pictures and sequence on how to teach the method. This resource has been used successfully by the Onion Lake Cree Immersion Program, Ministikwan Lake Cree Nation Cree Immersion Program, and the Lac La Ronge Indian Band. The resources are current and have proven successful outcomes in developing and supporting Cree Speakers of all ages.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

- a. Animate and inanimate objects and a basic understanding of prepositions.
- b. Creating lesson plans based on the combinations of nouns, verbs and locatives and how to use the kit developed by the Gift of Language and Culture.
- c. Planning, implementation, and assessment of this methodology on Second Language students of their own.

5. Impact of this course.
Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)
 1. Introduction to the Accelerated Second Language Method
Using ASLA and Cree-Set 1, New Vocabulary
 2. Set 2-Animate and Inanimate
 3. Set 3-Prepositions
 4. Set 4-Tenses
 5. Set 5-Puralization
 6. Set 6-Personal Pronouns
 7. Set 7-Avanced set(s)
8. Enrolment.
Expected enrollment: 20
From which colleges? Education and Native Studies
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Oral Quiz (7)	70%
Final Exam	30%
Total	100%

Oral Quiz: There will be seven short oral examinations throughout the course (once each set is completed). Its very important for the students to be present and get as much practice in as possible as the sets have plenty of vocabulary that quickly transition into full sentences. Each quiz will worth a maximum of 10% and will be worth a total of 70% of the final mark.

Final Exam: There is no writing involved in this method and therefore, the exam is assessed orally. Assessment will be conducted using the pictures employed throughout the course to ensure fairness. The final exam will be given on the last day of class and it is worth 30% of the final grade.

10. Required text: The Gift of Language and Culture Project (2005). *Daily Routine Oral Language Activity Kit*. La Ronge: Lac La Ronge Indian Band Education.

www.giftoflanguageandculture.ca

11. Resources.
Proposed instructor: TBA
How does the department plan to handle the additional teaching or administrative workload?

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No
12. Date of Implementation: fall 2015
To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 425.3

Methods 1 Second Language Methodologies (nehiyawewin)

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: In this course students will be introduced to language learning with the goal of improving their ability to use the language using pictures. This Second Language Acquisition (SLA) method is based around improving speaking, listening, and comprehension. Using visuals allows the participants to move from simple to complex sentences through the help of the language instructor. All lessons will provide lots of participation and interaction in the Cree Language.

Course Outcomes:

By the end of the course, learners will be familiar with:

- a. Animate and inanimate objects and a basic understanding of prepositions.
- b. Creating lesson plans based on the combinations of nouns, verbs and locatives and how to use the kit developed by the Gift of Language and Culture.
- c. Planning, implementation and assessment of this methodology on Second Language students of their own.

Required Texts:

The Gift of Language and Culture Project (2005) *Daily Routine Oral Language Activity Kit*. La Ronge: Lac La Ronge Indian Band Education.

Online: www.giftoflanguageandculture.ca

Topic Outline:

1. Introduction to the Accelerated Second Language Method
Using ASLA and Cree-Set 1, New Vocabulary
2. Set 2-Animate and Inanimate

3. Set 3-Prepositions
4. Set 4-Tenses
5. Set 5-pluralization
6. Set 6-Personal Pronouns
7. Set 7-advanced set(s)

Course Evaluation:

Oral Quiz (7)	70%
Final Exam	30%
Total	100%

Oral Quiz: There will be short oral examinations throughout the course and after every set is completed. Its very important for the students to be present and get as much practice in as possible as the sets have a lot of vocabulary that quickly transition into full sentences. Each Quiz will be out of 10% and will be worth a total of 70% of the final mark.

Final Exam: There is no writing involved in this method and therefore, the exam is all assessed orally. This will be done with the pictures that were used throughout the course and there will be no surprises. This will be done on the last day of class and it is worth 30% of the final grade.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

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

Excellent (80-90) An excellent performance with strong evidence of

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

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

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

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Integrity Defined (from the Office of the University Secretary)

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

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

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

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

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

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

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



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 426. 3

2.2 Title of course: Second Language Methodologies 2

2.3 Total Hours: 39 Lecture Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: In this course students will be introduced to Contemporary Cree Literacy Learning (CCLL) with the goal of improving their ability to use the language focusing on speaking, reading, writing and comprehension. Literacy will improve along with using visuals. Vocabulary will be built around these visuals. This CCLL method has proven to be effective at all language levels.

2.8 Any additional notes

3. Rationale for introducing this course.

Standardized Roman Orthography (SRO) is where all the Cree dialects seem to be working towards. It is a great step of working together and not duplicating work but acting collectively when resources are limited. The SRO movement was started by a few linguists from the University of Brandon including the late Freda Ahenew. Dr. Ahenew interviewed elders and resource people about many different topics such as identity, protocol, teachings, and respect. These teachings are still used today in several courses dealing with Cree worldview to linguistics. Dr. Wolvengrey from the First Nations University of Canada continued the idea of standardization along with a group from Saskatchewan called the Saskatchewan Cree Language Retention Committee (SCLRC). This committee was comprised of language teachers, professors, language activists, Elders and linguists. They found that there was duplication of lesson plans, units plans, resources, and curriculum so they needed to work smarter to meet the demands of language loss. Gift of Language and Culture also started after with the strength and visioning of some of the SCLRC members in the Lac La Ronge Indian Band Schools. They created a resource development plan and clearing house of their teaching materials. They had Cree posters, songs, full-Cree Language curriculum and Immersion Curriculum with the books and workbooks to go with. It's very important to note here that there are numerous benefits for SRO and that this movement has worked with all the Cree dialects of Saskatchewan. These are the Plain Cree, Swampy Cree and Woodlands Cree.

The Picture Window Inductive Model (PWIM) is using pictures and pulling words out the photo. It is a traditional boy dancing, you have words that can describe such as boy, dancing, feathers, leg, morning

time, powwow, arm, roach and so on. The basic questions of what, where, when, why, and who are how you get words out of these photos. Dr. Dorothy Lazaro used this method with the Mohawks with great success because the words are written down and similar words are categorized such as verbs, place and time, gender words, body parts, and so on. These words then can be made into sentences not even related to the actual photo.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Recognize the importance of Standard Roman Orthography and know the rules and sounds of SRO.
- Understand literacy as a tool to promote Indigenous Languages.
- Understand and implement Picture Window Inductive Model (PWIM) to promote language and literacy of Indigenous Languages.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

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

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

- What is Standard Roman Orthography?
- The sound-to-symbol correspondence that makes SRO effective
- Rules of SRO
- Introduction to PWIM: Glimpsing the Model in Kindergarten and 2nd Grade
- Describing the Picture Word Inductive Model
- Using the Model in a Language Arts Unit
- Designing Multidimensional Reading and Writing Instruction
- Getting Started in Your Classroom or School
- Working with Older Beginning Readers

8. Enrolment.

Expected enrollment: 20

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

SRO spelling exams (4)	40%
PWIM Examples	60%
Total	100%

10. Required text:

Include a bibliography for the course.

Wolvengrey, A. (2008) *How to Spell it in Cree: The Standard Roman Orthography*. Miywasin ink.

Calhoun, E. (1999). *Teaching beginning reading and writing with the picture word inductive model*. ASCD.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

**ECUR 426.3
Second Language Methodologies 2**

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: In this course students will be introduced to Contemporary Cree Literacy Learning with the goal of improving their ability to use the language focusing on speaking, reading, writing and comprehension. Literacy will improve along with using visuals. Vocabulary will be built around these visuals. This method has proven to be effective at all language levels. Students will become skilled in the use of Standard Roman Orthography (SRO). As of 2011, SRO is taught and used in Cree language programs in schools, colleges and universities across the Western Canada. SRO is also the spelling system that is most widely used for print publications in Cree, and has the greatest number of published books.

Course Outcomes:

- Recognize the importance of Standard Roman Orthography (SRO) and know the rules and sounds of SRO.
- Understand literacy as a tool to promote Indigenous Languages.
- Understand and implement Picture Window Inductive Model to promote language and literacy of Indigenous Languages.

Required Texts:

Wolvengrey, A. (2008). *How to Spell it in Cree: The Standard Roman Orthography*. Miywasin ink.

Calhoun, E. (1999). *Teaching beginning reading and writing with the picture word inductive model*. ASCD.

Topic Outline:

- What is Standard Roman Orthography?

- The sound-to-symbol correspondence that makes SRO effective
- Rules of SRO
- Introduction to PWIM: Glimpsing the Model in Kindergarten and 2nd Grade
- Describing the Picture Word Inductive Model
- Using the Model in a Language Arts Unit
- Designing Multidimensional Reading and Writing Instruction
- Getting Started in Your Classroom or School
- Working with Older Beginning Readers

Course Evaluation:

SRO spelling exams (4)	40%
PWIM Examples	60%
Total	100%

SRO spelling exams (4)

There will be 4 spelling exams that will assist in learning and adopting SRO. SRO is specifically for Cree and there are rules to be followed based on the structure of Cree. These spelling exams will assist in the development and improvement of Cree literacy. SRO also works well when writing in the Cree Syllabics.

PWIM Examples

The pictures that will be used will allow students to present their vocabulary and sentences. They will make portfolios on the language development and present to the class.

2 PWIM Examples answering who, what, where, why and when; worth 20% each = 40%

Presentation and handout for students and instructor; worth 20%



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 427.3

2.2 Title of course: Introduction to Total Physical Response and Drama for Language

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: Total Physical Response (TPR) is a second language teaching methodology that encourages whole-brain learning. The course will introduce the process and strategies for successful vocabulary development and retention through lectures, modeling and various activities. Drama for Language Learners will consist of fundamental drama and theatre exercises designed to create opportunities for First Language revitalization and learning.

2.8 Any additional notes

Total Physical Response (TPR) was made popular in the late 1970's by Dr. James Asher as a language teaching method. There are a number of First Nations communities that have adopted the method with great successes. The Gwitchin from BC have found quick improvements by utilizing the TPR into their curriculum and now give summer language programming around this method. The method is very basic where the instructors give the commands in the target language and models the vocabulary. Cree is a verb-based language and actions with the words allows for rapid succession in language learning. TPR is successful for all ages and makes language learning exciting.

TPR Storytelling is a method for teaching foreign languages that was invented by Blaine Ray, a Spanish teacher in Bakersfield, California, in 1990. Concerned that his students were disinterested in the unexciting process of learning a language from a textbook, he began to use James Asher's Total Physical Response to teach Spanish. Asher says that students acquire their second languages as they acquired their first languages. Our students learn as babies learn. Therefore, we should not expect them to produce the language before they have had an ample amount of time to listen to it. Blaine experienced great success, and the students began to be excited about his class. Although TPR has been the most effective method for acquiring a second language since it was invented in the 1960s, Blaine found that after hitting the "TPR wall," he was unsure of what to do to move from the imperative to the narrative and descriptive modes of speech. He found that changing from commands to the third person singular allowed him to tell stories, a long-term memory technique. He found that asking the students to act out

the parts of the characters in the stories preserved the highly effective physical element that had been so powerful in Classical TPR. As the technique was developed over the years, it became an all-encompassing method and methodology. The method combines Dr. James Asher's Total Physical Response (TPR) with Dr. Stephen Krashen's language acquisition strategies, allowing us to teach grammar, reading and writing along with vocabulary.

Drama for language learning will give the students a chance to feel comfortable about taking chances. Studies show that the more comfortable second language learners are with trying out new words without the fear of saying something wrong is beneficial to the growth of the targeted language. Teaching is also a part of drama where you need to mimic, mime or act out words, sentences or scenes. By creating these scenarios helps Second Language Learners feel safe and it's a nice break from rote learning methods.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Develop and implement successful TPR lessons
- Understand advanced TPR stories (TPRS) methodology
- Demonstrate the ability to use Drama to teach language.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

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

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges.

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

- Introduction to Total Physical Response
- Imperative Mode-Set 1 pimohte, nipawi, api, pasikiw, kweskapawi, naki
- Imperative Mode-Set 2 waniska, kasihkwe, sipekanapite, sikaho, miciso
- Imperative Mode-Set 3 aseti, wastahiki, tamiskaki, pahpi, nimihto, ohpi
- Imperative Mode-Set 4 compounding words post- and keht-
- Adding personal pronouns: ni- and ki- to sets 1-4
- Introduction to TPR Storytelling (TPRS)
- Introduction to Drama and language learning

8. Enrolment. 20

Expected enrollment:

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Set 1-4 Exams	40%
Set 1-4 with personal pronouns	40%
TPR Storytelling presentation	20%
Total	100%

10. Required text:

Include a bibliography for the course.

Asher, J. *Learning Another Language Through Actions*. www.tprworld.com

Norris, J., McCommon, L., Miller, C. (2000). *Learning to Teach Drama: A Case Narrative Approach*.
Portsmouth: Heinemann.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 427.3

Introduction to Total Physical Response and Drama for Language

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: Total Physical Response (TPR) is a second language teaching methodology that encourages whole-brain learning. The course will introduce the process and strategies for successful vocabulary development and retention through lectures, modeling and various activities. Drama for Language Learners will consist of fundamental drama and theatre exercises designed to create opportunities for First Language revitalization and learning.

Course Outcomes:

- Develop and implement successful TPR lessons
- Understand advanced TPR stories methodology
- Learning how to use Drama to teach language.

Required Texts:

Asher, J. *Learning Another Language Through Actions*. www.tprworld.com

Norris, J., McCommon, L., Miller, C. (2000). *Learning to Teach Drama: A Case Narrative Approach*. Portsmouth: Heinemann.

Topic Outline:

- Introduction to Total Physical Response
- Imperative Mode-Set 1 pimohte, nipawi, api, pasikiw, kweskapawi, naki
- Imperative Mode-Set 2 waniska, kasihkwé, sipekanapite, sikaho, miciso
- Imperative Mode-Set 3 aseti, wastahiki, tamiskaki, pahpi, nimihto, ohpi
- Imperative Mode-Set 4 compounding words post- and keht-
- Adding personal pronouns: ni- and ki- to sets 1-4
- Introduction to TPR Storytelling (TPRS)
- Introduction to Drama and language learning

Course Evaluation:

Set 1-4 Exams	40%
Set 1-4 with personal pronouns	40%
TPR Storytelling presentation	20%
Total	100%

Set 1-4 Exams

There are three modes in Cree and these exams will focus on the imperative mode also known as the command words. These sets will be command words such as sit, walk, run, walk backwards, stop, turn around, turn around while sitting and so on. The sets are based around usable language and promotes oral interaction while doing the activities.

Set 1-4 with personal pronouns

Personal pronouns will be introduced so the learner starts to put together specific speech. These will examine the understanding of knowing who is doing the action. There are ways to use Native American Sign Language to teach personal pronouns.

TPR Storytelling presentation

An unannounced vocabulary test assesses how well students have acquired the vocabulary. An announced vocabulary test assesses how thoroughly students have studied for the test. The first tests long-term retention. Students will be informed ahead of time to expect unannounced cumulative vocabulary tests.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 428.3

2.2 Title of course: Introduction to Master Apprentice Program

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: The Master Apprentice Program was developed for teaching and learning Indigenous Languages. It's a practical model that has been effective in learning in an immersion setting. There will also be an additional second language methodology taught which is called Language Acquisition Made Practical (LAMP) where these two methodologies go hand-in-hand.

2.8 Any additional notes

3. Rationale for introducing this course.

There are two Second Language Methodologies in this certificate that will need face-to-face instruction. Dr. Leanne Hinton made the Master Apprentice Program (MAP) work with the California American Indians. Their language health was very close to extinct and only had a handful of native speakers in some cases. With the use of MAP, the language has been steadily rising in those tribes. They also influenced some of the BC First Nations to use the method because the coastal First Nations were also seeing their languages dying. Places such as the Haida Gwaii are currently using the method and seeing improvements but it really is a personal and community commitment. The Master Speakers are to use the targeted language and not switch into English. The Apprentice will then develop the ear and voice of the targeted language. There are 10 rules that structure the relationship of MAP. They can do any activity and the goal is to gain fluency around the various activities. There is no writing involved but it is not discouraged.

Language Acquisition Made Practical (LAMP) integrates well with MAP because you have the Master speaker available. The Apprentice is encouraged to use a recording device in this method. They are to create full usable sentences. They chose what they want to say and ask the speaker to translate. The Master Speaker does not have to write in either of these methods. Writing is also encouraged to help the Apprentice in gaining and recognizing words through literacy along with memorization of the full sentences. The goal is not only to get fluency but to also to be able to sound like a native speaker. This is

a good indicator on assessing how someone can gain the accents and annunciation of the targeted language.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Be familiar with the philosophy and method of Master Apprentice Program
- Demonstrate an understanding of the 10 rules of making Master Apprentice Program work in various settings
- Create an effective inquiry based learning journey using the Language Acquisition Made Practical.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

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

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

1. Overview of Philosophy and the Method of the Master-Apprentice Indigenous Language Programming
2. Learning expectations and Typical Sessions for MAP
3. Learning and developing vocabulary with MAP
4. Intermediate to advanced learning and learning stories using MAP
5. Developing MAP for the classroom and community
6. Overview of Language Acquisition Made Practical (LAMP)
7. Teaching the cycle of LAMP and knowing your language tools
8. Using technology and literacy to keep language learning enjoyable

8. Enrolment.

Expected enrollment: 20

From which colleges? Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Weekly Journal of MAP	40%
Weekly Learning Project (LAMP)	60%
Total	100%

10. Required text: Brewster, E., Brewster, E. (2004) *Language Acquisition Made Practical: A Comprehensive "How-to" Book for Learning any Language*. Lingua House: Dallas.

Hinton, L., Vera, M., Steele, N. (2002) *How to Keep Your Language Alive: A Commonsense Approach to One-On-One Language Learning*. Berkley: Heyday Books.

Include a bibliography for the course.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually ☒ biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 428.3

Introduction to Master Apprentice Program (nehiyawewin)

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: The Master Apprentice Program was developed for teaching and learning Indigenous Languages. It's a practical model that has been effective in learning in an immersion setting. There will also be an additional second language methodology taught which is called Language Acquisition Made Practical (LAMP) where these two methodologies go hand-in-hand.

Course Outcomes:

- The philosophy and method of Master Apprentice Program
- Demonstrating an understanding of the 10 rules of making Master Apprentice Program work in various settings
- Creating an effective inquiry based learning journey using the Language Acquisition Made Practical.

Required Texts:

Brewster, E., Brewster, E. (2004) Language Acquisition Made Practical: A Comprehensive "How-to" Book for Learning any Language. Lingua House: Dallas.

Hinton, L., Vera, M., Steele, N. (2002) How to Keep Your Language Alive: A Commonsense Approach to One-On-One Language Learning. Berkley: Heyday Books.

Topic Outline:

1. Overview of Philosophy and the Method of the Master-Apprentice Indigenous Language Programming
2. Learning expectations and Typical Sessions for MAP
3. Learning and developing vocabulary with MAP
4. Intermediate to advanced learning and learning stories using MAP
5. Developing MAP for the classroom and community
6. Overview of Language Acquisition Made Practical (LAMP)
7. Teaching the cycle of LAMP and knowing your language tools
8. Using technology and literacy to keep language learning enjoyable

Course Evaluation:

Weekly Journal of MAP	40%
Weekly Learning Project (LAMP)	60%
Total	100%

Weekly Journal of MAP- There will be 4 journal entries (10% each) for this portion of the evaluation. First Journal Entry will be introducing the Master Speaker with whom the student will be working. Second Journal Entry will be keeping updated on the language activities based around the MAP sessions. Third journal will also be an update on the MAP sessions. The last Journal entry will be a reflective journal on the MAP process.

Weekly Learning Project (LAMP)

Written Sentences and translations 20%

The LAMP cycle of learning has 3 usable sentences that need to be created by the learner and then the master speaker is to translate these verbally. These sentences need to be written which helps in recording the progress in the target language. This is the raw data collection of the LAMP process.

Recordings of LAMP Process 20%

With a digital recording device, the sentences should be recorded and filed/saved. These digitalized recordings of the usable sentences created by learner captures “native” sounds, dialects and accents. The sentences are then used in the process of listening and repeating. This is really creating inquiry-based methodology because these sentences will be based on the language topics the learner really wants to focus on.

Oral Proficiency Examination 20%

There will be an oral examination based on the sentences gathered and documented by the learner. The examination will be based on what the learner collected. The instructor will examine around the topics and possibly create scenarios to create dialogue.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 429.3

2.2 Title of course: Root-Word Method of nêhiyawêwin

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: nêhiyawêwin is known as a polysynthetic language, meaning the language is structured in word sentences. There are bits of meanings to what may look like one word but is actually a full sentence when translated into English. These bits of meanings are called morphemes and this course will study how these word sentences are created and pieced together to make sense.

2.8 Any additional notes

3. Rationale for introducing this course.

Learning the way Cree is structured is key to gaining what is called “word-sentence” fluency. Polysynthetic languages are very descriptive and understanding the word structure and order will improve the study of the targeted language. Cree is very descriptive in nature and lot of linguists often mistake it as very verb based. Word order is also further understood when learning the roots of words. These root words are not stand-alone morphemes but need prefixes and suffixes to make sense of these word sentences.

It would help to know a little bit of the linguistic composition of the Cree language and how the language conjugates. This course would be the only course that would require this type of study and how much writing is involved but it is a necessary to understand the make up and progress of making words up.

The Mohawks have this method and use it in their program to describe the complicated nature of learning their language. Mohawk words like Cree can describe:

- an action
- the number and gender of the persons(s) who did the action;
- the number and gender of the persons the action was done to;
- where the action benefited that person(s);
- a general time frame describing when the action took place or will take place;

- the object involved in the action;
- the direction the action took place in relation to the speaker;
- whether the person who did the action went someplace to do it;
- whether the action had been done before;
- whether the action undid a previous action; and
- whether the action was done multiple times.

The Root Word Method requires learning about 800 roots, prefixes and suffixes plus their variations, plus the rules for assembling them, plus the exceptions. Students also have to learn another 700 particles, names and stand-alone descriptions. When learned in a sequence from grammatically simple-to-complex students can become proficient speakers relatively quickly.

Blue Quills First Nations College have been leading the study of morphology and have created a wonderful resource that this course will need to use. They split up the language into roots and terminations which helps to recognize the structure of developing verbs and nouns.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Understand that nehiyawewin is a polysynthetic language and is taught differently than English.
- Have explored Cree terminology and overall complexity of Cree conjugation
- Acquired skills in listening, comprehension and articulation of Cree as well as practice in writing Cree in syllabics and SRO

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

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

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

1. Introduction to the Morphology of Cree
2. Analyze Verb Stems and Roots
3. Looking at Gender-animate and inanimate
4. What are transitive and intransitive Verbs?
5. Structural Elements: Personal indicators, tenses, singular and pluralizing
6. Terminations
7. Modes/Forms: Independent, Subjunctive/e-conjunct, Imperative

8. Enrolment.

Expected enrollment: 20

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Cree Texts Project: 40%

There will be several texts taken from various elder from Saskatchewan and analyzed for structure as a class. These Elder text samples will be what the students need to gather for their projects. There will be 15 texts that will need to be recorded from a Master Speaker and these will be analyzed by the student.

Cree Data Workbook- 40%

This workbook will be where all the sentences will be documented.

This workbook will have the following:

- The 4 step Daily Learning Cycle Language Acquisition Made Practical.
- 1. Preparation of the sentences
- 2. Practice speaking the sentences
- 3. Communicate (where, time and who)
- 4. Evaluate (How was it? What were the responses? Were the words difficult? What to learn the next day?)

Oral Examination: 20%

This will be done in pairs where the student teachers will be going through their texts and putting together a dialogue. Basically, it will be a chance to have students speak to each other on any topic of choice. The evaluation is on how natural the discussion is and the flow between thoughts.

10. Required text:

Wolvengrey, A. ed. (2001) *nēhiyawewin: itwēwina/Cree: Words*. Canadian Plains Research Center.

Blue Quills First Nations College. (2000) Cree Morphology and Verbs: IYIS 118 nâkateyihetân tânisi nehiyawewin e-isi-wiyomikoyahk.

Include a bibliography for the course.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually ☒ biennially other

ECUR 429.3
Root-Word Method of nêhiyawêwin

Cree Data Workbook- 40%

Oral Examination: 20%

Total 100%

Cree Texts Project: 40%

There will be several texts taken from various elder from Saskatchewan and analyzed for structure as a class. These Elder text samples will be what the students need to gather for their projects. There will be 15 texts that will need to be recorded from a Master Speaker and these will be analyzed by the student.

Cree Data Workbook- 40%

This workbook will be where all the sentences will be documented.

This workbook will have the following:

- The 4 step Daily Learning Cycle Language Acquisition Made Practical.
- 1. Preparation of the sentences
- 2. Practice speaking the sentences
- 3. Communicate (where, time and who)
- 4. Evaluate (How was it? What were the responses? Were the words difficult? What to learn the next day?)

Oral Examination: 20%

This will be done in pairs where the student teachers will be going through their texts and putting together a dialogue. Basically, it will be a chance to have students speak to each other on any topic of choice. The evaluation is on how natural the discussion is and the flow between thoughts.



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New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 430.3

2.2 Title of course: Traditional and Contemporary Music, Song and Dance

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: The cognitive benefits of incorporating music in language learning are integral to culture, for the Cree are a singing nation. nêhiyawak have been singing since the beginning of time. There are songs for all occasions from lullaby's to thanksgiving and celebration. Cree Songs help memorize phonetics, long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". By involving dancing, the entire brain is being stimulated which is termed "whole-brain learning".

2.8 Any additional notes

3. Rationale for introducing this course.

The Elders and Knowledge Keepers say that there is a song for every event and that we should not lose these but share them and keep them from being forgotten. Of course there are certain songs that are for only certain ceremonies but what happens when singing is involved is language magic. People of all ages begin learning enjoyable tunes and for occasions such as birthdays and thanks giving prayer songs. Onion Lakes own Brian MacDonald created a timeless set of songs that are still sung in most First Nations Schools along with Saskatoon's very own St. Frances Cree Bilingual Program. They follow the tunes of such favorites such as Old MacDonald and twinkle twinkle little star.

The Native American Flute, the Drums and Rattles are also incorporated into this course because of the cultural significance but also the benefits for cognitive development.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Be familiar with the morning song as well as a lullaby in Cree
- Demonstrate an understanding and contemporary music, song and dance
- Understand how to implement traditional and contemporary music, song and dance in their teaching

5. Impact of this course.
Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)
 - Introduction to Cree songs (Round dance, prayer songs, powwow, lullaby's and ceremonial songs)
 - Protocol to learning songs and understanding significance
 - Handgames songs
 - Contemporary music- Cree songs (Brian MacDonald, Carl Quinn, Wayne Jackson, Gift of Language and Culture)
 - Dances to the different types of songs
8. Enrolment.
Expected enrollment: 20
From which colleges? Education and Native Studies
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Cree Song Presentation #1 (Traditional)	20%
Cree Song Presentation #2 (Contemporary)	20%
Traditional Game/ Hand Games Presentation	20%
Cree Dance Presentation	20%
Native American Flute	20%
10. Required text:
Online resources: www.youtube.ca
www.giftoflanguageandculture.ca
www.itunes.com

Include a bibliography for the course.
11. Resources.
Proposed instructor: TBA
How does the department plan to handle the additional teaching or administrative workload?

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:
To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 430.3

Traditional and Contemporary Music, Song and Dance

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: The cognitive benefits of incorporating music in language learning are integral to culture, for the Cree are a singing nation. nêhiyawak have been singing since the beginning of time. There are songs for all occasions from lullaby's to thanksgiving and celebration. Cree Songs help memorize phonetics, long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". By involving dancing, the entire brain is being stimulated which is termed "whole-brain learning".

Course Outcomes:

- Demonstrate familiarity with the Morning Song as well as a lullaby in Cree
- Demonstrate an understanding and contemporary music, song and dance
- Understand how to implement traditional and contemporary music, song and dance in their teaching

Required Texts:

www.youtube.ca

www.giftoflanguageandculture.ca

www.itunes.com

Topic Outline:

- Introduction to Cree songs (Round dance, prayer songs, powwow, lullaby's and ceremonial songs)
- Protocol to learning songs and understanding significance
- Handgames songs
- Contemporary music- Cree songs (Brian MacDonald, Carl Quinn, Wayne Jackson, Gift of Language and Culture)
- Dances to the different types of songs

Course Evaluation:

Cree Song Presentation #1 (Traditional)	20%
Cree Song Presentation #2 (Contemporary)	20%
Traditional Game/ Hand Games Presentation	20%
Cree Dance Presentation	20%
Native American Flute, Drum, Rattle Presentation	20%
Total	100%

Cree Song Presentation #1 (Traditional)

Students can chose any of the following: Round dance, prayer songs, powwow, lullaby's and ceremonial songs to sing.

Cree Song Presentation #2 (Contemporary)

Students can chose songs from Brian MacDonald, Carl Quinn, Wayne Jackson, Gift of Language and Culture, Delores Sand and so on to sing.

Traditional Game/ Hand Games Presentation

Traditional Games and Hand Games have been around to help people get along and they brought nations together. There area a few traditional games to research and chose from. There are songs and beats that go with each of these games.

Cree Dance Presentation

Students can chose a dance and perform. There are a lot of options available such as Powwow, round dance, tea dance, even jigging because of the influence of the Metis. History can be presented along with the performance.

Native American Flute, Drum, Rattle Presentation

There are three instruments that have been used by Cree people in Saskatchewan with great success in promoting language and culture. These have been the Native American Flute, the drums and the rattles. Students can chose any one of these instruments and do a presentation.



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New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 431.3

2.2 Title of course: Digital Technologies for Indigenous Language Learning

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: This course will focus on the development of basic computer skills to enhance Indigenous Literacy and Writing using Technology. Students will also be introduced to video and audio technology and how to apply them to Indigenous language curriculum development. Basic software for developing resources will also be covered.

2.8 Any additional notes

3. Rationale for introducing this course.

With the recent popularity of www.creedictionary.com and phone apps, technology is a way to influence new speakers. For example, the online Cree dictionary has helped many classes answer language specific questions. It is only a matter of time when more apps and second language software will be developed. Rosetta Stone seems to have helped Native American Languages such as Mohawk but these bigger language companies are still focusing in on bigger language groups.

There are many useful resources that have been created for teachers and knowing how to use software such as Photoshop, Publisher, Microsoft Word and PowerPoint, capturing audiences with well-made presentations and lessons will lead to higher success rates in the targeted language.

There are more school districts that are now writing curricula to meet the needs of their Aboriginal population and by learning how to navigate through the Saskatchewan Curriculum website will allow outcomes to be met.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

- a. Recording audio, downloading, and basic digital audio editing.
- b. Recording video and doing basic downloading and editing with a digital editor

- c. Organizing interviews
 - d. The roles of interviewing in social science and linguistic research.
 - e. Applying basic software for resource development and online tools for language learning.
5. Impact of this course.
 Are the programs of other departments or Colleges affected by this course? No
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal? No
6. Other courses or program affected (please list course titles as well as numbers).
 Course(s) to be deleted? None

 Course(s) for which this course will be a prerequisite? None

 Is this course to be required by your majors, or by majors in another program? It is only required by those enrolled in the Certificate.
7. Course outline.
 (Weekly outline of lectures or include a draft of the course information sheet.)
 - Introduction to Basic Computer Skills, Software and the Digital World
 - Microsoft Word, Microsoft PowerPoint, Microsoft Publisher
 - Microsoft Video and/or iMovie
 - Digital recording device and digital recording software
 - Structuring successful interviews
 - Creating relationships with Elders and Resource peoples
 - First Nations Protocol
 - Transcribing and translating
 - Digitalizing Audio and Video
 - Learning how to save and transfer the different types of digital audio/video files
 - Using syllabics, downloading syllabics, languagegeek.com, syllabic fonts, SRO
 - The Internet and Language Learning
 - Indigenous Language Websites
 - Ideas about language apps and software
 - Gift of Language and Culture
8. Enrolment.
 Expected enrollment: 20
 From which colleges? Education, Arts and Sciences, Indigenous Studies and those who have graduated from these Colleges.
9. Student evaluation.
 Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

1. Technical competencies	25%
2. Audio Recording Assignment	25%
3. Video Recording Assignment	25%
4. Digital Resource	25%
Total	100%

10. Required text: Michell, H. (2011). *Working with Elders and Indigenous Knowledge Systems*. Kanata, Ontario: JC Publishing Ltd.

Include a bibliography for the course.

11. Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 431.3

Digital Technologies for Indigenous Language Learning

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: This course will focus on the development of basic technology skills to enhance Indigenous Literacy and Writing using Technology. Students will be introduced to video and audio technology and how to apply them to Indigenous language curriculum development. Basic software for developing resources will also be covered.

Course Outcomes:

By the end of the course, learners will be familiar with:

- a. Recording audio, downloading, and basic digital audio editing.
- b. Recording video and doing basic downloading and editing with a digital editor
- c. Organizing interviews
- d. The roles of interviewing in social science and linguistic research.
- e. Applying basic software for resource development and online tools for language learning.

Required Texts: Michell, H. (2011). *Working with Elders and Indigenous Knowledge Systems*. Kanata, Ontario: JC Publishing Ltd.

Online Tutorials through Lynda.com

Topic Outline:

- Introduction to Basic Computer Skills, Software and the Digital World
 - Microsoft Word, Microsoft PowerPoint, Microsoft Publisher
 - Windows Movie Maker and/or iMovie
 - Digital recording devices and digital recording software
- Structuring successful interviews
 - Creating relationships with Elders and Resource peoples
 - First Nations Protocol
 - Transcribing and translating
- Digitalizing Audio and Video
 - Learning how to save and transfer the different types of digital audio/video files
 - Using syllabics, downloading syllabics, languagegeek.com, syllabic fonts, SRO
- The Internet and Language Learning
 - Indigenous Language Websites
 - Ideas about language apps and software
 - Gift of Language and Culture

Course Evaluation:

1. Technical Competencies	25%
2. Audio Recording Assignment	25%
3. Video Recording Assignment	25%
4. Digital Resource	25%
Total	100%

1. Technical Competencies:

Demonstration of practical skills is very important and in this class computer work will form the experiential base for most of your learning. Since student work is primarily with digital formats, the more time that is spent with the hardware and software, the higher the level of competency. This class requires interviewing and you will be expected to be actively involved in the capturing and editing language recordings. Developing strong technical skills will be fundamental to support the other assignments in the course.

2. Audio Recording Assignment

Each student will complete an audio artefact. The final product can be a song, a short story or a few full sentences in the target language. The assignment will begin with a script followed by the capturing of raw audio. The raw audio will be modified and polished using audio editing software where the student will edit the recording, save the raw digital recording and also save the edited audio recording for future use and stored in database.

3. Video Recording Assignment

Each student will complete a video artefact. A video interview will be planned which may be a song, a short story, or a few full sentences in the target language. The video recording will be transferred to video editing software where the student will edit the recording, save the raw digital recording and also save the edited video recording for future use and stored in a database.

4. Digital Resource



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New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 432.3

2.2 Title of course: Syllabics, Literacy, and Numeracy

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: The Syllabics, Literacy, and Numeracy course is designed to teach students the history of the Cree syllabic system as well as the importance of raising Indigenous Literacy. It will assist students to hear specific sounds of the language and reproduce these sounds. Students will be able to read and write syllabics. The syllabics are also used as numeric symbols for counting. This course is designed to enable students to acquire both syllabic literacy and numeracy.

2.8 Any additional notes

3. Rationale for introducing this course.

The Cree were given syllabics to use and to share with all the indigenous people. It is important to note that there is literature on the origins of the syllabics and there are also oral accounts that have been documented. These stories have been researched and studied which will be made available to the students. The geographic location of these stories is in and around Norway House, Manitoba known in Cree as kinosew sîpiy.

Becoming literate in syllabics has many cognitive benefits. There are also social and personal benefits when learning the sounds of syllabics. As the learners understand the syllabics, there will be no mistaking English and Cree sounds. Student's skills will develop directly from practice and increased practice will allow for more flow as sounds develop.

Recently, thanks to a Cree Linguist named Charles Houle from Calling Lake, AB, a numeric chart has been created using the existing syllabics. The numbers are another great addition to the current sounds the syllabics produce.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Understand the History of the Cree syllabics system

- Understand the benefits of promoting language and literacy using syllabics
- Demonstrate familiarity with the Cree syllabic numeracy system

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

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

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

- Historical accounts of the origins of the Cree syllabics
- Introduction to the syllabics star chart
- Using ASLA to teach the syllabics star chart
- Eastern, southern, western and northern syllabics
- South-eastern, south western, north-western and north-eastern syllabics
- End consonants and w's
- Simple word sentences, prayer and Syllabics songs
- Using syllabics to promote numeracy

8. Enrolment.

Expected enrollment: 20

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Syllabics Star Chart Quiz	40%
End Consonant Quiz	10%
Simple word sentence Quiz	30%
Numeracy Quiz	20%
Total	100%

10. Required text:

Online resources: www.creeliteracy.org

Murdoch, J. (1981). *Syllabics - a successful educational innovation*. Manitoba Heritage Thesis.

Unpublished workbook: Houle, C. (2015). *Cree Syllabics Numeracy*. Calling Lake, AB.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 432.3

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ **Syllabics, Literacy and Numeracy**

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: The Syllabics, Literacy and Numeracy course is designed to teach students the history of the Cree syllabic system as well as the importance of raising Indigenous Literacy. It will assist students to hear specific sounds of the language and reproduce these sounds. Students will be able to read and write syllabics. The syllabics are also used as numeric symbols for counting. This course is designed to enable students to acquire both syllabic literacy and numeracy.

Course Outcomes:

- The History of the Cree syllabics system
- Understand the benefits of promoting language and literacy using syllabics
- Become familiar with the Cree syllabic numeracy system

Required Texts:

Online resources: www.creeliteracy.org

Murdoch, J. (1981). *Syllabics - a successful educational innovation*. Manitoba Heritage Thesis.

Unpublished workbook: Houle, C. (2015). *Cree Syllabics Numeracy*. Calling Lake, AB.

Topic Outline:

- Review of Standard Roman Orthography
- Historical accounts of the origins of the Cree syllabics
- Introduction to the syllabics star chart
- Using ASLA to teach the syllabics star chart
- Eastern, southern, western and northern syllabics
- South-eastern, south western, north-western and north-eastern syllabics
- End consonants and w's (TPR-Cree Karate)
- Simple word sentences, prayer and Syllabics songs
- Using syllabics to promote numeracy

Course Evaluation:

Syllabics Star Chart Quiz	40%
End Consonant Quiz	10%
Simple word sentence Quiz	30%
Numeracy Quiz	20%
Total	100%

Syllabics Star Chart Quiz

The Quiz will be based around the Syllabics Star Chart which was developed in the 70's and has made learning the cahkipehikanak (syllabics) easier to learn and teach. This quiz will accelerate Cree literacy and help learners with saying the syllables. ASLA might be part of this quiz.

End Consonant Quiz

The Cree End Consonants are important to learn and this quiz will also accelerate Cree literacy. Its important to know these and TPR might be used in form of the Cree Karate Lesson.

Simple word sentence Quiz

The structure of Cree is categorized as a polysynthetic language; therefore word sentences will be the focus with this quiz. Similar to Standard Roman Orthography (SRO), it's important to learn the sounds and syllables of Cree.

Numeracy Quiz

This quiz will focus on the using the existing syllabics to promote numeracy. Similar to the Roman Numerals, syllabics have been used to count. The quiz will be on the Cree Numerals.



UNIVERSITY OF
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New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 433.3

2.2 Title of course: Identity and Higher Learning (nêhiyawêwin)

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: An introductory course designed to examine the role of the elder's helper in a place of higher learning. This course explores how nêhiyaw identity is informed by the philosophical beliefs and constructs central to the worldview of nêhiyawak. Students will examine how nêhiyawak have maintained their cultural beliefs through family and community. The concepts of *wâkohtowin* will be explored to develop understanding of place and language.

2.8 Any additional notes

3. Rationale for introducing this course.

The number of Aboriginal Students is rising and projections are that this population will continue to rise within the higher learning institutions of Saskatchewan. The Elders have stated that the Treaties had education within the agreements. These cannot be forgotten and it's just as important to Cree epistemology, ontology and axiology.

Dr. Herman Michel has literature on the subject of Indigenous Peoples in higher learning and how to get Elders involved with the process. With this course, Elders are encouraged and they too need to be taught to understand and accept higher learning institutions.

Terms such as post-identification, re-identification, and post-modernity are surfacing. With academics writing on these topics, there is now room to start organizing a more inclusive place of higher learning.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

- a. nêhiyaw Historical Overview and traditional place names
- b. Understanding the significance of âtayohkewin (sacred stories) and âcimowin (teaching stories).

- c. Kinship terms and nehiyaw wâkohtowin.
5. Impact of this course.
Are the programs of other departments or Colleges affected by this course? No
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

Is this course to be required by your majors, or by majors in another program?
It is only required by those enrolled in the Certificate.
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)
1. Importance of Keeping our Language and Culture
 - First Nations History, Laws, and Spirituality
 - Important Concepts
 2. nehiyaw wâkohtowin-Kinship Terms
Immediate and extended family terms
 3. Inviting Elders to speak and using traditional protocol
 - Symbolic Teachings
 - Tobacco, smudging, fasting, feasts, tipi teachings
 - Roles of Elders/Resource People
 - Roles of Male and Female and Responsibilities
 4. Concept of Community and community-based research
 - Feasts, Sacred Pipes
 - Story of the Sacred Tree
 5. Establishing Relationships with Elders and Resource People
8. Enrolment.
Expected enrollment: 20
From which colleges? Education and Native Studies
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- | | |
|-------------------------|-----|
| 1. Cultural Involvement | 20% |
| 2. Journal Entries | 40% |
| 3. Presentation | 40% |
10. Required text:
Michell, H. (2013) Working with Aboriginal Communities in Places of Higher Learning. Vernon, BC: JCharolton Publishing Ltd.

Lane, P., Bopp, J., Bopp, M., Brown, L., and Elders (1994) The Sacred Tree. Twin Lakes, WI: Lotus Press.
Saskatchewan Indian Cultural Centre. (2009) Cultural Teachings: First Nations Protocols and Methodologies. Saskatoon: SICC.

Include a bibliography for the course.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 433.3

Identity and Higher Learning (nêhiyawêwin)

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: An introductory course designed to examine the role of the elder's helper in a place of higher learning. This course explores how nêhiyaw identity is informed by the philosophical beliefs and constructs central to the worldview of nêhiyawak. Students will examine how nêhiyawak have maintained their cultural beliefs through family and community. The concepts of *wâkohtowin* will be explored to develop understanding of place and language.

Course Outcomes:

By the end of the course, learners will be familiar with:

- a. nêhiyaw Historical Overview and traditional place names
- b. Understanding the significance of atayohkewin (sacred stories) and acimowin (teaching stories).
- c. Kinship terms and nêhiyaw wâkohtowin.

Required Texts:

Michell, H. (2013) *Working with Aboriginal Communities in Places of Higher Learning*. Vernon, BC: JCharolton Publishing Ltd.

Lane, P., Bopp, J., Bopp, M., Brown, L., and Elders (1994) *The Sacred Tree*. Twin Lakes, WI: Lotus Press.
 Saskatchewan Indian Cultural Centre. (2009) *Cultural Teachings: First Nations Protocols and Methodologies*. Saskatoon: SICC.

Topic Outline:

- Importance of Keeping our Language and Culture
 - First Nations History, Laws, and Spirituality
 - Important Concepts
- nehiyaw wâkohtowin-Kinship Terms
 - Immediate and extended family terms
- Inviting Elders to speak and using traditional protocol
 - Symbolic Teachings
 - Tobacco, smudging, fasting, feasts, tipi teachings
 - Roles of Elders/Resource People
 - Roles of Male and Female and Responsibilities
- Concept of Community and community-based research
 - Feasts, Sacred Pipes
 - Story of the Sacred Tree
- Establishing Relationships with Elders and Resource People

Course Evaluation:

1. Cultural Involvement	20%
2. Journal Entries (4)	40%
3. Presentation Assignment	40%
Total	100%

1. Cultural Involvement:

Active listening in class will be key to receive teachings first hand from the Elders and Resources people. Much of the course content will be information shared that is not found in books but passed down through oral teachings. Students will be assessed based on their interaction and demonstrated connection with information shared by the elders. The assessment will be based on the discussions that come from the teachings. Although not directly part of the evaluation student will be encouraged to attend all sessions.

2. Journal Entries (4 = 10% each Journal)

There will be four separate journals that will be submitted based on the information received from the Elders and Resource people. Each speaker will share information covering topics such as kinship, protocol, worldview, feasts, community events, ceremonies, roles and responsibilities of our communities. Each visit by a speaker will require a minimum of 250 words journal entry.

3. Presentation Assignment

Students are required to research and present a 15 minute talk based on the findings will be required for the class. If there is a topic that students wish to expand on from what they have learning in the course the student may do so, This assignment provides an opportunity to practice

the traditional research protocols and share a topic that is personally significant. This assignment will encourage students to immediately learn how to apply what has been shared and add to their understandings.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

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

Excellent (80-90) An excellent performance with strong evidence of

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

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

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

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 434.3

2.2 Title of course: Immersion Language Camp (nêhiyawêwin)

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: Immersion Language Camps (nêhiyawêwin) will follow a total immersion environment where nothing but Cree will be used for traditional activities based around the season of the camp. These activities will be a mixture of land-based activities such as harvesting teas, berries, fish and wild game, or task-based activities ranging from preparing and preserving the foods to beading jewellery.

2.8 Any additional notes

3. Rationale for introducing this course.

The Language Immersion Camps have been successfully operating in Saskatchewan for many years. Language Immersion Camps in Sturgeon Lake, SK (hosted by Belinda Daniels) and kâniyâsihk Cree Culture Camps (hosted Blue Quills First Nations College and First Nations University of Canada) are recent immersion experiences with post-secondary students that have met with great success.

It is key to have fluent speakers on staff and all levels to promote successful language learning. In the language camps mentioned above, linguists and indigenous language instructors have been involved along with Elders and resource people. The staff do everything including: harvesting teas, fishing, canoeing, baking bannock on a stick, and beading. The weather will influence the specific activities that are scheduled but the camp will be offered in the summer months.

Introductions to the language methodologies by the main speakers. Here they share the rules of the camp and the main objectives of speaking and learning Cree.

Activities are put into the culture camp to give the different activities and language around those activities such as:

Fishing, cooking, cleaning, canoeing, hide tanning, beading, setting up camp and tipis, crafts, storytelling, nature hikes, harvesting and gathering techniques, various ceremonies for thanksgiving and safety, camp safety activities, fire making, and Cree hand games.

All the camp workers will be fluent in Cree and first language speakers.

All Elders will be present throughout the day and there will be Cree stories shared in the evenings by the resource people.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

1. Incorporating Task-Based and Land-Based Education.
2. Planning language camps, implementing and experiencing a language immersion camp with numerous activities traditional to the Indigenous cultures.
3. Developing ideas of ecological education and creating a connection to traditional ecological education.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

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

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

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

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Outline of lectures or include a draft of the course information sheet.)

- Introduction to the camp rules of the immersion language camp.
- 10 rules of the Master Apprentice Program will be the SLA Methodology
- The intent of the kâniyâsihk Cree Culture Camps is always to promote miyo-pimâtisowin (a good way of life) which is divided into the four quadrants (physical, emotional, mental and spiritual domains).
- Instruction based on Land-Based and Task-Based Education (approaches that have been the main teaching methodologies and continue to prove successful to ensure authenticity of Cree Language and Cultural use).
- Revitalization and Retention of the Cree Language while doing traditional activities promotes confidence and pride.
- The camp promotes a safe place to speak and learn the Cree Language. Ability to speak the Cree language is the most important outcome.

8. Enrolment.

Expected enrollment: 20

From which colleges? Education, Arts and Sciences – Indigenous Studies, and graduates from these programs.

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Pass/Fail: The evaluation of the course will be a pass/fail approach lead by the instructors, Elders, and other teachers. As with similar immersion learning environments the course is a busy time with a holistic approach to learning language and methodologies. All aspects of the students' involvement will be assessed formally and informally. All members of the staff, resource people, and Elders work to reinforce the rules of the camp and the outcomes of the language course. Formative assessment will take place at the midway point of the course to ensure the learners understand how they are progressing. A final summative assessment will follow the completion of the course.

10. Required text: Four Worlds Development Project. (1989). *The sacred tree: Reflections on Native American spirituality*. 3rd Ed. Twin Lakes, WI: Lotus Lake Publications.
Henley, Thom. (1996). *Rediscovery: Ancient Pathways, New Directions*. Calgary, AB: Lone Pine Publishing.

Include a bibliography for the course.

11. Resources.
Proposed instructor: TBA
How does the department plan to handle the additional teaching or administrative workload?

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:
To be offered: annually biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

**ECUR 434.3
Immersion Language Camp (nêhiyawêwin)**

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: Ministikwan Lake, SK

Course Description: Immersion Language Camps (nêhiyawêwin) will follow a total immersion environment where nothing but Cree will be used doing traditional activities based around the season of the camp. These activities will be a mixture of land-based activities such as harvesting teas, berries, fish and wild game, or task-based activities such as preparing and preserving the foods to beading beautiful jewelry.

Course Outcomes:

- The main objective of the kâniyâsihk Cree Culture Camps is always to promote miyo-pimâtisowin (a good way of life) which are divided into the four quadrants (physical, emotional, mental and spiritual domains).
- Land-Based and Task-Based Education have been the main teaching methodologies and have continued to prove successful and are used to ensure authenticity of Cree Language and Cultural use.
- Revitalization and Retention of the Cree Language while doing traditional activities promotes confidence and pride.
- The camp promotes a safe place to speak and learn the Cree Language. This is the most important objective.

Required Texts: Four Worlds Development Project. (1989). *The sacred tree: Reflections on Native American spirituality*. 3rd Ed. Twin Lakes, WI: Lotus Lake Publications.
 Henley, Thom. (1996). *Rediscovery: Ancient Pathways, New Directions*. Calgary, AB: Lone Pine Publishing.

Topic Outline:

- Introduction to the camp rules of the immersion language camp.
- 10 rules of the Master Apprentice Program will be the SLA Methodology
- The intent of the kâniyâsihk Cree Culture Camps is always to promote miyo-pimâtisowin (a good way of life) which is divided into the four quadrants (physical, emotional, mental and spiritual domains).
- Instruction based on Land-Based and Task-Based Education (approaches that have been the main teaching methodologies and continue to prove successful to ensure authenticity of Cree Language and Cultural use).
- Revitalization and Retention of the Cree Language while doing traditional activities promotes confidence and pride.
- The camp promotes a safe place to speak and learn the Cree Language. Ability to speak the Cree language is the most important outcome.

Course Evaluation:

PASS/FAIL: The evaluation of the course will be a pass/fail approach lead by the instructors, Elders, and other teachers. As with similar immersion learning environments the course is a busy time with a holistic approach to learning language and methodologies. All aspects of the students' involvement will be assessed formally and informally. All members of the staff, resource people, and Elders work to reinforce the rules of the camp and the outcomes of the language course. Formative assessment will take place at the midway point of the course to ensure the learners understand how they are progressing. A final summative assessment will follow the completion of the course.

Rubric: Language Learning and Comprehension

5 Excellent

- Eager to explore in unconventional areas
- Is excited/intrigued by ambiguity
- Values the importance of process rather than simply product
- Divergent thinker
- Leads and encourages others to consider alternatives
- Completes tasks with enthusiasm
- Student learning has taken him/her beyond expectations for final product
- Becomes leader as needed
- Deals with dissonance
- Fulfills obligations to group and class
- Makes outside connections

4 Proficient

- Comfortable with exploring in unconventional areas
- Comfortable with ambiguity
- Recognizes the importance of process rather than product
- Divergent thinker
- Works with others to find alternatives
- Approaches tasks purposefully
- Quality producer, carefully planned and executed work
- Is focused and prepared
- Fulfills obligations to class and group

3 Satisfactory

- Will attempt to explore if encouraged
- Will attempt to make sense of ambiguity
- Will participate in process with encouragement
- Accepts conventional interpretation or works toward an understanding of conventional interpretation
- Works to complete tasks/passive learner
- Is dependent on teacher leadership
- Meets required expectations for final product
- Is usually focused and prepared

2 Developing

- Is unwilling to explore unconventional areas
- Work is turned in on time but is incomplete *or* work is completed but generally comes in late
- Does not consider or is reluctant to participate in process
- Reluctant to work through conventional interpretation
- Reluctant learner
- Completes little without direct teacher involvement
- Does not bring material to class and is easily distracted

1 Limited

- Refuses to explore unconventional areas
- Unwilling to participate in process
- Interferes with own learning or the learning of others
- Does not complete work regardless of direct teacher intervention
- Work is not complete
- Misses due dates
- Work submitted does not reflect the time given
- Little pride in work is demonstrated
- Does not come to class prepared to learn; leaves books, homework, writing implements in locker, friend's car, at home ...

kâniyasihk Language Camp (LANGUAGE CAMPS)

Tentative Schedule



	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:00	Travel to Island Lake Greetings and Introductions	Breakfast Elder -Pulling net/setting net -setting snares -Make fish and smoke meat	Breakfast -Pull net/set net -Checking snares Cut fish and meat	Free Breakfast Elder -pull net -clean up closing and giveaway
12:00	Lunch	Lunch	Lunch	
1:00-3:00	-Sweat 3:00 pm set net -setting snares -Preparing Hides	Hide Stretching and fleshing Rattle making Nature Hike	-Sweat Hide Scrapping Rattle making Nature Hike	Travel Home
4:00 - 5:00	Camp set up Tipi and trappers tent	Group activity/team building Fire Building competition	Paddling Short Course-Lake	
6:00	Supper	Supper	Supper	
7:00	Storytelling/ Crafts -Rattle making	Storytelling/ Crafts	Hand game tournament	



tânisi,

I am writing to express my support for the Indigenous Language Certificate program being proposed by the Indian Teacher Education Program (ITEP) and the College of Education. In my interactions with Elders from diverse nations, the importance of our languages, which embody the relationality of our knowledge systems, has been a central theme. Language is central to identity and is a defining characteristic of a nation—without our languages we may eventually become Indigenous in name only. As enshrined in the Canadian Constitution and the United Nation's Declaration on the Rights of Indigenous Peoples we also have the right to maintain our languages, a right that was trampled on through Residential Schools, and that has been denied in most K-12 and post-secondary education institutions in Canada. The Indigenous Language Certificate program is an important step in redressing this historic wrong.

ITEP is the perfect home for the Indigenous Language Certificate program, and its strong connections to communities across Saskatchewan and beyond will attract enrollments on reputation alone. The growing, youthful demographic of Indigenous peoples seeking to reclaim their language and identity has prompted many First Nations to develop or strengthen existing language programming, and many will be seeking to employ linguistically adept teachers. The program is well researched and has been developed by one of Canada's leading Indigenous language practitioners. The variety of methodologies included in the program will provide many ways for students to learn, and the inclusion of Elders and a land-based experiential language camp will provide invaluable learning experiences. I consider myself just one of a growing number of Indigenous peoples desiring to regain the language of our ancestors who will be enrolling in the program when it opens.

êkosi,

A handwritten signature in dark ink, consisting of a stylized 'J' followed by a series of loops and a long horizontal stroke.

Jeff Baker

Assistant Professor and Chair in Aboriginal Education
Department of Educational Administration
University of Saskatchewan



UNIVERSITY OF
SASKATCHEWAN

College of Education

Indian Teacher Education Program

Education Building - Room 3076
28 Campus Drive
Saskatoon SK S7N 0X1
Telephone: (306) 966-7686
Facsimile: (306) 966-7630

13 February 2015

To Whom It May Concern:

The importance of the revitalization of Indigenous languages in Saskatchewan is paramount in our education system. The residential schools system in Canada has brought our languages to the brink of extinction. If we do not make an attempt of utilizing our current resources I fear that we will lose them forever.

The Indian Teacher Education Program wishes to support the College of Education, Department of Curriculum in their development of the Indigenous Language Certificate. We believe that their approach at utilizing Indigenous knowledge and targeting Elders and Knowledge Keepers as co-teachers will significantly help to bridge the gap in language loss.

The major contributing factor to language loss in Saskatchewan was Canada's residential schools. We believe that if a school can take away a language, then a school can bring back a language.

A handwritten signature in blue ink, appearing to read 'Chris Scribe'.

Chris Scribe, B.Ed. M.Ed. , Coordinator
Indian Teacher Education Program
First Nation, Metis, Inuit Programming
College of Education, University of Saskatchewan

CS/rl



UNIVERSITY OF
SASKATCHEWAN

Planning and Priorities Committee of Council

NOTICE OF INTENT for new programs

Title of proposal: Certificate in Indigenous Languages

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?

Aboriginal Languages in Saskatchewan and the rest of Canada are in crisis and proper attention and urgency is needed to address the loss of Indigenous language and culture. In consultations with Aboriginal Elders, both urban and rural community schools, First Nations Leaders and School Education Authorities, there is a need for quality Indigenous Language and Cultural Education in all our communities.

Currently, there is a rise in language teaching programs nationally to address the needs for qualified and certified Indigenous Language Instructors. Saskatchewan alone have a great opportunity to assist in development of these teachers that will be qualified in teaching the Indigenous Languages. ITEP have a 40-year history in Indian Education and therefor recognize the responsibility to train effective and efficient Indigenous Language Teachers. For example, within the city of Saskatoon, there are Indigenous Language programs starting because people are starting to realize the benefits of being bilingual. Research also states that with teaching a second language, students will improve in their numeracy and literacy. There are full immersion programs starting up in our rural areas, putting pressure on higher learning institutions such as the University of Saskatchewan to provide quality teachers. The need has never been so strong.

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? ITEP has been a major contributor to the field of Education in Saskatchewan, Alberta, North West Territories and Manitoba by providing qualified teachers. These graduates along with Native Studies graduates would benefit from a program like this in accommodating the need for Indigenous language teaching specialists, researchers, interviewers, transcribers, Indigenous Language and Culture Curriculum writers, and administrators.

Indigenous Second Language Teaching Methodologies is the focus for this certificate. There is a demand for speakers to be developed so people with a B.Ed or an B.A. (Native Studies) would be given first priority. The current and existing Aboriginal Language courses being offered through the University of Saskatchewan are linguistically based and there are now specific second language

methodologies that have been adopted that fit teaching polysynthetic languages in which most First Nations language are classified.

The need is based on the population projections of Saskatchewan and Saskatoon. There are 21,535 Aboriginal people living in the CMA of Saskatoon and there are a total of 141,890 Aboriginal people in the province according to the Statistics Canada (2006). Various Educational Authorities have also requested language instructors to meet the needs of the Aboriginal Communities. The Meadow Lake Tribal Council did regional language assessments where they commissioned two surveys. The first survey that was focused on Early Childhood Education (2009) where they recommended that there be support for the implementation of indigenous immersion or bilingual program for the ECE programs, and evaluate its success on a regular basis, perhaps every five years. The second MLTC Language Report (2009) also stated that “financial commitment be made for Indigenous Language programs (both core and bilingual/immersion) is required.” There are assessments of language needs nationally and like MLTC have done, some have gathered further data on what is needed and have made the recommendations for success.

Dr. Marie Battiste (2000) broadens this understanding; she expresses the following: “Where Indigenous knowledge survives, it is transmitted primarily through symbolic and oral traditions. Indigenous languages are the means for communicating the full range of human experience and are critical to the survival of any Indigenous people. These languages provide direct and powerful ways of understanding Indigenous knowledge. They are the critical links between sacred knowledge and the skills required for survival” (p. 48).

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?

This proposal fits through the mandate of the paper “Indian Control of Indian Education”, whereby creating culturally relevant teachers who promote excellence in education, pride in the culture, language and traditions of the different Indigenous linguistic groups in Canada. The ITEP Mission also reads similarly where the aim is to continue to build relationships, understand First Nations worldview and values and make education relevant to the philosophy and needs of First Nations people. As well, the University of Saskatchewan Statement of Commitment reads as follows: “We will be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings and intercultural engagement among faculty, staff and students. “ –University of Saskatchewan Third Integrated Plan

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?

Alberta have shown a steady growth in their language programming for the past decade by offering Indigenous Language specific courses through CILLDI (U of A) as well as Blue Quills First Nations College with their Language Programs that are now at a graduate level. The language teachers and advocates have been going to Alberta to meet their language needs. The graduates are growing therefore Indigenous language programming is growing. The languages are different in Alberta and the Saskatchewan needs are unique to this province. They do have Cree but its been known to be a little different in dialects, the Dene, Nakawe, Lakata/Dakota/Nakota languages have also been somewhat ignored in those programs.

There is a definite interest amongst ITEP graduates along with other graduates with Native Studies degrees. Manitoba have a Cree Language Teaching Certificates but have not formally been recognized by the Educational Ministry and this is the same with Alberta. First Nations University of Canada have a Certificate of Extended Studies in First Nations Languages that allows teachers to receive additional qualification and teachers would be eligible for reclassification through BTEC. Their language programs are geared for fluent speakers.

We want to aim at second language speakers and to deliver them through the second language methodologies so they know how the methods work and get first hand knowledge by going through each of them. Our program goal is to also get this same recognition so the Saskatchewan Pay Grid would recognize the graduates of the certificate wherever they work. The majority of Saskatchewan Schools follow the STF grid and in this case, would need to reclassify their staff accordingly.

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?

There are will be enough faculty to start and may need a few sessional lecturers for the specialty areas such as syllabics and second language methodologies. We need to create more Indigenous Literature in our libraries; IT support will be needed when resources are being developed. These could be anything to recording a digital interview or using software to write a book. There is an MOU with the Saskatchewan Indian Culture Centre (SICC). This would allow us to utilize their Elder and resource people program. They have a lot of digital, video and teaching resources at their centre. The library at SICC is also a great database for our program.

Co-instructing our programs is also something that has been done in ITEP and this could follow through to our Indigenous Language Certificate if there is a need to get the Faculty Requirements. In some cases, there might be a master speaker of an Indigenous Language and we can team teach with one of our Faculty to meet these types of situations. We will most likely run into these situations in languages with very limited speakers left but we are able to accommodate these special cases.

Office of the Treaty Commissioners (OTC) also have an extensive kit that would be available for the ILC to take full advantage of along with Elders and Resource people. Our Education Library has a section on teaching second language methods and there are also second language specialists at the Saskatchewan

Language Centre on campus. The Native Studies Department have also expressed interest in developing language programs and we could always also use their expertise.

The procedure for submitting a new program for approval is described in the procedures page of the Academic Programs Committee of Council.

Please submit through the Academic and Curricular Change Portal. For more information, contact:
Sandra Calver, Secretary, Planning & Priorities Committee of Council
c/o Office of the University Secretary
phone 2192;
email sandra.calver@usask.ca

Approved by Council January 2000; as revised November 2010



UNIVERSITY OF
SASKATCHEWAN

Office of the Dean
College of Education
28 Campus Drive
Saskatoon SK S7N 0X1

MEMORANDUM

TO: Dr. Lisa Kalynchuk

FROM: Michelle Prytula, Dean

DATE: January 29, 2015

I fully support the Indigenous Language Certificate as it is aligned with the University's mission as we recognize "the heritage of the peoples of our locale, and the diversity of our students" and "work to ensure that the cultures and perspectives of Indigenous peoples become core to the fabric of the University." The creation of this certificate will prove beneficial to both the college and the university.

/sle

Planning and Priorities Committee Summary Feedback regarding review of the Notice of Intent to create a Certificate of Proficiency in Indigenous Languages.

The NOI was reviewed at the February 4th meeting of the planning and priorities committee, and feedback provided as follows.

That the full program proposal should:

- Establish the rationale for offering a certificate program, rather than a degree, minor, etc.
- Clarify/state the dual aim of the certificate program: that it is intended to provide proficiency in language and proficiency in the teaching of that language;
- Provide surety of the resources available to support the program (including faculty/sessional lecturers) and speak to the priority of the program within the college.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: March 19, 2015

SUBJECT: **Item for information:** 2015-16 Admissions Template Update Report

COUNCIL ACTION: **For Information Only**

SUMMARY:

The 2015-16 Admissions Template Update Report was received by the committee at its February 18 meeting and is forwarded to Council for information.

In May, 2012, University Council approved the University's Admission Policy. This policy defines admission qualifications and selection criteria, and describes the implementation of approval procedures required in the *University of Saskatchewan Act, 1995*.

Admission qualifications: 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.

Selection criteria: These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

Admission category: A way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission).

Admission requirements: These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Changes to admissions qualifications require approval by Council and confirmation by Senate while changes to selection criteria are given final approval by the college concerned, with an annual report to Council and Senate.

To facilitate the creation of a central repository of admission qualifications and selection criteria, the Admissions & Transfer Credit Office has developed an Admissions Template.

The first set of admissions templates were provided to Council in February, 2013. Changes to templates are reported annually to Council.

ATTACHMENTS:

2015-16 Admission Template Update Summary and Admissions Templates

2015-2016 Admissions Template Update

Under the University of Saskatchewan Admissions policy dated May, 2012, admission to the University of Saskatchewan is based on documented qualifications as established by University Council and confirmed by Senate. These qualifications may be defined in areas of objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests.

The Council and Senate have delegated to each college faculty council the authority to establish such other reasonable selection criteria as each faculty council may consider appropriate to its program of study. Selection criteria are a means by which the college can assess or rank its qualified applicants. Admission decisions for entry into the College of Graduate Studies and research may also take into consideration the availability of suitable faculty supervisors, funding, and other factors.

It is the responsibility of each college faculty council that has been delegated authority over admission decisions to ensure that the admission qualifications and selection criteria for admission, relative weighting, application procedures, deadline for applications, and the process for evaluation of applicants are published and readily available to the general public and reported annually to Council and to Senate.

Admissions Template

The Admissions Template is now used by the Admissions Office as a mechanism for reporting to Academic Programs Committee and to Council on the changes colleges are making to qualifications and criteria for admissions.

In February 2013, the Academic Programs Committee provided Council with the first set of college admission templates for university programs. This set of templates act as a baseline for colleges in terms of qualifications, criteria, categories and requirements being used for admission of students to university programs.

Following is a brief summary of the changes to the 2015-2016 Admissions Templates which have been incorporated into the 2015-2016 templates (attached)



Changes to Admissions Requirements

Arts & Science

University Transition Program

Qualifications

- 5 30-level subjects instead of 3, with min pass of 60 instead of 50.

Selection Criteria

- Statement of intent

Aboriginal Theatre Certificate Program

New program

Agriculture & Bioresources

Indigenous Peoples Resource Management Certificate

Qualifications have been clarified. Applicants submit a completed application, which includes essay questions regarding potential for success and sound financial plan.

Dentistry

Qualifications

- Addition of Physiology 208.6
- Completion of 3 30-credit unit years (changed from 2 30 credit unit years)

Selection Criteria

- Minimum scores for DAT subcategories

Education

Aboriginal Teacher Associate Certificate

This is an old program (i.e. has been on the books for several years) but there was no Admissions Requirements document previously. Requirements are the same as ITEP program.

Practical and Applied Arts

The Home Ec and IA programs have been changed from degree to post-BEd certificate programs while the Technical Vocation Degree and Certificate programs remain the same as identified in this year's document.



Edwards School of Business

Minor change to include university equivalent courses for BComm high school pre-requisites.

Medicine

Change to 4-year degree requirement for Saskatchewan residents (4-year degree requirement now in place for both out of province and SK applicants)

College of Nursing

Minor change to Post Degree BSN requirement – a deficiency in Statistics is no longer permitted.

College of Veterinary Medicine

Under Categories of Applicants, addition of acceptable forms of proof of Aboriginal ancestry

2015-2016 Admission Requirements

College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agriculture (B.SA.), Bachelor of Science in Renewable Resource Management [B.Sc. (RRM)], Bachelor of Science in Animal Bioscience (B.Sc. (AnBio))

Admission Qualifications:

- **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Biology 30; Chemistry 30; and Foundations of Mathematics 30 (Pre-Calculus 30)*
 - Minimum average of 70% on 5 subject high school average (see [Admission](#) Admission calculation and average (April, 2004).
 - Proficiency in English.

**Applicants may be admitted with one subject deficiency that must be cleared before the second year of study.*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Agriculture and Bioresources.
 - Biology 30; Chemistry 30; and Foundations of Mathematics 30 (or Pre-Calculus 30)*
 - Proficiency in English.

**Applicants may be admitted with one subject deficiency that must be cleared before the second year of study. Students who have graduated from a recognized two-year diploma program may be admitted with more than one high school deficiency but are required to consult the college upon admission to plan how to clear deficiencies.*

- **Provisional Admission**
 - Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special Mature Admission:**
 - Proof of age (21 or older).
 - Biology 30; Chemistry 30; and Foundations of Mathematics 30 (or Pre-Calculus 30)
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
- **Provisional Admission: Declaration form – 100% weighting**
- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Provisional Admission

Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.

3. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:



2015-2016 Admission Requirements

College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agribusiness (B.SC. [Agbus]) or Diploma in Agribusiness (Dipl.Agbus)

Admission Qualifications:

▪ **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**

- Grade 12 standing or equivalent.
- Biology 30 or Chemistry 30 or Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30*
- Minimum average of 70% on 5 subject high school average (see [Admission](#) Admission calculation and average (April, 2004).
- Proficiency in English.

**Applicants may be admitted with one subject deficiency that must be cleared before the second year of study.*

▪ **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**

- Minimum average of 50% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Agriculture and Bioresources.
- Biology 30 or Chemistry 30 or Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30*
- Proficiency in English.

**Applicants may be admitted with one subject deficiency that must be cleared before the second year of study. Students who have graduated from a recognized two-year diploma program may be admitted with more than one high school deficiency but are required to consult the college upon admission to plan how to clear deficiencies.*

▪ **Provisional Admission**

- Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.

▪ **Special Mature Admission:**

- Proof of age (21 or older).
- Biology 30 or Chemistry 30 or Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30*
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or postsecondary coursework.
- Résumé.
- Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive average is set each year in consultation with the College to manage enrolment.
- **Provisional Admission: Declaration form – 100% weighting**
- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

1. **Regular Admission**
Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.
2. **Provisional Admission**
Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.
3. **Special Mature Admission**
Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:



2015-2016 Admission Requirements

College: Agriculture and Bioresources

Program(s): Indigenous Peoples Resource Management (IPRM) Certificate

Admission Qualifications:

- **Provisional Admission**
 - Complete application for admission

Selection Criteria:

- **Provisional Admission: Written submissions – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's completed application which includes essay questions (demonstrating potential for success as well as indication of a sound financial plan for the completion of studies).
 - Admission is open to all applicants, regardless of Aboriginal ancestry, age or level of education.

Categories of Applicants:**1. Provisional Admission**

All applicants are considered under the Provisional Admission category. Admission is based solely on the written submission contained within the application for admission. Secondary and post-secondary level standing are not considered for admission to the program.

Dean's Signature:



Date:



2015-2016 Admission Requirements

College: Agriculture and Bioresources

Program(s): Diploma in Agronomy (Dipl. Agron.)

Admission Qualifications:

▪ **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**

- Grade 12 standing or equivalent.
- Biology 30; Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30*
- Minimum average of 70% on 5 subject high school average (see [Admission](#) Admission calculation and average (April, 2004).
- Proficiency in English.

**Applicants may be admitted with one subject deficiency that must be cleared before the second year of study.*

▪ **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**

- Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Agriculture and Bioresources.
- Biology 30; Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30*
- Proficiency in English.

**Applicants may be admitted with one subject deficiency that must be cleared before the second year of study. Students who have graduated from a recognized two-year diploma program may be admitted with more than one high school deficiency but are required to consult the college upon admission to plan how to clear deficiencies.*

▪ **Provisional Admission**

- Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.

▪ **Special Mature Admission:**

- Proof of age (21 or older).
- Biology 30; Chemistry 30; and Foundations of Mathematics 30 (or Pre-Calculus 30)
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or postsecondary coursework.
- Résumé.
- Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
- **Provisional Admission: Declaration form – 100% weighting**
- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Provisional Admission

Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.

3. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:



2015-2016 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Arts, Bachelor of Science, Bachelor of Arts & Science, Bachelors Undeclared

Admission Qualifications:

- **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on 5 subject high school average (see [Admission](#) Admission calculation and average (April, 2004).
 - Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**



- **Provisional Admission: Declaration form – 100% weighting**
- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

1. **Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. **Provisional Admission**

Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.

3. **Special Mature Admission**

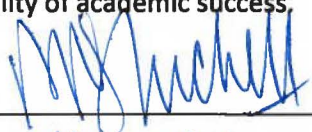
Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

4. **Home-based Learners**

Applicants should submit an academic portfolio and a statement of intent indicating their preparedness for university study. This is for students who have been home-schooled and demonstrate a reasonable probability of academic success.

Dean's Signature:

Date:



 Nov. 18/14

2015-2016 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Music, Bachelor of Music (Music Education)

Admission Qualifications:

▪ **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**

- Grade 12 standing or equivalent.
- Foundations of Mathematics 30 or Pre-Calculus 30*
- Minimum average of 70% on 5 subject high school average (see [Admission Admission calculation and average](#) (April, 2004).
- Music performance audition.
- Music theory placement test.
- Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

▪ **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**

- Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
- Foundations of Mathematics 30 or Pre-Calculus 30*
- Music performance audition.
- Music theory placement test.
- Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

▪ **Special Mature Admission:**

- Proof of age (21 or older).
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or postsecondary coursework.
- Résumé.
- Music performance audition.
- Music theory placement test.
- Proficiency in English.



Selection Criteria:

- **Regular Admission:**
 - Applicants are selected based primarily on performance in the music performance audition and interview. Students must meet the minimum admission average of the university. Music theory placement tests help determine possible remedial training prior to beginning the program should a student be admitted. The final admission decision is made by the Department of Music, based on the audition, interview, and entrance requirements of the university.
- **Special Mature Admissions:**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:**1. Regular Admission**


Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

Date:


 Nov. 18/14

2015-2016 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Arts (Major in Music)

Admission Qualifications:

▪ **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**

- Grade 12 standing or equivalent.
- Foundations of Mathematics 30 or Pre-Calculus 30*
- Minimum average of 70% on 5 subject high school average (see [Admission Admission calculation and average](#) (April, 2004).
- Music theory placement test.
- Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

▪ **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**

- Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
- Foundations of Mathematics 30 or Pre-Calculus 30*
- Music theory placement test.
- Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

▪ **Special Mature Admission:**

- Proof of age (21 or older).
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or postsecondary coursework.
- Résumé.
- Music theory placement test.
- Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average**
 - Applicants are selected based on academic average
- **Special Mature Admissions: Special admission package**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:**1. Regular Admission**

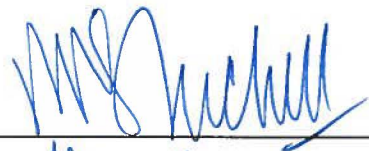
Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

Date:



 Nov. 18/14

2015-2016 Admission Requirements

College: Arts & Science

Program(s): Post Degree Specialization Certificate

Admission Qualifications:

- **Regular Admission**
 - A Three-Year or Four-Year completed degree from an accredited post-secondary institution.
 - Proficiency in English.


Selection Criteria:

- **Regular Admission:**
 - Admission is based on evidence of a completed degree program. No admission average is calculated.

Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of a three-year or four-year degree program from an accredited post-secondary institution.

Dean's Signature:



Nov-18/14

Date:

2015-2016 Admission Requirements

College: Arts & Science

Program(s): University Transition Program

Admission Qualifications:

- Five (5) high school 30-level subjects (or equivalent) with minimum pass grades of 60%, one of which must be English. Subjects must be from the approved list of acceptable high school courses (see Admission calculation and average policy (April 2004)).
- Proficiency in English.

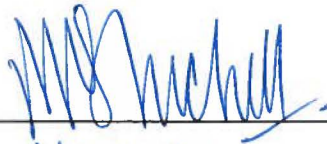
Selection Criteria:

- Applicants presenting 5 acceptable subjects with minimum pass grades and proof of English proficiency will be admitted. Admission is not based on academic average.
- A completed response to the "Application of intent"

Categories of Applicants:

- University Transition is an admission category designed for students who do not meet the regular or special admission requirements to the College of Arts & Science. Students in the Transition Program can take up to 18 credit units at the Royal West Campus and/or our designated Off-Campus sites. After successfully completing 18 credit units with a minimum CWA of 56%, students can remain in the College of Arts & Science and begin studies on the U of S main Campus.

Dean's Signature:



Date:



2015-2016 Admission Requirements

College: Arts & Science

Program(s): wîcêhtowin - Aboriginal Theatre Certificate Program

Admission Qualifications:

- **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.
- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
 - Proficiency in English.
- **Special Mature Admission:**
 - Proof of age (21 or older).
 - Proficiency in English.

Selection Criteria:

- **Admission Average – 30% weighting**
- **Statement of interest –10% weighting**
- **Sample of creative work – 40% weighting**

ONE sample of applicant's work- Video: Maximum 4 minutes performing a short monologue, or song, or dance (MPE, MOV, MP4,WMV, YouTube or website link); **OR** Audio: Maximum 4 minutes playing music, singing (MP3);**OR** Photos: Maximum 10 images of any design work (JPEG or PDF); **OR** Writing: samples of creative writing Maximum 5 pages (Word, PDF).

- **Letters of Reference – 10% weighting**

Two brief letters of reference, one from a former instructor or teacher, and one personal reference from someone who knows the applicant well will be used in the selection process.

- **Resume of artistic work – 10% weighting**

A short artistic resume, which includes any experiences as a performer and relevant training (in dance, theatre, design, creative writing, etc.) and any awards, prizes or recognition received, will be used in the selection process.

Categories of Applicants:

1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

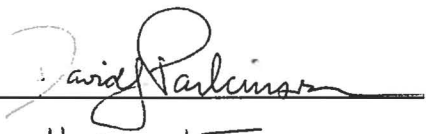
2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must demonstrate reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Intake Dates:

- The first students will be admitted to this program in Spring 2015 for September 2015 start.
- The next admission of students will be in Spring 2017 for September 2017 start.
- The program will admit students every two years.

Dean's Signature:


11.02.15

Date:

2015-2016 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Master's Degree

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR,
2. A three-year first-cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
3. A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (last 60 credit units).
4. When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

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

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the applicant meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

Categories of Applicants

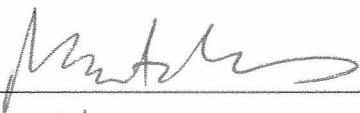
1. Regular Admission

Applicant applies for and is admitted into a regularized program.

2. Special Admission

Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:


Nov 26 2014

Date:

2015-2016 Admission Requirements

College: College of Graduate Studies and Research
 Program(s): Post-Graduate Degree Specialization Certificate

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A Master's degree, or equivalent, from a recognized university in an academic discipline relevant to the proposed field of study.
2. A cumulative weighted average of at least 70% (U of S grade system equivalent) in all graduate course work completed for the Master's degree.
3. When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

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

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following:
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

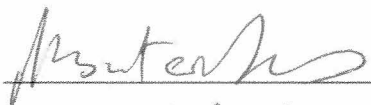
Categories of Applicants**1. Regular Admission**

Applicant applies for and is admitted into a regularized program.

2. Special Admission

Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:


 Nov 26 2014

Date:

2015-2016 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Ph.D. Degree

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A Master's degree, or equivalent, from a recognized university in an academic discipline relevant to the proposed field of study.
2. A cumulative weighted average of at least 70% (U of S grade system equivalent) in all graduate course work completed for the Master's degree.
3. When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

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

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following:
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit


Categories of Applicants**1. Regular Admission**

Applicant applies for and is admitted into a regularized program.

2. Special Admission

Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:



Date:

Nov 24th 2014



2015-2016 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Postgraduate Diploma

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

- A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR,
- A three-year first-cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
- A cumulative weighted average of at least 65% (U of S grade system equivalent) in the last two years of study (last 60 credit units).
- English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

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

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following:
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit


Categories of Applicants**1. Regular Admission**

Applicant applies for and is admitted into a regularized program.

2. Special Admission

Applicant applies for a program that is not regularized. The qualifications and selection criteria are the same and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:


 Nov 26th 2014

Date:

2015-2016 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Direct Entry Ph.D. Degree

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

- A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR,
- A three-year first-cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
- A cumulative weighted average of at least 80% (U of S grade system equivalent) in the last two years of study (last 60 credit units).
- When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

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

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

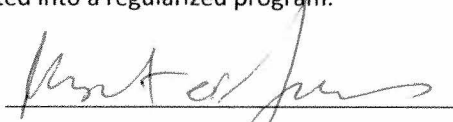
Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following:
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

Categories of Applicants**Regular Admission**

Applicant applies for and is admitted into a regularized program.

Dean's Signature:



Date:

Nov 26th 2014



2015-2016 Admission Requirements

College: Dentistry
Program(s): D.M.D.

Admission Qualifications:

- Minimum overall average of 70% in required pre-dentistry courses (36 credit units):
BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3 – General Biology
CHEM 112.3 – General Chemistry 1
CHEM 250.3 – Introduction to Organic Chemistry
PHYS 115.3 and 117.3 or 125.3 – General Physics
BMSC 200.3 – Biomolecules
BMSC 230.3 – Metabolism
Physiology 208.6 – Human Body Systems
Six credit units (full course equivalent) in Social Science/Humanities

Note that these are University of Saskatchewan courses: equivalents from other post-secondary institutions will be considered.

- Completion of THREE (3) 30 credit-unit academic years of university level course work towards the requirements of an undergraduate degree. An academic year is defined as TWO standard academic terms consisting of eight (8) consecutive months (September – April).
- A cumulative weighted average of 75% over the TWO best academic years of study.
- Dental Aptitude Test
- Proficiency in English

Selection Criteria:

1. Academic Record – 65%

- Average in the best two 30-credit years.
- Applicants must have achieved a minimum cumulative weighted average of 75% over their TWO best academic years of study and must maintain an average of 75% in their current year of study.

2. Dental Aptitude Test – 15% weighting

- Reading Comprehension (1/3)
- Academic Average (1/3)
- Perceptual Ability (1/3)

Applicants will not be considered for admission if they have, in their best DAT score, achieved any of the following:

- An Academic Average score of **less than 15** or
- A Perceptual Ability score of **less than 14** or
- A Reading Comprehension score of **less than 14**



3. Interview – 20% weighting

- Interview selection is based on academic average of the TWO best academic years of study and the single best overall DAT score.

Categories of Applicants:

The College of Dentistry welcomes applications from all students. Of the 28 first-year spots, 22 are reserved for Saskatchewan residents, including 3 spaces for persons of Aboriginal descent. The other 6 spaces are open to all other applicants, regardless of residency.

1. Saskatchewan Residents

- Applicants must be Canadian citizens or permanent residents at the time of application.
- Applicants must have resided in Saskatchewan for at least four years immediately prior to September 1st of the year in which admission is being sought. Applicants who left the province, but who previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be treated as residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four-year condition will receive credit of one year toward the four year requirement for every four years of residency in the province. There are no exceptions to the four-year Saskatchewan residency rule.

2. Canadian and International Applicants

- There are up to 6 spaces set aside for non-SK residents, either out of province Canadian, or International.

3. Aboriginal Equity Access Program

- There is a separate category in which three first year spaces are reserved for persons of Canadian Aboriginal ancestry.
- Applicants must meet the minimum Admission Qualifications, above.
- Applicants must achieve an acceptable rating on the interview and complete the Dental Aptitude Test (DAT).
- Applicants must provide proof of Aboriginal ancestry.

4. Foreign Trained Dentists

There is a separate category in which **ONE** (1) first year space is reserved for a foreign trained dentist.

Applicants in this category will compete in a separate pool and must meet **ALL** of the following requirements:

- Applicants must have earned a dental degree from a recognized dental school outside of Canada or the USA.
- Proof of degree and official transcripts must be provided.
- Applicants must meet the Saskatchewan residency rules.
- If applicable, applicants must submit proof of proficiency in English.
- Applicants must take the Canadian Dental Aptitude Test (DAT) administered by Canadian Dental Association and meet the minimum requirements.
- Applicants must be interviewed as part of the selection process. Applicants may be disqualified from the admission competition for the year under consideration if their interview score is significantly below the mean of the current pool of applicants

- Applicants must provide a one-page biography (curriculum vita) on the relevant dental experiences and other information that would be helpful to the Admissions Committee during the selection process.

Applicants will be evaluated on all of the above criteria. Admission under the foreign trained dentist category is NOT guaranteed.

5. Special Case Category

- The College of Dentistry may consider students with special circumstances with regard to any of the three 30-credit unit years of study, such that one or all years may have been completed over twelve (12) consecutive months as part of a program requirement.
- All 'special case' applicants will be considered by the Admissions Committee and will compete with all other applicants in the general pool of candidates. Applicants must have met all other requirements. Applicants are to submit a letter with their application form that explains their special circumstances.

Dean's Signature:



Date:

17 NOV 14



2015-2016 Admission Requirements

College: Education

Program(s): Bachelor of Education (B. ED.), Secondary Sequential Program

Admission Qualifications:

- Minimum of 60 credit units of post-secondary courses transferable to the B.Ed. program, including Compulsory Courses, Teaching Area Course Requirements, and Elective Courses, with a minimum overall average of 60%.
- The following courses are compulsory as part of the 60 credit units required:
English 110.6 or equivalent
Native Studies 107.3 or equivalent
- Two Teaching Area requirements are part of the 60 credit units required:
Teaching Area 1: minimum of 24 credit units with a minimum average of 60%
Teaching Area 2: minimum of 15 credit units with a minimum average of 60%

Possible teaching areas are:

Arts Education – Art, Drama, Music

English Language Arts

Physical Education (Kinesiology – teaching Area 1 only)

Mathematics – Math and Statistics

Modern Languages – Cree or French

Science: Biology

Science: Chemistry

Science: Physics

Social Sciences/Social Studies – Native Studies, History, Human Geography, Religious Studies, Economics,

Sociology, Political Science, Anthropology, Classics (history stream), Women's & Gender Studies

- In addition to the Compulsory Courses and Teaching Areas, students must also have completed 12 credit units of elective courses. Elective courses may be used to strengthen one of the two teaching areas, or to build a third teaching area.

Selection Criteria:

Academic Record – 50% weighting

- Average is calculated on the 60 credit units of pre-requisite courses.

Interview – 25% weighting

- Applicants must participate in an online interview.

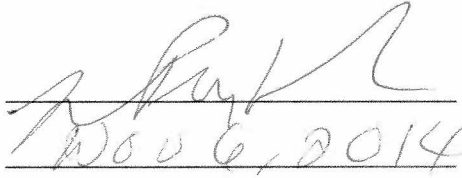
35-40 hours of Experience Working with Children – 25% weighting

- Candidates must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
- Candidate must provide contact information for two referees who have supervised or observed interaction with children/youth.
- Referee Work Experience Evaluation is required.

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:



Date:

2015-2016 Admission Requirements

College: Education

Program(s): Bachelor of Education (B. ED.), Elementary and Middle Years Sequential Program

Admission Qualifications:

- Minimum of 60 credit units of post-secondary courses transferable to the B.Ed. program, including Compulsory Courses, Teaching Area Course Requirements, and Elective Courses, with a minimum overall average of 60%.
- The following courses are compulsory as part of the 60 credit units required:
English 110.6 or equivalent
A minimum of three credit units in each of the other Required Areas of Study of the Saskatchewan school curriculum:
 - Mathematics (any Mathematics or Statistics class)
 - Natural Science
 - Social Studies (Economics, History, Native Studies, Political Studies, Religious Studies, Anthropology, Sociology, Human Geography, Women's & Gender Studies, or an approved course in Classics)
 - Fine Arts (any Art, Art History, Drama, Drama History, Music, or Music History class)
 - Kinesiology (Physical Education) 121.3 or Kin 122.3 (pre-2003 Kin 145.3)
 - Native Studies 107.3 or equivalent
- Two Teaching Area requirements are part of the 60 credit units required:
Teaching Area 1: minimum of 18 credit units
Teaching Area 2: minimum of 12 credit units

Possible teaching areas are:

Arts Education – Art, Drama, Music

English Language Arts

Physical Education (Kinesiology)

Mathematics – Math and Statistics

Modern Languages – Cree, French, Spanish, Russian, Ukrainian

Science: General – Elementary Teaching Areas only

Science: Biology

Science: Chemistry

Science: Physics

Social Sciences/Social Studies – Native Studies, History, Human Geography, Religious Studies, Economics,

Sociology, Political Science, Anthropology, Classics (history stream), Women's & Gender Studies

- In addition to the Compulsory Courses and Teaching Areas, students must also have completed 3-18 credit units of course work to make up the 60 credit units appropriate for the B.Ed. degree. These will usually be Arts & Science or Kinesiology electives.

Selection Criteria:

Academic Record – 50% weighting

- Average is calculated on the 60 credit units of pre-requisite courses.

Interview – 25% weighting

- Applicants must participate in an online interview.

35-40 hours of Experience Working with Children – 25% weighting

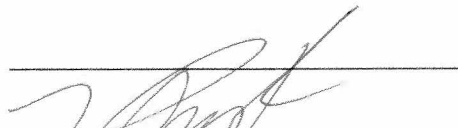
- Candidates must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
- Candidate must provide contact information for two referees who have supervised or observed interaction with children/youth.
- Referee Work Experience Evaluation is required.

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

Date:


2006/14

2015-2016 Admission Requirements

College: Education

Program(s): Indian Teacher Education Program (ITEP), Saskatchewan Urban Native Teacher Education Program (SUNTEP), Northern Teacher Education Program (NORTEP)

Admission Qualifications:

NORTEP and SUNTEP

- **Regular Admission – High school (less than 18 credit units of transferable post-secondary):**

- Grade 12 standing or equivalent
- 30-level English
- 30-level mathematics*
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Regular Admission – Postsecondary (18 credit units of transferable post-secondary):**

- Minimum average of 60% on 18 or more of transferable credit units for a recognized post-secondary institution.
- 30-level English
- 30-level mathematics*
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Special Mature Admission :**

- Proof of Age: (21 or older)
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary and postsecondary coursework.
- Résumé
- Proficiency in English.

ITEP

- **Regular Admission – High school (less than 18 credit units of transferable postsecondary):**

- Grade 12 standing or equivalent.
- 30-level English
- 30-level mathematics* (workplace and apprenticeship mat is not acceptable)
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency In English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Regular Admission – Postsecondary (18 credit units of transferable postsecondary):**

- 18 or more of transferable credit units for a recognized post-secondary institution; 60% transfer average in selected coursework.
- 30-level English
- 30-level mathematics* (workplace and apprenticeship math is not acceptable)
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Special Mature Admission :**

- Proof of Age: (21 or older)
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary and postsecondary coursework.
- Resumé
- Proficiency in English.

Selection Criteria:**Academic Record**

- Average is calculated using or on 5 high school subjects or on 18 or more transferable credit units.
- Transfer applicants to the ITEP program are not required to meet a transfer average.
- Final admission decisions for the ITEP, NORTEP and SUNTEP programs are made by the program offices.

Categories of Applicants:


1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized post-secondary institution, with an average of at least 60% (NORTEP and SUNTEP programs only).

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



NOV 6, 2014

Date:

2015-2016 Admission Requirements

College: Education

Program(s): Certificate in Practical and Applied Arts

Admission Qualifications:

- Completed Bachelor of Education (B.Ed.) degree from a recognized institution.
- Enrolled in the Bachelor of Education (B.Ed.) degree at the University of Saskatchewan, certificate will not be awarded until the degree (B.Ed.) has been completed.
- Proficiency in English

Selection Criteria:

- Proof of a Bachelor of Education (B.Ed.) degree from a recognized institution.

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

Beverly A. Bremna

Date:

March 6/2014

2015-2016 Admission Requirements

College: Education

Program(s): Vocational Technical Certificate, Vocational Technical Degree

Admission Qualifications:

- Journeyman's Certificate or appropriate technical writing
- Proficiency in English
- 35-40 hours experience working with youth

Selection Criteria:**Journeyman's Certificate- 50% weighting**

- Applicants to the Vocational Technical Certificate and Degree programs are admitted based on their Journeyman's Certificate and an academic average is not calculated.

Interview – 25% weighting

- Applicants must participate in an online interview.

35-40 hours of Experience Working with Children – 25% weighting

- Candidates must have 35-40 hours experience working with children, youth or young adults, paid or unpaid work.
- Candidate must provide contact information for two referees who have supervised or observed interaction with children/youth.
- Referee Work Experience Evaluation is required.

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

Brenda A. Brown

Date:

March 6/2014

2015-2016 Admission Requirements

College: Education

Program: Aboriginal Teacher Associate Certificate

Admission Qualifications:

- **Regular Admission – High school (less than 18 credit units of transferable postsecondary):**

- Grade 12 standing or equivalent.
- 30-level English
- 30-level mathematics* (workplace and apprenticeship mat is not acceptable)
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Regular Admission – Postsecondary (18 credit units of transferable postsecondary):**

- 18 or more of transferable credit units for a recognized post-secondary institution; 60% transfer average in selected coursework.
- 30-level English
- 30-level mathematics* (workplace and apprenticeship math is not acceptable)
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Special Mature Admission :**

- Proof of Age: (21 or older)
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary and postsecondary coursework.
- Résumé
- Proficiency in English.

Selection Criteria:

Academic Record

- Average is calculated using 5 high school subjects or on 18 or more transferable credit units.
- Transfer applicants to the ITEP program are not required to meet a transfer average.
- Final admission decisions for the ITEP, NORTEP and SUNTEP programs are made by the program offices.



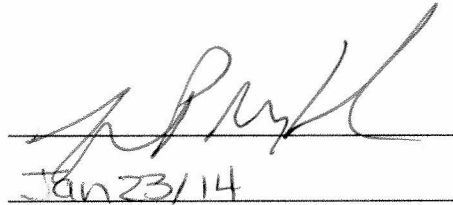
Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:

Jan 23/14

2015-2016 Admission Requirements

College: Education

Program: Aboriginal Teacher Associate Certificate

Admission Qualifications:

- **Regular Admission – High school (less than 18 credit units of transferable postsecondary):**

- Grade 12 standing or equivalent.
- 30-level English
- 30-level mathematics* (workplace and apprenticeship mat is not acceptable)
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Regular Admission – Postsecondary (18 credit units of transferable postsecondary):**

- 18 or more of transferable credit units for a recognized post-secondary institution; 60% transfer average in selected coursework.
- 30-level English
- 30-level mathematics* (workplace and apprenticeship math is not acceptable)
- Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
- History 30 or Social Studies 30 or Native Studies 30
- 30-level language (other than English) or fine art*
- Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Special Mature Admission :**

- Proof of Age: (21 or older)
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary and postsecondary coursework.
- Résumé
- Proficiency in English.

Selection Criteria:

Academic Record

- Average is calculated using 5 high school subjects or on 18 or more transferable credit units.
- Transfer applicants to the ITEP program are not required to meet a transfer average.
- Final admission decisions for the ITEP, NORTEP and SUNTEP programs are made by the program offices.



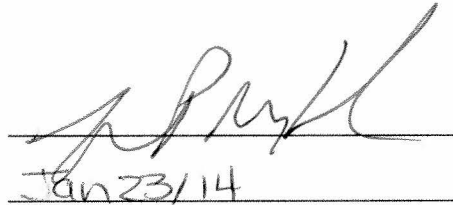
Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:

2015-2016 Admission Requirements

College: Edwards School of Business

Program(s): Aboriginal Business Administration Certificate (ABAC)

Admission Qualifications:

- **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20; successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20; successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
 - Proficiency in English.

- **Special Mature Admission:**
 - First Nations, Métis or Inuit ancestry.
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Transcripts of any secondary or postsecondary coursework.
 - Copies of supporting documents covering any non-credit programs completed.
 - Résumé.
 - Proficiency in English.



Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Average is calculated using a 5 high school subjects or on 18 or more transferable credit units.
- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.


Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



 Nov 28 / 14

Date:

2015-2016 Admission Requirements

College: Edwards School of Business

Program(s): Bachelor of Commerce (B.Comm.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended)
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.
- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to Edwards School of Business.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended)
 - Or Math B30 and MATH 104.3 (min. grade of 65%) at the university level or c) MATH 110.3 (or its equivalent) at the university level.
 - Proficiency in English.
- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Students are ranked by admission average and top students are admitted. 375 seats will be available for Direct Entry students and 175 seats will be available for Transfer students. Seat numbers are subject to change at the discretion of the College.
- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.



Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

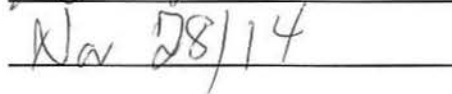
2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:



2015-2016 Admission Requirements

College: College of Engineering

Program(s): Bachelor of Science in Engineering (B.E.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30, with a minimum average of 70% in each of these courses.
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.
- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Engineering.
 - Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30, with a minimum average of 70% in each of these courses.
 - Proficiency in English.
- **Special Mature Admission:**
 - Proof of age (21 or older).
 - Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30, with a minimum average of 70% in each of these courses.
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:**1. Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:


FEB 06 2015

Date:

2015-2016 Admission Requirements

College: College of Kinesiology

Program(s): Bachelor of Science in Kinesiology [B.Sc (Kin.)]

Admission Qualifications:

- **Regular Admission – High School (less than 18 Credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Biology 30, Chemistry 30 or Physics 30; Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on 5 subject high school average** (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.

**recommended*

*** See Selection Criteria below: Regular Admission*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Kinesiology.
 - Biology 30, Chemistry 30 or Physics 30; Foundations of Mathematics 30 or Pre-Calculus 30*.
 - Proficiency in English.

**recommended*

*** See Selection Criteria below: Regular Admission*

- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Résumé.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
 - Physical Education (PE) 30 may be used in the calculation of the 5 subject high school average if including it advantages the applicant.
 - PE 20 can be used in the calculation of the admission average if the student has not taken PE 30; however, PE 30 must be taken in semester 2.

- **Special Mature Admissions: Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

1. **Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. **Special Mature Admission**

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

Bro/ D. Polp

Date:

Jan. 21 / 15

2015-2016 Admission Requirements

College: College of Law

Program(s): Juris Doctor (JD)

Admission Qualifications:

- Two full years of undergraduate study (60 credit units)
- Law School Admission Test (LSAT)
- Personal Statement
- Proficiency in English

Selection Criteria:

Admission is at the discretion of the Admissions Committee, and in exercising this discretion; the Committee considers the following criteria:

a. **Academic Record – 50% weighting**

The admissions average is calculated on the two best full years of undergraduate studies, comprised of at least 24 credit units completed in the Fall/Winter session. Courses taken in spring and summer are not counted in the admission average.

b. **LSAT score – 50% weighting**

c. **Personal Statement**

Categories of Applicants:

1. **Regular Applicants**

There is no resident requirement, but the Admissions Committee gives a slight preference to applicants with a Saskatchewan connection, or residents of the Yukon, Northwest and Nunavut Territories, Prince Edward Island and Newfoundland and Labrador. (i.e. provinces and territories with no law college). A Saskatchewan connection may include: any immediate family connection to Law School; parent, sibling, spouse or partner currently attending University of Saskatchewan or partner currently living in Saskatoon area.

2. **Aboriginal Applicants**

Applicants of Aboriginal ancestry should apply under this category. There is no quota for Aboriginal applicants. Applicants may receive offers of place in the JD program upon completion of the Program of Legal Studies of Native Peoples administered by the Native Law Centre at the College of Law (this program is not required for admission, but program completion is considered by the Admissions Committee as a special supplementary predictor of success in law school).

3. Special Applicants

The Admissions Committee will consider special applicants based on the Committee's assessment of the applicant's ability to cope successfully with the requirements of the JD program. LSAT score is usually given significant weight. There is no formal quota under this category, but the number of admissions is limited. Applicants under this category must complete all steps in the regular application process and provide additional documentation that includes:

- a. A statement explaining the nature of their educational disadvantage (which may include first language other than English, barriers resulting from ethnic or racial background, employment impairment, significant interruption of post-secondary education).
- b. Relevant supporting documentation such as medical reports.
- c. Details of any relevant occupational experience or community involvement.
- d. Two or three supporting letters of reference.

Acting Dean's Signature:

Leah Nelson

Date:

Oct 12, Nov. 12, 2014

2015-2016 Admission Requirements

College: Medicine
Program(s): M.D.

Admission Qualifications:

SASKATCHEWAN RESIDENTS

Academic performance for Saskatchewan residents is based on all courses taken up to the awarding of a 4-year Baccalaureate degree. The degree must be completed prior to entry into Medicine. Academic performance is reviewed for consistency or improvement, and to ensure that the Prerequisite/MCAT requirement has been met.

- **Prerequisite Requirement or MCAT Requirement.** One of two options must be met.
 - **EITHER** All prerequisites must be taken at the University of Saskatchewan or University of Regina within the last 5 years (since September 2009 and completed prior to April 30th 2015 for application to enter fall 2015) and meet a minimum overall prerequisite average of 78% with no individual prerequisite grade below 60%.
 - Biology 120 and either Biology 121 or Biology 224/Biomedical Science 224
 - Chemistry 112 and 250
 - Physics 115 and 117
 - English 110 or any two of 111, 112, 113, 114
 - 6 credit units of Social Science/Humanities
 - Biomedical Science 200 and 230
 - **OR** an MCAT accumulated score of 26 in the Biological Science, Physical Science, and Verbal Reasoning sections (with no section below 8). **Note:** An MCAT is required from any student who completed their prerequisite courses outside of University of Saskatchewan or University of Regina. Scores must be obtained in one sitting prior to the application deadline and current within the last 5 years (earliest accepted scores for 2015 entry are 2010). The maximum number of times an applicant may take the MCAT is 5 times (additional sittings will not be accepted unless preapproved in writing by the Admissions Office, College of Medicine).
- **Degree Requirement.** Four-year Baccalaureate degree awarded prior to entry into Medicine
 - A 4-year Bachelor's degree is considered to be 120 CU.
 - The degree must be completed in ≤ 40 months of university enrollment time.
 - If the 4-year degree requires more than 120 CU, the maximum of 40 months enrollment time will increase on a prorated basis.
 - Individuals in a non-direct entry college can apply if prior to application ≥90 CU have been completed in ≤ 32 months of university enrollment and the initial coursework started no more than 6 years earlier. At least 120 CU must be completed by the end of June prior to entry to medicine.



OUT-OF-PROVINCE RESIDENTS

Academic performance for out-of-province residents will be based on the MCAT Verbal Reasoning + Physical Sciences + Biological Sciences total score along with a required minimum GPA of 83% over all course work that is completed prior to application. Courses completed after the date of application must minimally average 83%, as well. Graduate program grades will not be considered.

- **MCAT Requirement.** All out-of-province applicants must complete the Medical College Admission Test (MCAT) prior to application. Scores on the Verbal Reasoning, Physical Sciences and Biological Sciences sections must total a minimum of 30 (no score less than 8 on any section). Selection of applicants invited to interview will be based on the MCAT Verbal Reasoning + Physical Sciences + Biological Sciences total score (MCAT Sum), with the Verbal Reasoning score being used to break ties. Scores must be obtained in one sitting prior to the application deadline and current within the last 5 years (earliest accepted scores for 2015 entry are 2010). The maximum number of times an applicant may take the MCAT is 5 times (additional sittings will not be accepted unless preapproved in writing by the Admissions Office, College of Medicine). While prerequisites are not mandatory for students applying under the “MCAT” requirement, applicants are strongly encouraged to complete equivalent/similar courses (particularly the biochemistry courses) to ensure readiness for the basic sciences covered in the first two years of the undergraduate medical curriculum.
- **Degree Requirement.** Application by out-of-province applicants can be made only during or after the final year of a four year degree. If a four year degree is completed prior to application, course-work for the degree must have been completed within a 60 month period. If applicants are in the final year of a four year degree, a minimum of 90 credit units must have been completed in the 48 months prior to the end of August immediately before application. All courses completed at the date of application will be used for calculation of the grade-point-average (GPA). The minimum GPA required for application will be 83.0%. The four year degree must be completed by the time study of medicine starts. All remaining courses completed after the date of application must minimally average 83.0%

Selection Criteria:

1. Weighting

- The weighting of academic performance to personal qualities (College of Medicine Multiple Mini Interview - MMI) for Saskatchewan residents is 35:65. Out-of-province applicants invited for an interview will be ranked for admission based 100% on the applicant's performance in the MMI.

2. References

- The names of three referees and their contact information will be requested from applicants at the application deadline. References are not scored; they are used on a rule in/rule out basis.



3. Criminal Record Check

- All applicants offered admission will be required to submit a criminal record check including vulnerable sector screening to the College of Medicine by August 15 of the year of entry as well as in subsequent years of study.

4. Standard First Aid Certificate

- Students accepted into the College of Medicine must provide a copy of a valid Standard First Aid Certificate prior to starting medicine classes in August. It must remain current through the entire first year of the medical program.

Categories of Applicants:

90% of first year positions are reserved for Saskatchewan residents. To increase the number of Aboriginal physicians, 10% of first year positions are available for qualified, self-identified First Nations, Métis, and Inuit students through the Aboriginal Equity Program (Note: these seats are included in the 90% allocated Saskatchewan positions).

1. Saskatchewan Residents

- Applicants must be a Canadian citizen or a permanent resident and have lived in Canada for at least three years prior to September 1 of the year in which admission is being sought. Applicants normally must have resided in Saskatchewan for three years directly preceding September 1 of the year in which admission is being sought. However, applicants who have left the province, but have previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency) will be treated as residents.
- Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years, and do not qualify under the three year condition, will receive credit of one year toward the three-year requirement for every five years residency in the province.
- Applicants who meet the same criteria based on residency in Yukon, Northwest, or Nunavut territory can apply as a Saskatchewan resident.
- An exception to the three-year ruling may be made for members of the Armed Forces of Canada or RCMP, or for an applicant whose spouse, parent, or guardian is a member of the Armed Forces of Canada or RCMP, who has moved to Saskatchewan due to being reassigned. In these cases, the applicant **must have resided in Saskatchewan** for at least 12 consecutive months directly preceding September 1 of the year of application and obtained written approval to waive the 3-year requirement.
- Individuals who have been in three years of full time study at the University of Saskatchewan or University of Regina directly preceding the date of entry being sought are considered to be Saskatchewan residents.



2. Canadian Out-of-Province Residents

- Up to 10% of positions may be offered to out-of-province applicants. Applicants must be a Canadian citizen or a permanent resident and have lived in Canada for at least three years prior to September 1 of the year in which admission is being sought.


3. Aboriginal Equity Access Program

- Ten percent (10%) of first-year spaces are reserved for persons of Canadian Aboriginal descent (with a preference for applicants meeting the Saskatchewan residency requirement and a maximum of five equity seats open to out-of-province applicants of Aboriginal descent accepted through the equity seats each year).
- Note: Applicants of Aboriginal ancestry are first considered within the Saskatchewan pool, and if not competitive, then within the equity pool. Applicants applying through the Aboriginal Equity Access Program will have the option of either completing the prerequisite requirement or presenting the MCAT.

4. Admission with Advanced Standing

- All applicants must follow the complete admissions process. After being accepted into the first year class, formal application may then be made to the Undergraduate Medical Education Committee for any advanced standing, or individual class exemptions.

Dean's Signature:



Date: Nov 17/14

2015-2016 Admission Requirements

College: College of Nursing

Program(s): Bachelor of Science in Nursing (BSN) (4 year)

Admission Qualifications:

- Minimum weighted average of 60% on 30-credit unit pre-professional year with the following required courses:
 - English 3 credit units
 - Indigenous/Native Studies 3 credit units*
 - Chemistry 3 credit units
 - Biology 3 credit units
 - Statistics 3 credit units*
 - Nutrition 3 credit units* (must be completed no more than 10 years prior to admission year)
 - Psychology 3 credit units
 - Social Science 3 credit units*
 - Elective 3 credit units
 - Elective 3 credit units

* A deficiency is allowed in one of these four areas. 50% is used in place of the deficiency in the average calculation. Applicants must successfully complete the deficient prerequisite by December 31 of the year in which they are admitted to Year 2 of the BSN program and provide proof of completion of the course by January 31.

- Proficiency in English

Selection Criteria:

1. Academic Record – 100% weighting

- Admission is competitive; applicants are ranked according to average and the top candidates are selected.
- Average is calculated on the 30 credit unit pre-professional year; however, if a student takes a higher level course for which the pre-professional course is its pre-requisite, then the course with the higher average will be used in the admission average calculation.
- For repeated courses, the highest grade will be used

2. Other credentials to be submitted after admission

- Heart Saver CPR Level C with AED (Due September 4)
- A Standard First Aid Certificate (Due September 4)
- Criminal Record Check (Due July 11)
- Immunizations (Due September 4)
- Respiratory Protection Fit Testing (Due date to be determined)

- WHIMS (Due September 4)
- Transferring Lifting Repositioning Program (register by July 11)
- Standard uniforms (Due September 4)

Categories of Applicants:

1. Regular Applicants

- Applicants are admitted on the basis of the required post-secondary course work
- Applications are accepted from residents of all Canadian provinces and international countries. Canadian or International residency status is not considered in the application process
- Applicants select the site in which they prefer to study at the time of application. Students who select to study in Northern Saskatchewan must be residents of that area according to provincial geographical definition.

2. Aboriginal Equity Access Program

- There is a separate category in which 16.6% of the total number of first year seats is reserved for persons of Aboriginal ancestry.
- Applicants must provide proof of Aboriginal ancestry.

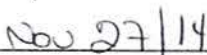
3. Transfer Students

- Like regular applicants, transfer applicants are admitted on the basis of post-secondary work and must meet the same admission average.
- Any transfer credit given for prior Nursing courses will be determined by the College of Nursing.

Dean's Signature:



Date:



2015-2016 Admission Requirements

College: College of Nursing
Program(s): Post-Degree BSN

Admission Qualifications:

- A complete baccalaureate degree OR 90-credit units towards a degree with at least 36 credit units at the senior level, with a minimum weighted average of at least 70% on the last 60 credit units of coursework towards a degree. 90 credit units of recognized post-secondary study towards a degree must be completed by April 30th of the year of expected entrance to the program.
- Pre-requisite courses:
 - Statistics 3 credit units
 - Nutrition 3 credit units*
 - Native Studies 3 credit units
 - Microbiology 3 credit units*
 - Anatomy and Physiology 6 credit units*
 - Humanities 3 credit units
 - Social Sciences 6 credit units
 - One deficiency is permitted in the following areas (Applicants must successfully complete the deficient prerequisite by December 31 of the year they are admitted. Proof of completion is required by January 31):
 - Social Science 3 credit units
 - Nutrition 3 credit units
 - Native Studies 3 credit units
- Proficiency in English

*Nutrition, anatomy and physiology, and microbiology prerequisites must have been completed no more than 10 years prior to admission.

Selection Criteria:

1. Academic Record – 100% weighting

- Average is calculated on the most recent 60 credit units of course work towards a degree.
- All courses within each academic year must be included.

2. Other credentials to be submitted after admission

- Heart Saver CPR Level C with AED (due May 15)
- A Standard First Aid Certificate (due May 15)
- Criminal Record Check (due April 1; must not be dated more than 6 months prior to submission)
- Immunizations (due May 15)



- Respiratory Protection Fit Testing (due date to be determined)
- Workplace Hazardous Materials Information (due May 15)
- Transferring Lifting Repositioning Program (register by April 1)
- Standard uniforms (due May 15)

Categories of Applicants:

1. Regular Applicants

- Applicants are admitted on the basis of the required post-secondary course work.
- Applications are accepted from residents of all Canadian provinces and international countries. Canadian or International residency status is not considered in the application process.

2. Aboriginal Equity Access Program

- There is a separate category in which 16.6% of the total number of first year seats is reserved for persons of Aboriginal ancestry.
- Applicants must provide proof of Aboriginal ancestry.

3. Special Case Admission

One student may be admitted as a special case admission into the Post Degree BSN. A Special case admission is available to applicants who do not qualify for regular admission because their average is less than 70%. Special case admission is available to applicants who:

- Have a minimum average of 65% calculated in the same way as the regular Post Degree BSN admission averages.
- Meet all other admission requirements including pre-requisite courses.
- Provide a resume and a letter to the Associate Dean outlining why the applicant should be considered as a special admission case for admission. The letter should include:
 - Relevant information regarding academic record
 - Work/life experience that highlights applicant as a special case for admission
 - Any additional education
 - Strategies for success in the Post Degree BSN program
 - Motivations for nursing
 - names and contact information of the three people who can provide a reference. For example: academic (one only), work place (direct report), volunteer/community.

Short listed candidates will be called for an interview. Applicants for special case admission are considered on a case-by-case basis and the seat may not be filled each year. Students applying for special case admission should do so by January 15.

Dean's Signature:

Dean Ben

Date:

Nov 27 / 14

2015-2016 Admission Requirements

College: College of Pharmacy and Nutrition

Program(s): Bachelor of Science in Pharmacy (B.S.P.)

Admission Qualifications:

- At least 30 credit units of course work, including specific pre-requisite courses, with a minimum average of 70%.
 - 6 credit units General Biology (with lab) (BIOL 120.3 and 121.3 at UofS)
 - 3 credit units General Chemistry (with lab)
 - 3 credit units Organic Chemistry (with lab)
 - 6 credit units English Literature and Composition
 - 6 credit units must include any two of Psychology, Sociology, Philosophy or Native Studies
 - 6 credit units of electives in Humanities, Social Sciences, or Fine Arts
- Test of Critical Skills
- Personal Profile
- Proficiency in English

Selection Criteria:

1. Ranking for admission is based on academic performance and personal qualities.

- a. **Academic Record – 60% weighting**

The admission average is based on the 30 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average).

- b. **Test of Critical Skills – 30% weighting**

Applicants are required to attain a minimum level of achievement on the Test of Critical Skills to be considered for admission.

- c. **Personal Profile – 10% weighting**

Written Personal Profile that assesses motivation for and understanding of the profession.



Categories of Applicants:

There are 90 first year seats.

1. Saskatchewan Residents

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a Saskatchewan health card. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g. Lloydminster, AB and Flin Flon, MB), residents of the Yukon, Northwest Territories and Nunavut, members of the R.C.M.P. or the Canadian armed forces, graduates of the University of Saskatchewan and children of spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission application to Pharmacy or Nutrition.

2. Non-Saskatchewan Canadian Residents and International Applicants

Up to 14 of 90 positions may be offered to out of province and international applicants.

3. Education Equity Program – Saskatchewan Residents

A maximum of 4 spaces are reserved for qualified Aboriginal applicants. Applicants under this category must have completed the pre-Pharmacy year with a minimum average of 70%. Applicants must supply proof of Aboriginal ancestry.

4. Special Cases Category

One Saskatchewan student may be admitted under special circumstances or for compassionate reasons. Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

5. Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition (and completed at least one full semester in the program) may be considered for readmission under this category.

Dean's Signature:

YUSP [Signature], Associate Dean Academic

Date:

Nov 25, 2014

2015-2016 Admission Requirements

College: College of Pharmacy and Nutrition

Program(s): Bachelor of Science in Nutrition (B.Sc. [Nutrition])

Admission Qualifications:

- At least 30 credit units of course work, including specific pre-requisite courses, with a minimum average of 70%.
 - 6 credit units General Biology (with lab)
 - 3 credit units General Chemistry (with lab)
 - 3 credit units Organic Chemistry (with lab)
 - 6 credit units English Literature and Composition
 - 6 credit units must include Psychology or Sociology
 - 6 credit units of unrestricted electives
- Test of Critical Skills
- Personal Profile
- Proficiency in English

Selection Criteria:

1. Ranking for admission is based on academic performance and personal qualities.

a. Academic Record – 60% weighting

The admission average is based on the 30 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average).

b. Test of Critical Skills – 30% weighting

Applicants are required to attain a minimum level of achievement on the Test of Critical Skills to be considered for admission.

c. Personal Profile – 10% weighting

Written Personal Profile that assesses motivation for and understanding of the profession.

Categories of Applicants:

There are 28 first year seats.

1. Saskatchewan Residents

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a Saskatchewan health card. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g. Lloydminster, AB and Flin Flon, MB), residents of the Yukon, Northwest Territories and Nunavut, members of the R.C.M.P. or the Canadian armed forces, graduates of the University of Saskatchewan and children of spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission application to Pharmacy or Nutrition.

2. Non-Saskatchewan Canadian Residents and International Applicants

Up to 4 of 28 positions may be offered to out of province and international applicants.

3. Education Equity Program – Saskatchewan Residents

A maximum of 2 spaces are reserved for qualified Aboriginal applicants. Applicants under this category must have completed the pre-Nutrition year with a minimum average of 70%. Applicants must supply proof of Aboriginal ancestry.

4. Special Cases Category

One Saskatchewan student may be admitted under special circumstances or for compassionate reasons. Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

5. Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition (and completed at least one full semester in the program) may be considered for readmission under this category.

Dean's Signature:

 Associate Dean Academic
Nov 25, 2014

Date:

2015-2016 Admission Requirements

College: College of Veterinary Medicine

Program(s): DVM

Admission Qualifications:

- 60 credit units of pre-veterinary courses (at least two years)
 - 6 credit units Biology
 - 6 credit units Chemistry
 - 6 credit units English
 - 6 credit units Mathematics and Statistics
 - 3 credit units Physics
 - 3 credit units Organic Chemistry
 - 3 credit units Biochemistry
 - 3 credit units Genetics
 - 3 credit units of Introductory Microbiology
 - 21 credit units of elective courses
- Minimum cumulative average of 75% in all university courses

Selection Criteria:

Up to 78 students are admitted to the first year class. Selection is based on a number of factors including: mental aptitude, academic performance, motivation, maturity, experience with animals, leadership qualities, social awareness, deportment, verbal facility, and ability to communicate, and an understanding and knowledge of the veterinary profession. These factors are assessed through the following criteria.

1. Academic Record

At least two years of university courses are required to complete the pre-requisite course requirements. Applicants must have a minimum cumulative average of 75% to be considered.

2. Interview

Applicants are selected for interview based primarily on their academic performance.

3. References

Two references are required: one must be a veterinarian, while the other must have an animal-related or agricultural background.

4. Selection of Students

Students are ranked for admission based on a weighted formula: 60:40 academic vs. non-academic

Categories of Applicants:

As a regional veterinary college, the program accepts applicants who are residents of the four western provinces and the northern territories. The allotment system is:

- British Columbia: 20
- Alberta: 20
- Saskatchewan: 20
- Manitoba: 15
- Northern territories (Yukon, Nunavut and Northwest Territories): 1
- Education Equity Program: 2

1) Saskatchewan, Alberta, British Columbia and Manitoba Residents

For an applicant residing with his or her parents, the residence of the parents shall determine the residence of the applicant.

For an applicant not residing with his or her parents, residence is established by the applicant's residing in the province in question for at least one year (12 consecutive months) without attending post-secondary education prior to the WCVN's December 1 application deadline.

2) Yukon, Nunavut, and Northwest Territories Residents

Because Yukon, Nunavut, and Northwest Territories are not formal signatories of the interprovincial funding contract, they apply their own rules for applicants claiming to be residents of these areas.

3) Aboriginal Equity Access Program

Two seats are available for Aboriginal students under this category.

Applicants must be residents of the four western Canadian provinces or the northern territories. The WCVN requires proof of Aboriginal ancestry that must be provided at the time of application.

A certified copy of one of the following cards:

- Indian Status or Treaty Card
- Métis Membership Card
- Nunavut Trust Service Card
- Inuit roll number

Dean's Signature:



Date:

17 Nov 2014

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: March 19, 2015

SUBJECT: **Items for information**

**Postgraduate Diploma (PGD) in Computer Science:
program termination**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The following item was approved by the College of Graduate Studies and Research and is reported to Council for information.

- 1. Termination of Postgraduate Diploma (PGD) in Computer Science.** Under Council's procedures for academic unit and curricular changes, the College of Graduate Studies and Research has the authority to approve the creation or deletion of a field where a master's program exists. The termination of the PGD in Computer Science was approved by the College of Graduate Studies and Research graduate programs committee at its meeting on February 9, 2015. Notification of the termination is included in this report for Council's benefit and records.