

AGENDA
2:30 p.m. Thursday, March 17, 2016
Neatby-Timlin Theatre – Arts 241

*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 2015/16 academic year marks the 21st year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of February 25, 2016 pp. 1-12
4. Business from the minutes
5. Report of the President pp. 13-14
6. Report of the Provost pp. 15-22
7. Student societies
 - 7.1 Report from the USSU pp. 23-24
 - 7.2 Report from the GSA pp. 25-26
8. Academic Programs Committee
 - 8.1 Item for Information - 2016-17 Admission Templates Update Report pp. 27-92
 - 8.2 Request for decision – Certificate of Proficiency in One Health pp. 93-160

That Council approve the Certificate in One Health in the Western College of Veterinary Medicine, effective September 2016.

9. Nominations Committee

9.1 Request for decision – Nomination to the Search Committee, Associate Vice-President
Research pp. 161-163

It is recommended that Council approve the appointment of Keith Carlson, Department of History, College of Arts and Science; Julita Vassileva, Department of Computer Science, College of Arts and Science; and one member to be determined, as the three members of the General Academic Assembly selected to serve on the search committee for the associate vice-president research search committee.

10. Other business

11. Question period

12. Adjournment

Next meeting April 21, 2016 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: April 4, 2016



*Minutes of University Council
2:30 p.m., Thursday, February 25, 2016
Arts Building Room 241 Neatby-Timlin Theatre*

Attendance: See Appendix A for listing of members in attendance.

The chair called the meeting to order at 2:35 p.m., observing that quorum had been attained.

1. Adoption of the agenda

KALYNCHUK/ZELLO: *To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

Dr. Kalra conveyed the usual procedures for debate and discussion and outlined the important business before Council. Beth Williamson, university secretary, provided a report on elections of members at large. In response to the call for nominations to the 15 three-year-term and the 4 one-year term member at large positions that will become vacant, 16 nominations were received. Pursuant to Council bylaws, an election must be held to determine the length of term of those GAA members now acclaimed as members at large. Once this election is held, a second call for nominations will be made for the three member at large positions with one-year terms that were not filled.

[Secretary's Note: Since the Council meeting one of the nominees volunteered to fill a one-year term, so the first 16 nominees were elected by acclamation. A second call has been made for the three remaining one-year terms.]

3. Minutes of the meeting of January 21, 2016

FLYNN/DOBSON: *That the Council minutes of January 21, 2016 be approved as circulated.*

CARRIED

4. Business from the minutes

The chair noted one item of business arising from the minutes as recorded under item 6. *Report of the Provost and Vice-president Academic*, consisting of a request for more information on the labs in the Thorvaldson Building. Greg Fowler, vice-president, finance and resources responded to the request, reporting that the long-term plan for the Thorvaldson Building is for the space to be used for academic office space, classrooms, and limited wet lab space on the third floor of the northwest side of the building. The teaching laboratories on the first floor with wet lab space will continue to be used for this purpose as the ventilation and mechanical systems in place are adequate for this type of laboratory usage.

5. Report of the President

President Peter Stoicheff presented the president's report to Council. The president described his recent trip to Ottawa as positive, and spoke of the individuals he met with within the various ministries as being open, accessible, and having an awareness of the university as a member of the U15 and as supportive of Aboriginal students and their communities.

Discussions included the anticipated increase in federal Tri-agency funding, increased support for basic research as opposed to targeted research, and the new federal Building Canada Plan. The plan will provide an economic stimulus to the provinces. Although it is unlikely universities will receive funding in the upcoming budget, the president indicated it was clear that the relevant ministries understand the infrastructure crisis that universities are experiencing so infrastructure funding is expected in the future.

President Stoicheff congratulated all who contributed to the success of Aboriginal Achievement Week, and acknowledged in particular the president of the USSU. The president also drew members' attention to the signing of the MOU with the National Centre for Truth and Reconciliation at the University of Manitoba and the opening of the Gordon Oakes Red Bear Student Centre. The president concluded his remarks by providing additional information on the question about whether the amount of tax paid by employees at the university is equivalent to the amount of the provincial grant. He noted the question was likely prompted by the indication from the University of Regina that the two amounts were on par for that university.

6. Report of the Provost

John Rigby, interim associate provost of Institutional Planning and Assessment (IPA) presented the provost's report to Council. Professor Rigby expressed regrets on behalf of Ernie Barber, provost and vice-president academic. Professor Rigby noted the newsletter from the provincial government on the post-secondary indicators project had been attached to the provost's report for Council's information. On behalf of Dr. Barber, he also acknowledged the service and accomplishments of Vicki Williamson as dean of the Library over the course of her two five-year terms.

The chair invited questions of Professor Rigby. A member referred to the recent announcement of new and renewed Canada Research Chairs and inquired why the university was so far below its comparator institutes, having only been awarded one CRC chair renewal. Jim Germida, vice-provost, faculty relations responded to the question, indicating that the university's allocation of CRC chairs is based on a rolling average of Tri-agency funding. The university has 32 CRC chairs, which are renewed at different times; this year, the university had only one CRC chair up for renewal.

7. Student societies

7.1 Report from the USSU

Jack Saddleback, president of the University of Saskatchewan Students' Union, presented the report to Council. In addition to his written report, Mr. Saddleback referred members to the initiative of the Dalhousie Student Union to increase student member representation on the Dalhousie Senate (see: <http://dsu.ca/sites/default/files/image-uploads/DSU%20Senate%20Reform%20Proposal.pdf>).

7.2 Report from the GSA

Rajat Chakravarty, president of the Graduate Students' Association, presented the report to Council, reporting on the events planned for the GSA conference and gala evening, March 4-5, 2016. Other initiatives include an elections forum and meet and greet with candidates running for office in the provincial election. The GSA recently hosted the caucus of its national body and discussed graduate student advocacy at the federal level.

In response to the university's movement to indigenize the curriculum, the GSA is hosting workshops on the meaning of the word Indigenous and why Indigenization is important. A member suggested providing a much broader context to understanding indigenization by including the intergenerational effects of colonization to non-Indigenous peoples.

8. Planning and Priorities Committee

Lisa Kalynchuk, chair of the planning and priorities committee, presented the reports.

8.1 Request for decision – Establishment of the Canadian Institute for Science and Innovation Policy (CISIP) as a type A Centre within the Johnson-Shoyama Graduate School of Public Policy

Professor Kalynchuk indicated that the proposed Canadian Institute for Science and Innovation Policy (CISIP) within the Johnson-Shoyama Graduate School of Public Policy (JSGS) would provide a bridge between science and innovation to policy and governance to permit new discoveries and technological applications. Activities undertaken within the centre would fall within the three research priorities recently identified by JSGS related to innovation, science, and technology. The planning and priorities committee (PPC) recognized that the centre will enhance this area of research within the JSGS and create a platform for activities that will be more visible nationally and internationally. On a local scale, the centre is designed to maximize the impact of U of S innovations across both public and private sectors and to support large-scale research projects and applications that increasingly require a policy component.

Professor Kalynchuk reported the review process was quite lengthy given the added complexity of the centre being a joint effort between the universities of Regina and Saskatchewan. Both institutions would contribute funding to the centre and be jointly accountable for the centre. The centre would be housed at the U of S campus in space allocated to the JSGS. Given the complexities of the centre and the resources required for its activities, PPC recommended that proponents include in the proposal that the centre be reviewed after five years to ensure its sustainability and to determine whether the centre is meeting its goals.

The chair invited questions and comments about the proposal. A number of concerns were raised by members about the centre. Specific reference was made to the short length of time (ten days) to review the proposal and the belief of some Council members that the proposal was prematurely presented to Council with inadequate consultation. Tabling the motion was suggested.

Concerns about consultation focused on the level and type of consultation undertaken, which was observed to have mostly occurred with senior administrators rather than with faculty within the natural sciences, social sciences, and Indigenous studies throughout campus. There were questions about consolidating the centre in the JSGS within a small cadre of policy scientists, and the connection of the proposed centre to the Sylvia Fedoruk Centre for Nuclear Innovation, with a generalized concern about nuclear energy and clean energy within the

province. Other concerns related to the lack of consultation and connection with the health sciences, other than with the School of Public Health and the Western College of Veterinary Medicine. Members observed that those scholars that work with and study the impact of policy on local communities in the areas of health and water were not invited to have a voice in establishing the centre.

Clarity on the goals of the centre and how it might reach out to others was requested. A number of examples were provided of where the proposal referred to civil engagement with society, the areas of social justice and community safety, and Aboriginal scholarship and engagement, as university priorities, but gave no indication within the proposal of how the centre might contribute to these priority areas. The opportunity to include the policy dimensions of Indigenous peoples, particularly in the North was noted, with the potential to broaden the impact of the centre beyond the university. There was an objection to the word Canadian in the title of the centre as being disingenuous as to the scale of the centre.

As university resources are being invested in the centre, a clearer indication of how the centre will benefit students was requested. Professor Peter Phillips, the proposed academic director of CISIP in its first phase, clarified that the grants listed provide opportunities to about 30 students and post-doctoral fellows, including funding for students in the social sciences and humanities. Professor Phillips also clarified that the funding from GIFS and the Fedoruk Centre was in the form of competitive grants awarded to CISIP through a rigorous review process. Professor Kalynchuk referred members to the table in the proposal that outlined the categories of expenditures and sources of funds. The table was added at the request of PPC to clearly state the sources of funding for the centre which comes from JSGS, central funds at the U of R and the U of S, research chairs, and external funds.

Professor Phillips indicated that although the centre hopes to work with those groups not represented in its research envelope, the centre is biased at this point toward existing capacity available to the centre. Professor Kalynchuk noted that PPC focused on the specific areas of strength identified by proponents as the initial focus of the centre and observed that the discussion at Council appeared to be about the scope of the centre and its ability to address much broader issues than proponents intended. As a Type A centre within a school, CISIP will operate primarily within JSGS and is somewhat restricted in its leadership and core activity. Professor Kalynchuk indicated that the nomenclature of type A, B, C, and D centres is dated and under review. At this time, a distinguishing characteristic of the university's typology of centres is the centre's reporting structure. Due to the differing policies governing centres at both universities, establishing the centre as a Type A centre was deemed by PPC and proponents to be the clearest course of action until the nomenclature of centres is amended.

The chair stated the motion before Council was a substantive motion and asked Ms. Williamson to inform Council on how it might address this item in accordance with its rules, given the earlier reference to tabling the motion. Ms. Williamson indicated that when a substantive motion is under debate, Council may submit a procedural motion to defer discussion of the motion to another date and time. Kerr and King requires the motion to be moved and seconded. The only debate permissible is about the date and time of the postponement. A majority vote is required to carry the motion.

Professor Phillips indicated he was uncertain as to how a delay would affect the University of Regina's consideration of approval of the centre, which was planned to occur around March 9, but that a process of additional consultation could be undertaken. In response to a question

about the urgency of the approval of the centre at this time, Professor Phillips indicated that of the grants listed, a large number have already been started, and the granting agencies are hesitant about their administration without an institutional design in place.

KALYNCHUK/de BOER: That Council approve that the establishment of the Canadian Institute for Science and Innovation Policy (CISIP) as a type A Centre within the Johnson-Shoyama Graduate School of Public Policy (JSGS), effective upon approval of CISIP by the University of Regina Board of Governors.

PROCEDURAL MOTION:

IRVINE/CARD: That consideration of the motion be postponed to the April meeting of Council.

CARRIED

8.2 Request for decision – Name change of the College of Graduate Studies and Research

Professor Kalynchuk observed the motion before Council is to change the name of the College of Graduate Studies and Research to the College of Graduate and Postdoctoral Studies, effective January 1, 2017. She reported that the College of Graduate Studies and Research (CGSR), under the leadership of Adam Baxter-Jones, interim dean of the college, has undertaken an extensive review of the mandate of the college over the past 24 months. During this time, the college reported out on the review to members of the college, the planning and priorities committee, Graduate Council, and Council. A significant outcome of the review was that the college remain a college, but be administratively restructured, including becoming the administrative home of the university's post-doctoral fellows (PDF's). The proposed change in name formally recognizes this new role of the college. The name change was approved by Graduate Council on February 4, 2016. The effective date of the name change will coincide with the move of the college to a new physical location.

In response to a question about the benefits that will accrue to the university's PDF's, Dean Baxter-Jones indicated that two years ago the PDF's formed a society, which was facilitated by the CGSR as the college recognized that PDF's had no voice at the university and few policies or procedures to assist PDF's. By integrating PDF's within the CGSR, the college will become the voice for all graduate trainees at the university. The college is currently in the process of hiring a full-time administrator to assist with this process. The number of PDF's at the university is increasing from approximately 180 individuals to 200 individuals, which is a sign of a research-intensive university.

A member requested that the dean of the college report back to Council at the December 2016 meeting prior to the name change taking effect, on the benefits that will accrue to PDF's by becoming part of the college. This request was supported by another member, who also requested that the dean report on whether the change places the university in line with other U15 universities. Dr. Baxter-Jones agreed to the request and reported that the change does put the college in line with other U15 universities and was part of the rationale for the name change.

KALYNCHUK/de BOER: That Council approve that the College of Graduate Studies and Research be renamed the College of Graduate and Postdoctoral Studies, effective January 1, 2017, and that Council's Bylaws be amended to reflect the new name of the college.

CARRIED

9. Governance Committee

The chair invited Louise Racine, chair of the governance committee to present the report and asked members of Council to join him in congratulating Professor Racine on being recently named as an influential alumna of Laval University. Members greeted this news with applause.

9.1 Request for Decision – Requirement that Elected Council Members Serve on the Student Academic Hearing and Appeals Committee

Professor Racine provided the history of the discussion of the item when presented as a notice of motion at the December Council meeting. The governance committee's intent in presenting the motion is to broaden the pool of Council members eligible to serve on student disciplinary and appeal boards to include all elected Council members, given the difficulty of forming hearing and appeal boards promptly. To avoid possible confusion, the governance committee has reworded the motion presented in December removing the word "elected" and adding the words, "other than ex officio members," so that the motion now reads, "... all Council members, other than ex officio members, be members of the student academic hearing and appeals committee." The governance committee deemed that a new notice of motion was not required as the re-wording of the motion has no effect on those eligible to serve on the student academic hearing and appeals committee—the change just clarifies the motion. Professor Racine affirmed that any member when contacted by the university secretary's office may decline to serve on a student hearing or appeal.

RACINE/GRAY: That Council approve that all Council members, other than ex officio members, be members of the student academic hearing and appeals committee, and that the council Bylaws be amended to remove the requirement of the nominations committee to nominate members of Council to serve on the student academic hearing and appeals committee.

CARRIED

9.2 Notice of Motion – Teaching, Learning and Academic Resources Committee Amended Terms of Reference

Professor Racine read the notice of motion as follows:

RACINE/FLYNN: That Council approve the amendments to the terms of reference of the teaching, learning and academic resources committee of Council as shown in the attachment.

Professor Racine noted that if approved at the next Council meeting, the motion will modify the terms of reference to the teaching, learning and academic resources committee (TLARC) to ensure that among the members on the committee there is expertise in Aboriginal teaching and learning; the director of Aboriginal initiatives will also be named as a resource member to the committee.

Discussion of the notice of motion included whether the nominations committee was consulted about the change and how the nominations committee would identify those individuals with Aboriginal teaching and learning expertise. Professor Racine reported the nominations

committee was not consulted on the change. Professor Ed Krol, chair of the nominations committee, indicated he would discuss the change with Jay Wilson, chair of TLARC and with Professor Racine. Regardless of the process and criteria identified by the nominations committee to ensure that *“among the members from the General Academic Assembly there will be expertise in Aboriginal teaching and learning”* Professor Krol noted that in the event of additional nominations from the floor resulting in an election, the nominations committee would lose its ability to ensure that these criteria were met.

9.3 Request for Input – Revisions to the Regulations on Student Academic Misconduct

Professor Racine outlined the background to the revisions to the *Regulations on Student Academic Misconduct*, the consultation undertaken by the governance committee in revising the regulations, and the summary of substantive changes provided to Council. She invited feedback and comments on the revisions to be submitted to Beth Williamson at university.secretary@usask.ca. The governance committee hopes to be in a position to submit the revised regulations to Council by June for approval.

10. Other business

There was no other business raised.

11. Question period

There were no questions during question period.

12. Adjournment

The meeting was adjourned by motion (B. BRENNNA/FLYNN) at 4:35 pm.

Voting Participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Aitken, Alec	P	P	R	P	P	R				
Allen, Andy	P	P	R	P	P	P				
Andreas, Taylor	A	A	A	A	A	A				
Arcand, Jaylynn	A	R	R	P	P	R				
Barber, Ernie	R	P	P	P	P	R				
Barnhart, Gordon	P	P	N/A							
Baxter-Jones, Adam	P	R	P	P	P	P				
Bergstrom, Don	N/A	N/A	N/A	N/A	P	P				
Bilson, Beth	P	P	A	R	P	P				
Bindle, David	A	P	P	P	R	P				
Bonham-Smith, Peta	P	P	P	P	P	P				
Bowen, Angela	P	R	R	P	R	P				
Bradley, Michael	P	R	P	P	A	P				
Brenna, Bev	P	P	P	R	P	P				
Brenna, Dwayne	P	P	P	R	P	P				
Brown, William	P	P	P	P	R	P				
Buhr, Mary	P	R	P	P	R	R				
Butler, Lorna	R	A	P	P	A	A	N/A	N/A	N/A	N/A
Calvert, Lorne	A	A	R	P	P	A				
Carboni, Matteo	P	A	A	A	A	A				
Card, Claire	A	P	A	P	P	P				
Chakravarty, Rajat	P	P	P	R	P	P				
Cheng, Hongming	P	A	P	A	P	P				
Chernoff, Egan	P	R	P	P	R	R				
Chibbar, Ravindra	P	R	P	P	A	A				
Crowe, Trevor	P	P	P	P	A	P				
De Boer, Dirk	P	P	P	P	P	P				
D'Eon, Marcel	P	R	P	P	P	R				
Deters, Ralph	P	P	A	P	P	P				
DeWalt, Jordyn	A	A	A	A	A	A				
Dick, Rainer	P	P	P	P	P	P				
Dobson, Roy	P	P	P	P	P	R				
Eberhart, Christian	A	A	A	A	A	A				
Ervin, Alexander	P	A	P	P	P	P				
Eskiw, Christopher	P	P	P	P	P	P				
Findlay, Len	P	P	P	P	P	R				
Flynn, Kevin	P	P	P	P	R	P				
Freeman, Douglas	R	R	P	A	R	P				
Gabriel, Andrew	R	R	A	A	A	A				
Ghezelbash, Masoud	A	P	P	P	P	P				
Gill, Mankomal	R	A	A	A	A	A				
Gobbett, Brian	A	A	A	A	A	A				
Gordon, John	P	R	A	P	P	R				
Gray, Richard	P	A	P	P	A	P				
Greer, Jim	P	A	P	P	P	P				
Gyurcsik, Nancy	P	R	P	R	P	R				
Hamilton, Murray	P	P	R	A	R	A				
Havele, Calliopi	A	A	A	A	P	P				
Hayes, Alyssa	P	P	P	R	P	P				
Honaramooz, Ali	A	A	A	P	P	A				
Horsburgh, Beth	N/A	N/A	N/A	N/A	N/A	N/A				
Huckabay, Alana	A	R	R	P	R	R				
Iron, Monica	R	A	A	A	P	P				
Jamali, Nadeem	R	R	P	P	P	P				
Johnstone, Jill	R	P	P	A	P	R				
Julien, Richard	A	A	A	A	P	A				
Kalagnanam, Suresh	P	P	R	P	A	R				

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Kalra, Jay	P	P	R	P	P	P				
Kalynchuk, Lisa	P	P	A	P	P	P				
Khandelwal, Ramji	P	P	P	R	P	P				
Kipouros, Georges	R	R	R	A	N/A	N/A	N/A	N/A	N/A	N/A
Klaassen, Frank	P	P	P	P	P	A				
Koob, Tenielle	A	A	A	P	P	P				
Krol, Ed	P	P	P	P	P	P				
Langhorst, Barbara	R	R	R	P	R	R				
Larre, Tamara	P	R	A	P	P	A				
Lindemann, Rob	A	P	A	A	A	A				
Low, Nicholas	P	P	P	P	P	P				
MacKay, Gail	P	P	A	A	A	A				
Makarova, Veronika	A	P	P	P	A	P				
Marche, Tammy	P	P	P	P	P	P				
Martz, Lawrence	A	P	P	A	R	P				
McCann, Connor	A	A	P	A	A	A				
McWilliams, Kathryn	P	R	R	R	P	P				
Muri, Allison	P	P	P	P	P	P				
Nickerson, Michael	P	A	A	A	A	A				
Nicol, Jennifer	R	R	P	P	R	P				
Noble, Bram	P	R	P	R	R	P				
Ogilvie, Kevin	A	A	A	A	A	A				
Osgood, Nathaniel	P	R	R	A	P	A				
Paige, Matthew	A	P	P	R	P	P				
Pelly, Dallas	P	A	A	A	A	A				
Pinel, Dayna	N/A	N/A	N/A	N/A	P	A				
Prytula, Michelle	A	P	P	P	P	A				
Racine, Louise	P	R	P	P	P	P				
Rangacharyulu, Chary	A	A	A	A	A	A				
Rezansoff, Evan	A	A	A	A	A	A				
Rodgers, Carol	P	A	P	R	P	P				
Roesler, Bill	P	A	P	P	P	P				
Roy, Wendy	P	P	P	P	P	P				
Sarjeant-Jenkins, Rachel	P	A	P	P	P	R				
Sautner, Alyssa	A	A	A	A	A	A				
Schwab, Benjamin	P	P	P	A	P	P				
Singh, Jaswant	R	R	P	R	P	P				
Smith, Preston	P	P	P	A	P	A				
Soltan, Jafar	P	P	P	P	A	P				
Sorensen, Charlene	N/A	N/A	N/A	N/A	N/A	A				
Still, Carl	P	R	R	P	R	R				
Stiocheff, Peter	NA	NA	P	P	P	P				
Tait, Caroline	P	A	P	P	R	P				
Taras, Daphne	P	R	R	R	P	P				
Tyler, Robert	R	P	P	R	P	P				
Uswak, Gerry	P	R	P	R	P	R				
Waldram, James	P	P	P	P	R	P				
Wasan, Kishor	R	P	P	R	A	R				
Watson, Erin	R	P	P	P	P	P				
Williamson, Vicki	R	R	R	P	R	N/A	N/A	N/A	N/A	N/A
Willness, Chelsea	P	P	P	P	A	P				
Wilson, Jay	P	R	P	P	P	R				
Wilson, Ken	P	P	R	P	P	P				
Wotherspoon, Terry	P	P	P	P	P	P				
Yates, Thomas	R	P	P	P	P	P				
Zello, Gordon	P	P	P	P	P	P				

COUNCIL ATTENDANCE 2015-16

Non-voting participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Binnie, Sarah	P	P	P	P	P	A				
Chad, Karen	A	A	P	P	A	A				
Chapola, Jebunnessa	A	A	A	P	A	A				
Downey, Terrence	R	R	R	A	A	R				
Fowler, Greg	P	P	P	P	P	P				
Isinger, Russell	P	P	P	P	P	P				
Saddleback, Jack	P	P	P	A	P	P				
Pulfer, Jim	P	P	P	R	R	R				
Senecal, Gabe	P	P	A	P	P	P				
Williamson, Elizabeth	P	P	P	P	P	P				

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL March 2016**Committee on Vision, Mission and Values**

The visioning committee launched an online survey on February 4 for faculty, students and staff. Information collected through this survey, and through meetings and other consultations taking place, will be used to assist the committee in writing the first draft of a new vision, mission and values statement for the university. Close to 3000 responses to the survey have been received and the comments collected will help to inform processes well beyond the development of these statements.

In addition to the consultations that the committee is conducting, I am ensuring that a discussion of the vision, mission, and values is incorporated into every meeting I am having with colleges, admin units, and external groups

Government Relations

I am pleased to welcome Jamie Miley to the University of Saskatchewan to lead our government relations strategy. Jamie's position will be critical to our ongoing relationships with our municipal, provincial, and federal governments. He will be reporting directly to me but will be supporting other senior leaders in government relations activities.

In mid-February I was in Ottawa for a Universities Canada celebration of research excellence. I also met with a number of federal ministries. The mood in Ottawa is exciting and optimistic and it is a great time to begin building relationships. I was pleased to see that everyone with whom I met was knowledgeable about the U of S and knew the value that we, and other research-intensive universities, bring to the national stage. I look forward to many more trips to Ottawa. A summary of the meetings are as follows:

- Gurpreet Vinning (Policy Advisor) & Mike Burton (Director of Parliamentary Affairs), Office of the Minister of Infrastructure & Communities
- Jessie Chahal, Prairies and Northern Regional Desk, Prime Minister's Office
- Hon. Ralph Goodale, Minister of Public Safety and Emergency Preparedness
- Hon. Kirsty Duncan, Minister of Science, and Chief of Staff Rob Rosenfeld
- François-Philippe Champagne, Parliamentary Secretary to the Minister of Finance
- Rick Theis, Chief of Staff, the Hon. Carolyn Bennet, Minister of Indigenous and Northern Affairs
- Greg Fergus, Parliamentary Secretary to the Minister of Innovation, Science and Economic Development

Huskie Athletics Accolades

As we enter into the end of the CIS season our teams are continuously coming out on top. As of the writing of this report the men's hockey team has one the Canada West Final and have already qualified for the University Cup in Halifax. Our men's volleyball team has advanced to the Canada West Final Four. The women's basketball team is on a winning streak that sees them hosting the Canada West Quarterfinal series as they ride their momentum to nationals in Fredricton. Our track and field team hosted the Canada West Championship and both the men's and women's teams are off to York

University for CIS Nationals. Congratulations to all the athletes and coaching staff for their hard work and successful seasons this year.

Presidential Travel

I am beginning my provincial and national tours and will be travelling to Prince Albert, North Battleford, Weyburn, Estevan, Calgary, Vancouver, and Toronto. The tours will include focussed interactions with groups of alumni, donors and people with an interest in our university. I am working with key alumni and volunteers in various communities to plan special events that give me an opportunity to hear from our extended communities on the vision, mission, values and general direction of the institution.

Energy Conservation Month

In honour of the University's Energy and Water Conservation Policy, which went into effect in October 2014, the Office of Sustainability has dubbed March 'Energy Conservation Month'. The Office is looking to celebrate the University's successes in energy conservation while helping all of us become more energy conscious and contribute to energy savings both on campus and at home.

I encourage all members of the campus community to follow our Office of Sustainability on twitter and facebook to learn what the U of S is doing to save energy and how you can help.

Other Notable Activity Planned this Month

- Brought greetings at GSA Graduate Awards Gala
- Met with the U of S Retirees Association Executive
- Met with MLA Paul Merriman
- Met with Minister Ralph Goodale
- Met with USSU Executive and USRA Executive
- Continued to hold a monthly segment on CTV Morning Show
- Held eight college/unit engagement meetings, facilitated by the Presidential Transition Committee
- Held three faculty engagement dinners at the President's Residence hosted by the USFA
- Will be attending Board of Governors meetings at month's end

PROVOST'S REPORT TO COUNCIL

March 2016

INSTITUTIONAL PLANNING

Institutional Planning and Assessment

PCIP and the IPA continue to lead the move to responsibility centre management (RCM). Workshops were held with the deans in late January identifying outstanding policy decisions and tasks requiring resolution before RCM can be considered fully implemented. In particular, final decisions around the TABBS model are being made; policy decisions around financial risk and responsibility are being articulated; policy statements relating to tuition are being re-examined; work is continuing on developing broadly applicable measures of university activity; processes to establish capital priorities are being developed; and forward-looking financial management tools are being refined.

Tuition Rate Setting Finalization

The U of S will finalize 2016/17 tuition rates for a small set of programs at the March 2016 board meeting. The initial report will go to PCIP for finalization before the board meeting. The programs affected include the DEU course offerings as well as a small set of programs that were approved at the APC since December 2015

COLLEGE AND SCHOOL UPDATES

University Library

For close to a decade the University Library has been proactively responding to a dramatically changing information landscape through refurbishment and revitalization of library collections, services, and facilities across the library system – examples include renovations to the first and ground floors of the Murray Library (2009), the new Leslie and Irene Dubé Health Sciences Library (2013), and refurbished spaces in the Veterinary Medicine Library (2014). The University Library must continue to evolve to meet changing student and faculty needs and expectations. Over the last year or so, a capital steering committee under my leadership has been planning for the next stages of the University Library Transformation Project (ULTP).

In November, a draft high level vision for the University Library was developed by a working group of the steering committee to establish principles and general attributes for transformed library spaces. Since that date the Associate Deans of the University Library have attended TLARC, University Student Council, and a number of faculty councils to discuss the draft vision. Those visits continue. The steering committee has also endorsed the development of a master plan for the University Library spaces that builds on the extensive Murray Library master plan developed in 2013. This master planning process will occur over the next number of months, with an anticipated completion date of October 2016.

While planning at the broad University Library level progresses, work is happening on the ground. This work is primarily focused on collections – looking at duplicates, utilizing alternative shelving options, and continuing collaboration with our library partners in western Canada – in order to create the space to allow for library transformation. Libraries are at the heart of a university experience, helping to build

communities on campus and beyond. The vision of library transformation is of inspiring physical spaces where students and faculty learn, collaborate, explore, and engage in scholarly discourse. The transformed library will deliver the collections, services, and physical space that meet the needs of faculty and students and align with the educational and research mission of the university.

College of Arts and Science

Faculty Complement in the College of Arts & Science: The College of Arts and Science is very excited to announce that it expects to have made 35 tenure-track faculty appointments between 1 July 2015 and 1 July 2016. This infusion of new faculty will play a critically important role in the college's future and represents a renewal of more than 10% of our faculty complement. Our faculty directly determines our ability to successfully offer a range of teaching, research, scholarly and artistic programs across multiple disciplines in response to college and university priorities. During this period of renewal, the college will be giving special attention to mentorship and support programs for new faculty.

Congratulations to all the A&S nominees for this year's **Aboriginal Achievement Awards:** Morgan balan; Karlei Nordstrom; Taylor Roufosse; Avery Michael; Kayla Peters; Nathan Regnier; Lisa Borstmayer; Steven Langlois; Logan Martin-Arcand; Amanda Gourclay; Jorie Halcro; Mikaela Vancoughnett, and the nominees for the **Leadership and Engagement Student Award:** Sasha Merasty and Gared Marcotte. This year's Gordon Wallis Opera Competition was won by **Allison Walmsley** (BMus '15):
http://www.artsandscience.usask.ca/news/articles/255/Alumna_takes_opera_competition_title

Professor Jeanette Lynes and the MFA in Writing Program are featured in this University Affairs article on MFA programs in creative writing: <http://www.universityaffairs.ca/features/feature-article/mastering-the-fine-art-of-writing/>

Alumnus **Russ Muzzolini** (BSC '96) has provided both financial and hands-on assistance to establish a new smartphone course:
http://www.artsandscience.usask.ca/news/articles/251/Computer_science_alumnus_helps_establish_new_smartphone_cour

Erika Dyck, Canada Research Chair in the History of Medicine, says the potential medical benefits of psychedelic drugs are receiving a closer look as our population ages:
http://www.artsandscience.usask.ca/news/articles/250/Historian_sees_resurgence_in_LSD_research

Biology Professor **Doug Chivers** was part of international research team discovery that found noise puts reef fish at a greater risk of being caught by predators:
http://www.artsandscience.usask.ca/news/articles/238/Motorboat_noise_makes_reef_fish_vulnerable

Recent faculty publications by the **Department of Chemistry** are now featured in their website banner:
<http://artsandscience.usask.ca/chemistry/>

The **Department of Computer Science** recently had a lecture on Big Data, and a Game Jam – read about them at: <http://www.cs.usask.ca/>

The Department of Economics hosted an inaugural networking and alumni event in February, with Professor Maxym Chaban as the organizer, and government and professionals attending.

The college's **Science Outreach Office** recently hosted a presentation by Canadian Space Agency astronaut and aquanaut David Saint-Jacques, and over 300 elementary students attended. "The Making

of an Astronaut” presentation encouraged the children to consider studying science, and a career in the sciences.

In February, the **Interdisciplinary Centre for Culture and Creativity** presented a lecture by astronaut Roberta Bondar, Canada’s first woman astronaut and the world's first neurologist in space.

College of Pharmacy and Nutrition

Testing the market: Nutrition Students Introduce Farmers Market



Nutrition students Nadine Nevland and Kara Friesen

The atrium of the agriculture building was a-buzz Friday, February 5, as a student-organized farmers’ market offered fresh, local food and handcrafts to the campus community.

Local growers and businesses, such as Good Spirit Bakery, Simpkins Farms and Uncle Mike’s Natural Products, among others, were on hand for the university’s first farmers’ market, which students in pharmacy and nutrition hope will not be the last.

The market, a pilot project to determine if the university can sustain a similar market on campus more regularly, is also the senior project of Kara Friesen and Nadine Nevland, both third-year students in the College of Pharmacy and Nutrition. They partnered with the Office of Sustainability to help get the event off the ground.

The duo initially encountered a few logistical challenges in trying to co-ordinate the market. However, it all worked out for them.

In turn, the campus community came out in spades to support the market, with many of the vendors running out of products early and having to leave or get more.

With the event over, Friesen and Nevland will now conduct a feasibility report to see if this type of market is sustainable on campus. The project, as part of the Living Lab program in the Office of Sustainability, supported by Fisher Scientific.

U of S first in medicine compounding at Pharmacy National Professional Development Week



With 35 delegates at the 2016 CAPSI Professional Development week, the University of Saskatchewan had an impressive showing at the national conference. The conference took place January 6-9 in Niagara Falls, Ontario, and key results for the U of S include:

- Congratulations to our team who placed first in the national compounding competition. Team members included **Jayesh Changela, Darren Bogle, Madison Schmidt, and Trista Zacharias**.
- **Jayesh Changela** accepted the CAPSI-Pfizer Consumer Healthcare Guy Genest Passion for Pharmacy Award for Saskatchewan.
- U of S placed third overall for our 2014 IPSF Health Campaign on Diabetes. This campaign was organized by **AJ Havlicek** and **Heather Hodgson**.
- **Taylor Raiche's** submission, "Moving Forward by Giving Back: How the Pharmacy Student Can Propel Canadian Pharmacy Practice Forward by Participating in Civic Engagement," placed fourth in the national Student Literary Challenge.
- **Paraag Trivedi** represented the U of S in the debate session and was a part of the winning team.

Our students' participation in other events included:

- **Cara Wirachowsky** and **Jayesh Changela** represented the U of S by competing in the national Patient Interview and Over the Counter Counselling competitions.
- **Jaydon Tsui** competed in the national "Canada's Next Top Pharmacist" and impressed the crowd with his saxophone playing skills and break dancing.

The CAPSI National Council met during the four days of the conference and discussed pertinent topics and strategic planned for the upcoming semester. National Council members from U of S include, **Kelsey Joorisity** (CAPSI Senior), **Kaitlyn Tress** (CAPSI Junior), **Paraag Trivedi** (Finance Officer), **Shelby Scherbey** (Executive Secretary) and **Caitlin McGrath** (President-Elect).

The U of S will continue to be engaged with CAPSI on a national level during the 2016-17 year:

- **Sophie Chatillon** successfully ran for and was elected into the National Finance Officer position for the 2016-17 term.
- **Caitlin McGrath** will successfully transition and become the President of CAPSI National in the 2016-17 term.
- **Kaitlyn Tress** will transition to the CAPSI Senior position for the 2016-17 term.

Congratulations to all those who proudly represented the U of S!

Edwards School of Business

The Edwards School of Business has received approval to move to the final stage of AACSB accreditation. This involves producing a Self-Evaluation Report based on 15 standards and inviting an international review team for a site visit. This approval signals that AACSB believes we have closed all gaps over a sustained period of time. For example, 90 percent of our faculty – permanent, full-time term, and sessional – have clear and recent evidence of engagement in the field in which they teach. We have policies, processes, and a culture of continuous improvement. Assurance of Learning has been integrated into our curriculum and the decisions we make.

College of Education

New English as an Additional Language Certificate:

The U of S College of Education launched a new language-training certificate in response to the growing number of K-12 students who are learning English as an additional language (EAL).

The EAL certificate aims to increase the number of teachers who have the knowledge, specialized skills and expertise required to work with English language learners at all grade levels so that those students can successfully meet credit requirements and graduate from Saskatchewan schools.

The Ministry of Education supported the development of the EAL Certificate at the U of S. Nadia Prokopchuk, a senior program manager of EAL and Languages helped the College of Education develop the certificate.

The Nellie Awards:

Congratulations to Dr. Alex Wilson, Department of Educational Foundations, for earning a spot on the 2016 Nellie Awards Winners List. The "Nellies" honour women who have followed in Nellie McClung's footsteps, pursuing social justice, women and human rights. This award recognizes and honours women whose endeavours model the spirit and advance the legacy of women like Nellie McClung who fought for the right of women to vote.

Think Indigenous Education Conference 2016:

Showcasing the strengths and attributes of Indigenous education to as many people as possible is one of the major goals of the Think Indigenous Education Conference.

The Think Indigenous Education Conference takes place March 16-18 in Saskatoon and is hosted by the University of Saskatchewan's Indian Teacher Education program.

Think Indigenous brings people together, to network, to showcase some of the great work that's been done and inspire teachers to start thinking from an Indigenous perspective when they're teaching.

Sessions include those on cultural competency development, Indigenous politics, institutional change, environmental protection and ancestral knowledge.

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

ATTACHMENT 1

Fedoruk Centre Invests \$2M for Nuclear Policy Research

The Sylvia Fedoruk Canadian Centre for Nuclear Innovation will invest \$2 million to support research at the **Johnson Shoyama Graduate School of Public Policy (JSGS)** at the University of Saskatchewan (U of S) and the University of Regina (U of R). The funding will serve as the foundation for future research at JSGS on science and innovation policy, a signature research area of the school.

The research will investigate the societal and public policy dimensions of various energy-production technologies, including international best practices for public consultation, strategic assessment and decision support. Nuclear energy will be a focus area, both as an example of a controversial technology and because it is a source of low-carbon electricity that many experts and governments are considering in plans to fight climate change.

FUNDING SUCCESSES

CDC Wheat Research Gets \$5.2M Funding

The Western Grains Research Foundation (WGRF) and the University of Saskatchewan Crop Development Centre (CDC) announced that they have renewed their long standing partnership in wheat breeding. WGRF will invest \$5.2 million into the wheat breeding program at the CDC over the next five years. WGRF and the CDC have had a collaborative agreement for long-term breeding of barley and wheat since 1995. Since then, the CDC has released and commercialized over 30 varieties of wheat and durum with improved agronomic performance and end-use qualities. For more information, visit: <http://goo.gl/Nv4Blf>

Canadian Glycomics Network - Glyconet

Two U of S researchers were recently awarded funding from the Canadian Glycomics Network:

- ❖ **David Palmer** (Department of Chemistry) was awarded \$37,450 for "*Synthesis of N-alkyl Aziridines as Probes for PET Imaging Glucocerebrosidase*".
- ❖ **Christopher Phenix** (Department of Chemistry) was awarded \$37,500 for "*Synthesis of N-alkyl Aziridines as Probes for PET Imaging Glucocerebrosidase*".

SHRF Grants

Two U of S researchers were recently awarded funding from the Saskatchewan Health Research Foundation (SHRF):

- ❖ **Alison Oates** (Kinesiology) with the co-investigators Gary Linassi and Cathy Arnold (Physical Medicine and Rehabilitation), Joel Lanovaz (Kinesiology) and Stephan Milosavljevic (Physical Therapy) were awarded \$73,621 for the project entitled "*Investigating the Effect of Haptic Input on Walking Balance in Spinal Cord Injury*".
- ❖ **Gillian Muir** (Veterinary Medicine) with the co-investigator Valerie Verge (Medicine) were awarded \$75,000 for the project entitled "*Acute Intermittent Hypoxia to Improve Motor Function after Spinal Cord Injury*".

U of S Health Researchers Received \$1.3M

Three U of S research projects looking into nerve repair, cystic fibrosis and cartilage tissue engineering have received a total of \$1.3 million in funding from the Canadian Institutes of Health Research (CIHR). The funding, awarded through the CIHR's 2015 Transitional Operating Grant Competition, will support research teams led by **Valerie Verge**, **Juan Ianowski** and **Brian Eames** for five, three and one years, respectively.

NSERC Engage Plus Grants

NSERC has awarded two U of S researchers Engage Plus grants for projects with an industry partner. The recipients were:

- ❖ **Ralph Deters** (Department of Computer Science) was awarded \$12,500 from NSERC and \$12,500 from TAP 50:50 Event Consultants Limited for the project *"Virtualizing Hardware to Reduce Costs and Expand Markets II"*.
- ❖ **Trevor Crowe** (Department of Mechanical Engineering) was awarded \$12,500 from NSERC and \$12,500 from Prairie Pride Natural Foods Ltd for *"Investigating the Relationship between Temperature and Humidity Conditions and Broiler Welfare in Modified Trailers during Transport"*.

Contract Funding Successes

Greg Penner, (Department of Animal & Poultry Science) has received \$172,290 from the Alberta Livestock Management Agency for the project *"Can We Improve Cow and Calf Performance by Increasing the Amount of Protein Provided During Mid-to-Late Gestation"*.

PARTNERSHIPS

Two International Agreements Signed

- ❖ A joint degree agreement with **UiT The Arctic University of Norway** was signed to initiate a Joint Master's Program with the College of Graduate Studies and Research, Johnson Shoyama Graduate School of Public Policy, College of Arts and Science, School of Environment and Sustainability, and International Centre for Northern Governance and Development.
- ❖ An exchange agreement with **Yokohama University** was signed to exchange both undergraduate and graduate students from all disciplines.

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University Council Report
March 2016

Commission on Female Leadership: The Commission has conducted all of its proposed consultations for the year and we are now moving into report writing stage. A big thank you to all of the individuals involved. I am excited to say that the full report will be done for our next University Council meeting and can be shared with the wider university community.

Educational Developers Conference: Over the February break the USSU was invited by the Gwenna Moss Centre to have a voice at a workshop regarding Indigenization at the Educational Developers Conference. Two of the questions that I would like to highlight for council to ponder over are found below:

“The presenter lead with a roundtable discussion question on “what Indigenization looks like?” to the workshop participants.

Some answers given were:

- Building community
- Student initiatives
- Hiring Indigenous faculty
- Listening to student needs
- Increasing Indigenous student representation
- Making some kind of indigenous study requirement
- Incorporating oral traditions
- Curriculum reform
- Nothing about us without us attitude in institutions
- Acknowledgement and appreciation Indigenous knowledges, culture, and land
- Educating Indigenous and non-Indigenous peoples of the territory they're on
- Educate pre-service teachers on Indigenous issues
- Building design on campus to incorporate Indigenous symbolism and/or architecture

The presenter went on to ask participants to ask themselves “what contributions they can make to Indigenization”, a few examples were given as follow:

- Support for curriculum change
- Support for student understandings and outcomes
- Services

- Recruitment: students, staff, and faculty
- Governance
- Strategic mandates
- Outreach beyond campus
- Research
- Career development (hiring, tenure, promotion)
- Dialogue, recognition, action, change”

Upcoming USSU Elections: By the time this report comes to the University Council floor, the USSU elections will be underway. I would encourage members of the University Council to support these brave souls who have taken the step to run for an elected position on our campus. For the social media savvy, we will be using #USSUelxn during the campaign/voting period.

USSU Open House: We hosted 3 USSU Open Houses during the week of February 22nd which was a direct recommendation from the Commission on Female Leadership town-hall on February 1st. Folks at the town-hall felt that the USSU could do more to 1) engage the student body on governance and 2) let the wider student body know what the executive positions are in a fun and inviting manner. We had a handful of people attend the Open Houses and considering that this was the first time in recent USSU history for this to take place, we consider it a huge success!

Teaching In Excellence Awards surveys: The surveys for this year’s Teaching In Excellence Awards are finished and we look forward to informing the winners of the 2015/2016 year term. Best of luck to all of the nominees!

**University Council Report – Graduate Students’ Association
Rajat Chakravarty – March 2016**

An amazing week of celebrating graduate student achievements has come to an end. We thank all students, faculty members, office staff, coordinators, volunteers and the GSA Executive for their hard work in organizing this week. A big thank you to all our sponsors as well the University of Saskatchewan for their guidance and financial support. In the last few weeks of our position, the events are going to be a little more subdued with a few smaller events at the onset of GSA Elections.

GSA Elections Forum - Your Voice Matters! - Your Vote Matters! - Education Matters!

As part of the GSA’s ongoing elections and engagement campaign that began last year with the federal election forum, we now switch gears to the Saskatchewan Provincial Election. The GSA is hosting a Provincial Election Candidate’s Forum + Meet and Greet with candidates and representatives from the various political parties including the, Liberal Party of Saskatchewan, the New Democratic Party (NDP), The Saskatchewan Party, and the Green Party.

The parties will be given time to speak about their platforms. Following this there will be lots of time for a Q&A session to allow for GSA members to ask questions and become more engaging and informing. After the speeches and Q&A session the GSA will provide pizza, pop, and popcorn to allow for mingling and conversations and an informal meet and greet where each party will have one information table set up with literature and information available and GSA members can circulate throughout the venue.

When: Tuesday, March 15th from 5:00 - 7:30 p.m.

Where: GSA Commons - 1337 College Drive (Emmanuel and St. Chad Building on the U of S Campus)

Graduate Student Achievement Week

The 3-Minute Thesis – Graduate students from various departments and colleges showcased the innovative research work being done at the University of Saskatchewan in a 3-minute showdown of straightforward yet sophisticated speeches at the 3-Minute Thesis competition. With an engaged audience of close to 40-50 in attendance throughout the day, both faculty and students learned a lot about interesting studies happening outside their fields.

The GSA Conference – Close to 50 participants showcased their research through interactive presentations and posters throughout the two days of the GSA Conference. A unique feature this year has been to organize this event simultaneously at the Gordon Oakes Red Bear Student Centre as a safe space for Indigenous teaching and learning as well as an occasion to have some Indigenous programming at the space as part of the opening ceremony.

The GSA Gala – In its fourth edition, this year’s event was bigger than ever with close to 350 in attendance at the TCU Place on Saturday, 5th March. The event was attended by the U of President, Interim Dean of CGSR, the Mayor of Saskatoon as well as the Minister of Justice of the province of Saskatchewan amongst many illustrious guests. Many awards were given in an evening of celebration and achievement. Strewn in between the presentations were welcoming speeches by the chief guests and some cultural performances from around the world. After the sumptuous dinner, graduate students engaged in conversations followed by a dance floor and the very popular photo booth.

National Graduate Caucus Highlights

From February 19 to 21, 2016, the National Graduate Caucus gathered at the University of Saskatchewan for its annual general meeting. The meeting was hosted by Local 101, the University of Saskatchewan Graduate Student Association, and took place at the GSA Commons on campus. Delegates from the GSA including Vice President External Natalia Terekhova and President Rajat Chakravarty were in attendance.

The meeting focused on working together to challenge the corporatization of universities including the development of a new anti-corporatization campaign to be launched this spring. Access to mental health services on campuses also continued to be a focus, as plans for a campaign addressing challenges faced by graduate students across the country were developed. The Caucus also began to discuss the development of a national campaign on the importance of student-worker solidarity and how to build student-worker coalitions on our campuses. The GSA was also proud in hosting a workshop on the best practices surrounding the management and development of graduate student space.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: March 17, 2016

SUBJECT: **Item for information:** 2016-17 Admissions Template Update Report

COUNCIL ACTION: **For Information Only**

SUMMARY:

The 2016-17 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 Senate.

ATTACHMENTS:

1. 2016-17 Admission Templates

2016-2017 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 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 stud y.

- **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.
 - Resume.
 - 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:

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%.

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.

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:

Jan Walker (Acting Dean)

Date:

Nov 25/2015



2016-2017 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 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 65% 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.*

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 - 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.
 - Resume.
 - 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:

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Dean's Signature:

Fran Wallen (Academic Dean)

Date:

Nov 25 / 2015



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:

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%.

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.

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:

Fran Walker (Acting Dean)

Date:

Nov 25/2015



2016-2017 Admission Requirements

College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agriculture (B.S.A.), 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 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.
 - Resume.
 - Proficiency in English.



2016-2017 Admission Requirements

College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askly (KA) 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).
- Admission is open to all applicants, regardless of Aboriginal ancestry, age or level of education.

Categories of Applicants:

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:

Jean Hallett

Date:

Dec 17/2015



2016-2017 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).
- Admission is open to all applicants, regardless of Aboriginal ancestry, age or level of education.

Categories of Applicants:

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:

Iran Walker

Date:

Dec 17/2015



2016-2017 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 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* o 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.
 - Resume.
 - Proficiency in English.



Selection Criteria:

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:

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%.

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.

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.

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:

16 Nov 2015



2016-2017 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 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.
 - Resume.
 - 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:

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%.

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:

16 Nov 2015



2016-2017 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 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.
 - Resume.
 - 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:

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%.

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:

16 Nov 2015

2016-2017 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:

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:



Date:

16 Nov 2015



2016-2017 Admission Requirements

College: Arts & Science

Program(s): University Transition Program

Admission Qualifications:

- Five (5) high school 30-level subjects (or equivalent), one of which must be English, with a combined average between 60.0% - 69.9%. 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 considered. Admission is not solely based on academic average.
- A completed response to the "Application of intent".

Categories of Applicants:

- University Transition is an admission category designed for students under the age of 21 whose high school grades fall below the minimum admission average for the College of Arts and Science. Students in the Transition Program can take up to 18 credit units on the U of S main 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:

16 Nov 2015



2016-2017 Admission Requirements

College: Education

Program(s): Bachelor of Education (B. ED.), 4 Year

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Biology 30* or Chemistry 30* or Physics 30* or Earth Science 30* or Computer Science 30*.
 - History 30 or Social Studies 30 or Native Studies 30.
 - 30-level language* (other than English) or Fine/Performing Art*.
 - Mathematics - 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.

**One deficiency among indicated subjects is permitted but must be cleared prior to entering second year of study.*

- **Regular Admission – Post-secondary (18 credit units or more of transferable post-secondary) :**
 - 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 University of Saskatchewan.
 - 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:

Competitive ranked admission (top down by average) is in place to manage enrolment in the College.

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:

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:

Dec 18/15

2016-2017 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
 - Indigenous 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.
 - Native Studies.
 - Science: Biology.
 - Science: Chemistry.
 - Science: Physics.
 - Social Sciences/Social Studies - Indigenous 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.

A handwritten signature in black ink, appearing to be 'A. P. H.', written above a horizontal line.

Dean's Signature:

Date:

Dec 18/15

2016-2017 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).
 - Indigenous 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.
 - Native Studies.
 - Science: General - Elementary Teaching Areas only.
 - Science: Biology.
 - Science: Chemistry.
 - Science: Physics.
 - Social Sciences/Social Studies - Indigenous 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:

Dec 18/15

2016-2017 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* or Computer Science 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 – Post-Secondary (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* or Computer Science 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 math is not acceptable)
 - Biology 30* or Chemistry 30* or Physics 30* or Geology 30* or Computer Science 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 – Post-Secondary (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

- o 30-level mathematics*(workplace and apprenticeship math is not acceptable)
- o Biology 30* or Chemistry 30* or Physics 30* or Geology 30* or Computer Science 30*
- o History 30 or Social Studies 30 or Native Studies 30
- o 30-level language (other than English) or fine art*
- o 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 :**
 - o Proof of Age: (21 or older)
 - o A written submission demonstrating capacity to undertake university-level studies.
 - o Transcripts of any secondary and postsecondary coursework.
 - o Résumé.
 - o 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:

Date:

Dec 18/15

2016-2017 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:



Date:

Dec 18/15

2016-2017 Admission Requirements

College: Education

Program(s): Vocational Technical Certificate, Vocational Technical Degree

Admission Qualifications:

- Journeyman's Certificate or appropriate technical writing
- Proficiency in English

Selection Criteria:

Journeyperson's Certificate – 50% weighting

- Applicants to the Vocational Technical Certificate and Degree programs are admitted based on their Journeyperson'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:



Date:

Dec 18/15

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:

Dec 18/15

2016-2017 Admission Requirements

College: Education

Program: Aboriginal Teacher Associate Certificate

Admissions 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 math is not acceptable)
 - Biology 30* or Chemistry 30* or Physics 30* or Geology 30* or Computer Science 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* or Computer Science 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.

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.

2016-2017 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 post-secondary coursework.
 - Resume.
 - 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 as well as an interview (electronically or in person) with the Associate Dean Academic.

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%.

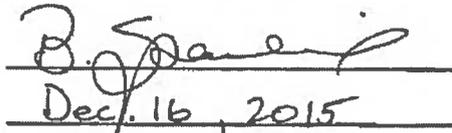
2. Regular Admission – Post-secondary – College of Arts & Science

Available to University of Saskatchewan Arts & Science students who are transferring to the College of Engineering. Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from the College of Arts & Science, with an average of at least 60%, who have completed the following eight courses (or their equivalents): CHEM 114 (or CHEM 112), GE 111, GE 124, MATH 123 (or MATH 110), GE 121, GE 125, MATH 124 (or MATH 116), PHYS 155. Applicants will be forwarded to the Associate Dean Academic for review and decision.

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:

Dec. 16, 2015



2016-2017 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 the University of Saskatchewan.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended)
 - Or Math B30 plus MATH 104.3 (min. grade of 65%) at the university level or 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.
 - Resume.
 - 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%.

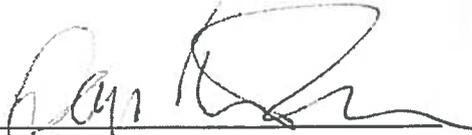
2. **Special Mature Admission**

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.

3. **Home Based Learners**

Applicants should submit a home-based transcript with details of all Grade 11 and Grade 12 courses completed. An interview will be required. A portfolio may be submitted but is not required. Independent third party examinations, such as SAT or ACT may be considered. This is for students who have been home-schooled and demonstrate a reasonable probability of academic success.

Dean's Signature:



Date:

Nov 26 / 15



Categories of Applicants:

- **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%.

- **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 26/15



2016-2017 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, Metis 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, Metis 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, Metis 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.
 - Resume.
 - 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.

2016-2017 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,

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 70% (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 50); 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

Regular Admission

Applicant applies for and is admitted into a regularized program.

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.

Assoc. Dean's Signature:

Date:

Joyce Crowe
December 14, 2015

2016-2017 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 50); 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.

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.

Assoc Dean's Signature:

Jane Crowe
December 14, 2015

Date:

2016-2017 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 50); 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.

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.

Assoc Dean's Signature:

Date:

Jane Crowe
December 14, 2015

2016-2017 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 50); 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.

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.

Assoc

Dean's Signature:

Juan Crowe
December 14, 2015

Date:



2016-2017 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 50); 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.

Assoc

Dean's Signature:

Jane Crowe

Date:

December 14, 2015

2016-2017 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 (recommended).
- Minimum average of 70% on 5 subject high school average** (see Admission calculation and average (April, 2004).
- Proficiency in English.

***See Selection Criteria below: Regular Admission*

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

- Minimum average of 60% on the best of 18 or more transferable credit units or the cumulative weighted average from a recognized, accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
- Biology 30, Chemistry 30 or Physics 30; Foundations of Mathematics 30 or Pre-Calculus 30 (recommended).
- Proficiency in English.

***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.
- Resume.
- Proficiency in English.

Selection Criteria:

1. **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.

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.

3. **Aboriginal Equity Admission**

Five (5) first-year spots (in addition to the non-equity seats), are designated for admission for direct and transfer entry in the College of Kinesiology for students of Canadian Aboriginal descent.

- Students are required to see the Academic Advisor and provide proof of Aboriginal ancestry.

Dean's Signature:



Date:

December 17, 2015

2016-2017 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 best two 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. Aboriginal applicants are strongly encouraged to enroll in the Program of Legal Studies for Native People (PLSNP). While some students will be required to complete the PLSNP as a condition of their admission to the College of Law, all Aboriginal students, conditionally or unconditionally accepted to law school, will benefit immensely from the PLSNP's focus on legal reading, legal writing, and legal analysis skill building. Program completion is considered a special supplementary predictor of success in law school by the Admissions Committee.

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.

Dean's Signature:

Leah Nelson

Date:

November 12, 2015



2016-2017 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
 - PHSI 208.6 or PHPY 302.3 and PHPY 303.3 - 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% Overall Weighting**
 - 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% Overall 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% Overall 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 admits 28 students to the program each year. A minimum of 22 places are reserved for residents of Saskatchewan and up to 6 places for all other applicants regardless of residency. Applicants must designate their category on the on-line application form. All applicants must be Canadian citizens or landed immigrants at the time of application.

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 Applicants

- Applicants are required to complete courses equivalent to those listed under Admission Qualifications.

3. Aboriginal Equity Access Program

There is a separate category in which THREE (3) 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 identify themselves on the online application form.
- 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 at the University of Saskatchewan for the year in which admission is being sought. 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 they will compete with other applicants in the general pool of candidates. Special case applicants that have met ALL other requirements must submit a letter to support their application explaining their special circumstances.

The College of Dentistry has no provision for special cases pertaining to the academic or residency requirements and letters will NOT be considered.

6. **Transfer Students**

- There is no provision for accepting transfer students into the DMD program at this time.

7. **International Applicants**

- Effective the 2016-2017 admissions cycle, the College of Dentistry will no longer accept applications from international students.

Dean's Signature:



Date:

10 NOV 15

2016-2017 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 MCAT requirement has been met.

- **MCAT Requirement.**

- All Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Equity Program) must complete the Medical College Admission Test (MCAT) prior to the application deadline.
- For application fall of 2015 for entry fall of 2016, no minimum MCAT section or sum scores will be required. MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for application 2015 for entry fall of 2016 are from 2012.
- The Admissions Committee as a part of its assessment of an individual's application will review the MCAT section scores for consistency and for concordance of the MCAT sum with the individual's university academic average (UAA). Inconsistency within the MCAT results, or discordance between the MCAT sum and the UAA, can serve as the grounds for the Admissions Committee to remove an individual's application from further consideration.
- While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first two years of the undergraduate medical curriculum.

- **Degree Requirement.**

- Application by Saskatchewan resident applicants can be made only during or after the final year of a four year degree. The degree must be completed by the end of April of the year they are seeking admission.
- The degree must be completed in ≤ 60 months.
- A minimum university academic average (UAA) of 75% is required.
- Individuals in a non-direct entry college can apply if ≥ 90 CU have been completed prior to application. At least 120 CU must be completed by the end of June prior to entry to medicine.
- Graduate level courses and degrees will be considered if it works to the applicant's advantage.

Out-of-Province Residents

Academic performance for out-of-province residents will be based on the MCAT total score along with a required minimum UAA 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.

- **MCAT Requirement.**

- All out-of-province applicants must complete the Medical College Admission Test (MCAT) prior to the application deadline of October 1, 2015.
- For application fall of 2015 for entry fall of 2016, MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for application 2015 for entry fall of 2016 are from 2012.

- Acceptable minimum scores on the version of the MCAT written from January 1, 2012 to January 31, 2015: Verbal Reasoning, Physical Sciences and Biological Sciences sections must total a minimum of 30 (no score less than 8 on any section).
 - Acceptable minimum sum on the updated MCAT2015 (April 1, 2015 to September 30, 2015): A total sum of 506 with specific section minimums as follows: Biological and Biochemical Foundations of Living Systems ≥ 127 ; Critical Analysis and Reasoning Skills ≥ 127 ; Chemical and Physical Foundations of Biological Systems ≥ 126 ; and Psychological, Social, and Biological Foundations of Behavior ≥ 126 .
 - While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, and Statistics to ensure readiness for the MCAT, as well as, 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 by the application deadline will be used for calculation of the UAA. The minimum UAA 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%.
 - Graduate level courses and degrees will be considered if it works to the applicant's advantage.

Selection Criteria:

- **Weighting**
 - The weighting of academic performance to personal qualities (College of Medicine Multiple Mini Interview - MMI) for Saskatchewan residents is 20% MCAT, 30% UAA, and 50% MMI.
 - Out-of-province applicants invited for an interview will be ranked for admission based 100% on the applicant's performance in the MMI.
- **References**
 - The names of three referees and their contact information will be requested from applicants at the application deadline.
 - Referees must have supervised the applicant in a research, employment, or volunteer role.
 - References are not scored; they are used on a rule in/rule out basis.
- **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 later years of study.

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, Metis, and Inuit students through the Aboriginal Equity Program (Note: these seats are included in the 90% allocated Saskatchewan positions).

- **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.

- **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.

- **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.

Dean's Signature:



Date:

Nov 23, 2015

2016-2017 Admission Requirements

College: College of Nursing

Program(s): Post-Degree BSN

Admission Qualifications:

- A complete baccalaureate degree OR 90-credit units towards a degree.
- At least 36 credit units at the senior level.
- Minimum weighted average of at least 70%.
- Pre-requisite courses:
 - Statistics 3 credit units
 - Nutrition 3 credit units*
 - Indigenous 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 pre-requisite 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
- Indigenous Studies 3 credit units
- Proficiency in English

*Nutrition, anatomy and physiology, and microbiology pre-requisites 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.
 - Coursework completed between January and April prior to May 1st admission will not be used in the initial admission average. However, the coursework can count towards the final admission average (if used to meet degree(s) program requirements) and pre-requisite requirements.
 - 90 credit units of recognized post-secondary study towards a degree must be completed by April 30 of the year of expected entrance to the program.
2. **Other credentials to be submitted after admission**
 - CPR – C Certification and AED (Due May 15)
 - Standard First Aid Certification (Due May 15)

- Criminal Record Check and Vulnerable Sector Search (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 System (WHMIS) (Due May 15)
- Transferring Lifting Repositioning (TLR) course (Register by April 1)
- Confidentiality Forms (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

- 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.

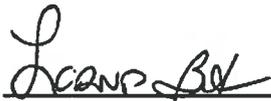
3. Special Case Admission

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. The resume, letter and references must be sent to the Admissions and Transfer Credit Office by January 31.

Dean's Signature:



Date:





2016-2017 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 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 pre-professional course 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

- CPR – C Certification and AED (Due August 14)
- Standard First Aid Certification (Due August 14)
- Criminal Record Check and Vulnerable Sector Search (Due August 14; must not be dated more than 6 months prior to submission)
- Immunizations (Due October 1)
- Respiratory Protection Fit Testing (Due date to be determined)
- Workplace Hazardous Materials Information System (WHMIS) (Due August 14)
- Transferring Lifting Repositioning (TLR) course (Register by August 14)
- Confidentiality Forms (Due August 14)

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

16.6% of the total number of Nursing seats are reserved for persons of Aboriginal ancestry and are available for admission to Nursing.

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:

L. C. B. B. B.

Date:

Dec 16/15



2016-2017 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 as listed below (or equivalents), including specific pre-requisite courses, with a minimum average of 70%.
 - Biology 120.3 (The Nature of Life) and Biology 121.3 (The Diversity of Life) or equivalent
 - Chemistry 112.3 (General Chemistry I) or equivalent
 - Chemistry 250.3 (Organic Chemistry I) or equivalent
 - English 110.6 OR 6 cu from English 111.3, 112.3, 113.3 and 114.3 OR French 121.3 (or 122.3) and 125.3 OR Literature 110.6
 - 12 credit units of electives*

*Electives must be in humanities, social sciences or fine arts. Six (6) credit units of electives must include any two of Psychology, Sociology, Philosophy, or Native Studies

- Test of Critical Skills
- Personal Interview
- Proficiency in English

Selection Criteria:

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 Interview- 10% weighting

Personal Interview that will be conducted as a video interview. Candidates should be prepared to discuss why they have chosen the health care profession they want to enter and various required characteristics of health care professionals.



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 or 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 Admission 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: _____



Date: _____

November 14th 2015 _____



2016-2017 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%.
 - Biology 120.3 (The Nature of Life) and Biology 121.3 (The Diversity of Life) or equivalent
 - Chemistry 112.3 (General Chemistry I) or equivalent
 - Chemistry 250.3 (Organic Chemistry I) or equivalent
 - English 110.6 OR 6 cu from English 111.3, 112.3, 113.3 and 114.3 OR French 121.3 (or 122.3) and 125.3 OR Literature 110.6
 - 6CU psychology or sociology
 - 6 cu electives*
- Test of Critical Skills
- Personal Interview
- Proficiency in English

Selection Criteria:

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 Interview - 10% weighting

Personal Interview that will be conducted as a video interview. Candidates should be prepared to discuss why they have chosen the health care profession they want to enter and various required characteristics of health care professionals.



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 or 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.

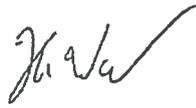
4. Special Cases Category

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: _____



Date: _____

____ November 14th 2015 _____



2016 - 2017 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 prerequisite 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 WCVM's December 1 application deadline.

2. Yukon, Nunavut, and Northwest Territories Resident

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 WCVM 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
- Metis Membership Card
- Nunavut Trust Service Card
- Inuit roll number

Dean's Signature:



Date:

12 Nov 2015



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: March 17, 2016

SUBJECT: **Certificate of Proficiency in One Health**

DECISION REQUESTED:

*It is recommended that:
Council approve the Certificate of Proficiency in One Health
in the Western College of Veterinary Medicine, effective
September 2016.*

PURPOSE:

The undergraduate Certificate in One Health has been developed in response to the emerging area of interest in One Health at the U of S. This undergraduate certificate will bring together all undergraduate students interested in One Health in a common program.

CONTEXT AND BACKGROUND:

In 2010, One Health was identified as one of the six signature research areas for the University of Saskatchewan, with the goal of making the U of S a global leader in One Health. A graduate-level certificate was approved by Council last year. The undergraduate certificate in One Health aims to bring together in a single program students from across different disciplines, both in the Health Sciences and in other disciplines.

One Health provides an interdisciplinary framework for collaborative interaction between the seven health science-related faculties on campus. One Health training at the graduate level exists at the U of S and other Canadian institutions, but an undergraduate certificate in One Health would be unique in Canada.

As it is not possible to house the One Health certificates (both at the graduate and undergraduate level) outside of a single college, both certificates will find their academic and administrative home in the Western College of Veterinary Medicine (WCVM).

IMPLICATIONS:

Two new 3 c.u. courses will be developed for this certificate program, a One Health Foundation course and a One Health experiential capstone course. In addition to these courses, students enrolled in the certificate in One Health at the undergraduate level will select an additional 6 c.u. from an identified list of One Health-related elective courses.

Though the administrative and academic home for the undergraduate certificate will be in WCVM, there will be a Certificate Program Committee comprised of 6-8 faculty members from various colleges who are actively engaged in the teaching and supervision of students in the program.

Students will apply to the Certificate Program Committee for admission into the undergraduate certificate program. The program is open to any U of S student who has completed a minimum of 60 credit units at the undergraduate level. Preference will be given to students with a 70% or above average. Additionally, admission decisions will take into considerations the applicant's college to ensure a truly interdisciplinary cohort and experience.

Administrative support for the certificate program is an estimated 0.25FTE, which will be provided by the current Program Coordinator for the NSERC CREATE Integrated Program in Infectious Diseases, Food Safety, and Public Policy (ITrap). Following the completion of that program in 2020, administrative support will be provided by WCVM.

Resources to support the undergraduate certificate will come initially through the NSERC CREATE program and will be continued by WCVM following the completion of that program. Tuition fees will also support the delivery of the program, with tuition assessed using the health tuition code for the One Health classes.

CONSULTATION:

- Planning and Priorities Committee of Council – September 2014
- Academic Programs Committee of Council – February 2016
- Western College of Veterinary Medicine (throughout)

SUMMARY:

The undergraduate certificate in One Health will provide an interdisciplinary program for undergraduate students across the varied disciplines and departments at the U of S. As a unique offering amongst Canadian universities, the undergraduate certificate will help position the U of S as a leader in One Health and it may have a role in helping to attract students. This interdisciplinary program will offer students the opportunity to gain expertise to address complex issues once they move on to related professional careers or further academic work.

FURTHER ACTION REQUIRED:

Tuition for this program will require review and approval by the Board of Governors, and will be presented at their March 2016 meeting.

ATTACHMENTS:

1. Proposal for Curricular Change – A Certificate in One Health

PROPOSAL FOR CURRICULUM CHANGE

A Certificate in One Health

Certificate of Proficiency

Western College of Veterinary Medicine

University of Saskatchewan

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**UNIVERSITY OF
SASKATCHEWAN**

***Proposal for Academic or
Curricular Change***

1. PROPOSAL IDENTIFICATION

Title of proposal: Undergraduate Certificate in One Health

Degree(s): Certificate of Proficiency

Field(s) of Specialization: One Health

Level(s) of Concentration: Certificate

Degree College: Western College of Veterinary Medicine

Home College: Western College of Veterinary Medicine

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Date: November 1, 2015

Approved by the Degree College and/or home college: November 2015

Proposed date of implementation: September 2016

2 Type of Change

Requiring approval by Council:

- A new Degree-Level program or template for program.
- A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program

- ❑ Conversion of an existing program from regular to special tuition program.
- ❑ A change in the requirements for admission to a program
- ❑ A change in quota for a college
- ❑ Program revisions that will use new resources
- ❑ A replacement program, including program deletion
- ❑ A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

3. RATIONALE

3.1 Program Background

One Health has been defined as “the collaborative efforts of multiple disciplines working together locally, nationally and globally to attain optimal health for people, animals and the environment together (American Veterinary Medical Association 2008). In 2010, One Health was identified as one of six Signature Research Areas for the University of Saskatchewan by the Office of the Vice-President Research and as a priority for interdisciplinary education by the Council of Health Science Deans. A workshop was held in December 2011 to identify initiatives necessary to place the University of Saskatchewan as a global leader in One Health. A consensus emerged during the workshop that One Health teaching initiatives should be undertaken at the undergraduate level and graduate level to complement our research priorities. Rather than a series of courses, offered in isolation throughout campus, it was determined that pursuing a common Certificate of Proficiency in One Health that would be open to all undergraduate students was the most desirable approach.

3.2 Rationale for the Proposed Certificate Name

The University of Saskatchewan’s prominence in One Health is growing as our ongoing research successes are highlighted in local, national, and international media. As such, the name links the program to other One Health initiatives on campus. Furthermore, the One Health approach has been endorsed by a number of professional organizations (Kahn, Kaplan, & Monath, 2013), the World Health Organization and the Public Health Agency of Canada. Therefore, the name has the potential to attract students who are excited about the opportunity to learn from and work with leading experts or are looking for distinct qualifications that can resonate with future employers.

3.3 Need for the Program

One Health is an emerging area of interest. It is proposed that the interdisciplinary, multi-sectorial One Health approach is needed to address the complex issues of the 21st century, as much in research and teaching as in the development of policies, programs and services. As an undergraduate certificate, this program will provide some students with their first exposure to interdisciplinary problem-solving. It offers an opportunity for students to explore the strengths and limitations of their emerging, disciplinary expertise before they

move onto their professional lives. In addition, the University of Saskatchewan will require an increasing amount of students pursuing graduate work in One Health in order to support the institution's research goals. Students who have the Certificate of Proficiency in One Health will be a natural focus of recruitment for the University's graduate programs in One Health.

3.4 Demand for the Program

Student Demand

In the last three years, incoming students from the Health Sciences have been invited to participate in the intensive One Health Experience hosted by the WCVI in late August. This entirely voluntary and non-credit workshop has attracted over 100 student participants. Alumni of the One Health Experience have also formed a One Health Club with the aim of bringing students from different disciplines together for collaborative learning in One Health. With all the demands placed on today's students, their involvement in these initiatives support the conclusion that there will be student demand for this program.

University support for and encouragement of One Health initiatives.

In 2011, "One Health: solutions at the animal-human-environmental interface" was identified as one of six U of S signature areas of research and scholarship. Established U of S strengths include the research and training programs of the seven health science-related faculties on campus, the Vaccine and Infectious Disease Organization and International Vaccine Center (VIDO/InterVac), the Toxicology Centre, the Global Institute for Water Security, the Canadian Centre for Health and Safety in Agriculture (CCHSA), and the Canadian Cooperative Wildlife Health Centre. However, many faculty members have been working in isolation on aspects of One Health without opportunities to create interdisciplinary or cross-disciplinary collaborations and synergies, and provide innovative training opportunities for students.

The One Health Initiative has arisen to address this gap. Co-chaired by Drs. Bruce Reeder and Hugh Townsend, this initiative has engaged more than 40 faculty members and partners from industry and government. Following a two-day workshop in December, 2011 *One Health* Leadership Committee was formed (see Appendix 1). The committee encompasses researchers from a broad range of disciplines ranging from law, to medicine and nursing, to veterinary medicine and agriculture and bioresources.

In fall 2012, the Committee developed a strategic plan identifying 4 areas of strategic research focus and establishing priority actions for developing research as well as graduate and undergraduate training opportunities. This plan, endorsed by the Council of Health Science Deans and the Associate Deans Research Forum, was recently provided with \$220,000 from the Provost's Committee on Integrated Planning.

Furthermore, in 2012, the U of S successfully secured two external awards and established a multi-million dollar partnership in areas of direct relevance to the *One Health* initiative. These 3 major developments will greatly advance the signature area:

- 1) The **Global Institute for Food Security (GIFS)** approved by University Council in June, 2012, is now being established with \$50 million of private-public investment. The third thematic focus of the Institute, “discovering new efficiencies in food processing, distribution and consumption” will intensify the university’s research effort in food safety and emerging zoonotic diseases, two of the One Health priorities. Efforts over the next two years will focus on bringing the centre into full operation – including identifying areas of focus, recruiting staff and determining programs.
- 2) The U of S was awarded a \$1.65-million **NSERC CREATE Training Program grant in Infectious Disease, Food Safety and Public Policy**. This has been matched by an additional \$2.4 million of university funds. This program will provide 79 undergraduate, graduate, and PDF stipends over eight years (2012-2020). Key components of this training program are an interdisciplinary One Health core course, seminar series, an annual week-long summer school with outstanding faculty, and internships in government and industry.
- 3) Building on the CREATE program, the University has introduced a Graduate Certificate in One Health. Similar to the proposed Undergraduate Certificate, a collaborative, interdisciplinary, experiential approach to problem-based learning guides all aspects of course development and implementation of the graduate Certificate. Both Certificates are distinguished by the development of student skills in creative and critical problem-solving across disciplines, as well as interdisciplinary knowledge integration across cultures and sectors in local, national and global contexts.

The development of an undergraduate certificate in One Health will allow for the integration this Signature Area into all levels of student learning at the UofS.

3.5 Uniqueness and Expertise of the Sponsoring Unit

The University of Saskatchewan is alone in Canada and one of only a handful of academic institutions around to offer students as many educational opportunities in the health sciences. In recognition of this unique position, building interprofessional curricula and fostering interdisciplinary discovery among students and researchers have become priorities of the Council of Health Sciences Deans (CHSD) of which the WCVM is a member. Unfortunately there is currently no mechanism to house an interdisciplinary undergraduate program outside of a single college. The decision was therefore made to house the program within the WCVM given its demonstrated commitment to One Health programming for students. By placing the academic home of the Certificate with the WCVM, with oversight by an interdisciplinary program committee, the program will develop and continue to grow with a constant eye to promoting interdisciplinary and interprofessional learning.

While some programming in One Health has emerged at the graduate level in other institutions, our research has not revealed any certificate or degree level programming in One Health for undergraduate students. By supporting this Certificate, the UofS will strengthen its position as a global leader in One Health education.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

4.1 Program Description

Learning Outcomes

Upon the completion of the program requirements, students will have developed competencies in:

- Systems and Multi-scale thinking
 - Apply critical and creative thinking to one health problems
 - Transcend disciplinary boundaries to achieve harmonious integration of human, animal and natural systems
- One health content
 - Identify and assess how human, animal and natural systems work and interact
 - Identify what problems could benefit from a One Health approach
- Cross-discipline communication
 - Work effectively in interdisciplinary and multisectoral teams
 - Effectively manage self in the context of group assignments (e.g. setting realistic deadlines, being reliable, working effectively under uncertainty, solving problems, maintaining a positive attitude, modelling professional conduct)
 - Facilitate, mediate, translate, and communicate knowledge to appropriate audiences in many different forms
- Metacognition awareness
 - Demonstrate and encourage respect for a range of perspectives and ways of knowing including those of Indigenous Peoples
 - Articulate the benefits and limitations of a range of perspectives and ways of knowing
 - Recognize of one's own position, its strengths, limitations, and assumptions

Program Requirements

Students will be awarded a Certificate of Proficiency in One Health after completing 12 credit units that satisfy the following requirements:

- One Health Foundations course (3 cu)
- One Health experiential learning capstone course (3 cu)
- 6 cu from identified list of existing One Health-relevant courses available at the U of S (see Appendix
- One Health Seminar Requirement (non-credit)

4.2 Course and Seminar Descriptions

Foundations Course

This course will be developed specifically for the One Health Certificate. Problem-based learning (PBL) methods, defined as “an instructional (and curricular) learner-centred approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem,” (Savery 2006), will be used. With PBL, the learning will reflect the actual context in

which One Health problems arise. The course will provide students from a variety of disciplines with an opportunity to develop core capacities in systems thinking and create opportunities for students from different disciplines to work together to propose solutions or responses to One Health problems. It is also intended that selected modules developed for this course will be adapted for use in interdisciplinary PBL sessions in the general undergraduate curricula of the health sciences, business, law, arts and science, agriculture and bioresources, and education.

Experiential Learning Capstone Course

In this course, students from a variety of disciplines will engage in community-based learning and, potentially, participatory community research. Students will have the opportunity to learn about One Health topics from traditional knowledge keepers, indigenous communities and other community-based experts. The experiential portion of the course will be delivered as an intensive, short course in order to minimize conflicts with other courses. Once the experiential component is complete, students will prepare an oral and poster presentation that summarizes their learning in the certificate program. In particular, students will be asked to reflect on how their discipline can contribute to addressing One Health issues within an interdisciplinary inquiry framework.

Non-Credit Seminar Course

Students will be required to attend 6 One Health related seminars offered as ongoing lecture series sponsored by participating Colleges, the CREATE initiative and the One Health Signature Area activities. The seminars may be delivered by faculty, CREATE graduate students, and visiting scholars. To launch the Certificate, a seminar will be delivered by a high profile external scholar in each term.

4.3 Administrative Structure

The administrative structure of Certificate Program in One Health will mirror that of the Graduate Certificate in One Health. The academic home of the Certificate Program in One Health will be the Western College of Veterinary Medicine (WCVM). The Certificate Program Committee will be comprised of 6-8 faculty members from various colleges who are actively engaged in the teaching and supervision of students in the program. The Chair of the Committee and members will be appointed by the Dean of WCVM for renewable two-year terms. The Chair and Certificate Program Committee will function in a manner typical of College departments. The program requirements will be defined by Certificate Program Committee, consistent with University requirements, and will be met by all students in the program. The Chair will report on matters related to the Program to the Dean, WCVM.

4.4 Application Procedure

Students will apply for admission to the Program to the Certificate Program Committee. Admission is open to any UofS student who has completed a minimum of 60 credit units of undergraduate education and are proficient in English. Applicants will submit a letter of interest and application form. Preference will be given

to students with a minimum of a 70% average or equivalent in pass/fail Colleges. In addition, admission decisions will consider the applicant's College. A minimum number of seats in the program have been allocated to each College as follows:

Arts and Science (7)
Agriculture and Bioresources (3)
Edwards School of Business (2)
Education (4)
Engineering (2)
Dentistry (2)
Kinesiology (2)
Law (2)
Medicine (4)
Nursing (4)
Pharmacy and Nutrition (4)
St. Thomas More (2)
Veterinary Medicine (7)

Places in the program allocated to any College will be made available to other applicants if unfilled.

4.5 Program Evaluation and Performance Measures

The Certificate of One Health will be evaluated on the following measures of success:

- The number of students in the program
- Increased number of students pursuing graduate level work in one health
- Increased recruitment and support of faculty specializing in one health
- Increased number of students who remain involved in one health research and professional activities upon graduation
- Increased national visibility of one health programs at the University of Saskatchewan
- Increased awareness of the benefits of a one health approach among graduates of certificate program
- Increased faculty awareness and knowledge in one health approaches
- Increased knowledge and skills in core competencies in one health for undergraduate students
- Increased opportunities for students and faculty to collaborate with colleagues in other units across the University and with communities off campus.

Data will be collected through surveys, interviews and focus groups.

5. RESOURCES

5.1 Administrative

Administrative support for the Certificate Program, estimated to be 0.25 FTE, will be provided by the current full-time Program Coordinator of the NSERC CREATE Integrated Program in Infectious Diseases, Food Safety and Public Policy (ITrap), and, following the completion of that program in 2020, by WCVM.

5.2 Space, ICT, Library

The Certificate Program will be administered out of the current office of the NSERC CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy in WCVM, hence new space is not required. An inventory of One Health resources was completed since 2011 and the library continues to expand on this comprehensive collection. The library has designed and maintains an excellent One Health website that serves as a portal to these resources for students. No new additional library resources are expected. Likewise, the Certificate will not require additional ICT resources.

5.2 Faculty Resources

The Dean of the WCVM will be responsible for the assignment of teaching resources for the Certificate Program from faculty within the WCVM or through negotiations with Deans of other Colleges where faculty currently engaged in One Health initiatives on campus reside.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Certificate in One Health will be a program available to senior undergraduate students enrolled in an existing program at the University of Saskatchewan. The program will complement their in-depth disciplinary training by enabling the students to develop the interdisciplinary knowledge and skills required to address complex health and environmental (One Health) problems in an integrated manner. As it imposes academic and tuition requirements on students in addition to those of their home program, participation will be limited to motivated, outstanding students.

All academic units from which the Certificate Program will draw students are supportive of the initiative. As it is a supplementary academic qualification that students may acquire while completing the core requirements in their 'home' program, the Certificate Program will not compete with existing undergraduate programs for students. It is expected, rather, that the existence of such a unique program at the University of Saskatchewan will attract new students to the institution.

7. BUDGET

As noted, the Undergraduate Certificate will share the same administrative structure as the Graduate Certificate in One Health. The Dean of the WCVM has indicated that resources initially through the CREATE program and to be continued by the WCVM are sufficient for the administration of the Undergraduate Certificate. Resources for the delivery of the program will be generated through tuition fees. Students

registered in the Certificate Program will complete 12 credit units. Tuition will be assessed per credit unit using the TCo8 tuition code for each of the 6 credits of ONEH courses. Tuition for the remaining 6 credit units will be assessed as specified in the College from where the course is offered. If a student is unable to complete the 6 ONEH credit units, tuition per course will be charged.

Since the NOI was submitted to Planning and Priorities, the success of the CREATE program and growth of student participation in existing One Health initiatives has resulted in a revised estimate of student enrollment. It is anticipated that by the 2018-19 academic year, enrolment will average 45 students per year. As a result, the estimated annual tuition generated by the certificate is projected to be \$53,498/ year.

8. REFERENCES

- American Veterinary Medical Association. (2008). *One Health: a new professional imperative*. One Health Initiative Task Force Final Report. Washington: AVMA.
- Kahn, L.H., Kaplan, B. and Monath, T.P. (2013). One Health Initiative Supporters. Obtained from <http://www.onehealthinitiative.com/supporters.php>
- Savery, J. R. (2006). "Overview of problem-based learning: Definitions and distinctions." *The Interdisciplinary Journal of Problem-based Learning*,¹ (1), 9–20.

Appendix One – Approved One Health Relevant Courses

Sustainable Plant and Soil Management - AGRC 111

Animal Agriculture and Food Science - AGRC 112

Sustainable Plant and Soil Management - AGRC 111

Global Food Security - AGRC 211

Animals and the Environment - ANBI 375

Cultural Competency Approaches to Community Health and Violence Intervention - ANTH 298

Applied Anthropology - ANTH 326

Political Ecology Anthropology and Global Environmental Issues - ANTH 244

Anthropology of Healing - ANTH 403

The Archaeology of Human Environmental Impact - ARCH 330

An Introduction to Ecology and Ecosystems - BIOL 228

Animal Parasitology - BIOL 436

Life in the North - BIOL 314

Plants and Human Affairs - BIOL 324

Community Ecology - BIOL 373

Current Perspectives in Environmental Biology - BIOL 410

Natural Resource Economics - BPBE 430

Rural Development Theory Policy and Case Studies - BPBE 432

Land Resource Economics - BPBE 330

Follow the Grain - BPBE 344

Agricultural Problems and Policies - BPBE 451

Sanitary and Environmental Engineering II – CE 414

Global Health and Local Communities Issues and Approaches - CHEP 402

Global Health II - CHEP 403

Inner City Practicum - CHEP 410

Simulation Principles - CMPT 394

Human Oral Infectious Diseases - DENT 30

Economics of Natural Resources - ECON 275

Economics of Health Care - ECON 234

Economics of the Environment - ECON 277

Pedagogies of Place Context Based Learning Elementary - EFDT 313

Pedagogies of Place Context Based Learning Secondary - EFDT 315

Indigenous Storytelling of the Prairies - ENG 242

Foundations of Sustainability - ENVS 201

Sustainability in Action - ENVS 401

Principles of Environmental Engineering - ENVE 201

Sustainability and Environmental Assessment - ENVE 481

Environmental Soil Science - EVSC 220

Grassland Soils and Vegetation - EVSC 380

Environmental Physics - EVSC 210

Contaminated Site Management and Remediation - - EVSC 421

Agrifood and Resources Microbiology - FABS 212

Improving Food Security - FABS 298

Environmental Science and Society - GEOG 125

Earth Processes and Natural Hazards A Canadian Perspective - GEOG 235

Environmental Geography - GEOG 280

A Certificate in One Health

Development in the Canadian North Issues and Challenges - GEOG 381
Analysis of Environmental Management and Policy Making - GEOG 385
Climate Change - GEOG 398
Northern Environments - GEOG 351
Geography of Environment and Health - GEOG 364
Environmental Impact Assessment - GEOG 386
Earth Systems - GEOL 206
Introduction to Health Studies - HLST 110
Personal Health and Lifestyles - HSC 120
Drugs in North America - HIST 165
Environmental Disasters in History - HIST 155
Topics in Environmental History: Energy Transitions - HIST 290
British Cities Empire and Global Environmental Change - HIST 445
Indigenous Food Sovereignty - INDG 221
Indigenous Ways of Knowing - INDG 210
Weaving Indigenous Science and Western Science - INDG 241
Introduction to International Studies Development –IS211
Global Citizenship Cultures and Coexistence - IS 201
Global Issues - 90705 - IS 110
International Development - IS 402
Health Policy - JSGS 817
Contemporary Health Issues - KIN 223
Physical Activity in Society - KIN 232

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Agricultural Law – LAW 363

Health Law – LAW 314

Indigenous Peoples in International & Comparative Law – LAW 480

Wildlife Law – LAW 498

Environmental Law – LAW 444

Law, Development and the International System – LAW 498

Diseases of Livestock - VLAC 411

Food Animal Production Medicine - VLAC 482

Animal Management and Production II - VLAC 310

Community Health and Epidemiology II - MED 301

Microbiology and Infectious Diseases II - MED 303

Medicine and Society I - MEDC 112

Medicine and Society II - MEDC 122

Medicine and Society IV - MEDC 222

Principles of Microbiology and Immunology for Nursing - MCIM 223

Medical Bacteriology - MCIM 308

Introduction to Circumpolar World - NRTH 101

Contemporary Issues of the Circumpolar World I - NRTH 331

Perspectives on Health Wellness and Diversity in a Global Context - NURS 201

Community Health Nursing Building Partnerships - NURS 430

Interprofessional Perspectives Health Systems and Policy Development within a Global Context - NURS 440

Food Culture and Human Nutrition - NUTR 310

Current Issues in Nutrition - NUTR 420

Ethics and Technology - PHIL 236

Moral Problems - PHIL 231

Topics in History and Philosophy of Science - PHIL 451

Planning History and Theory - PLAN 395

Integrated Water Resource Planning - PLAN 329

Integrated Pest Management - PLSC 335

Urban Food Production - PLSC 235

Rangeland Ecology and Management - PLSC 422

Sustainable Crop Production - PLSC 401

Governance and Development in the Global South - POLS 244

Understanding the State in a Global Era - POLS 250

Global Governance - POLS 262

Health Psychology - PSY 260

Religion and Science - RLST 375

Field Course in Renewable Resource Management - RRM 301

Sociology of Communities and Community Development - SOC 206

Critical Issues in Canadian Society - SOC 227

Sociology of Health Illness and Health Care - SOC 238

Social Change and Global Solidarity - SOC 260

ST in Environmental Sociology - SOC 29

Social Inequality and Health - SOC 328

Soil Ecology - SLSC 344

Poisons and Pollutants - TOX 200

Environmental Toxicology - TOX 301

Risk Assessment and Regulatory Toxicology - TOX 321

Systemic Toxicology - TOX 402

Veterinary Toxicology - VBMS 334

Disease Ecology and Epidemiology - VTMC 238

Veterinary Parasitology - VTMC 336

Microbiology of Pathogenic Microorganisms - VTMC 347

Gendered Perspectives on Current Events - WGST 210

Representation Embodiment and the City – WGST 235

Representation Embodiment and the City New York – WGST 335

Appendix Two - Course Syllabi and New Course Proposal Forms



**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: *D. Freeman, Dean WCVM*

2. Information required for the Catalogue

2.1 Label & Number of course: *ONEH 300.3*

2.2 Title of course: *One Health Foundations*

2.3 Total Hours: *Seminar 36*

2.4 Weekly Hours: *Seminar 3*

2.5 Term in which it will be offered: *T2*

2.6 Prerequisite:

Enrollment in the One Health Undergraduate Certificate of Proficiency Program

2.7 Calendar description:

Students will develop the skills and strategies embodied within One Health to respond to a range of integrated health problems. The course seeks to enable students to experience how the theory of One Health can be applied within their practice as professionals. Through the learning experience, students will be challenged and guided toward cultivating targeted skills necessary for effectively working within One Health initiatives in real-world settings. Students will have the opportunity to learn about One Health topics from traditional knowledge keepers, indigenous communities and other community-based experts.

2.8 Any additional notes

3. Rationale for introducing this course.

The objective of the experiential course is to provide students an opportunity to engage One Health strategy and design within a professional setting. The experiential component of the One Health Certificate of Proficiency enables students to gain a sense of how the approach is practiced in response to real problems encountered in the everyday professional context. Given that the application of One Health necessarily takes on a diverse range of forms, it is advantageous to pursue learning opportunities in which One Health theory is translated into operational policy and action.

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4. *Learning Objectives for this course.*

See attached syllabus

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) n/a

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).*

None

Course(s) to be deleted? n/a

Course(s) for which this course will be a prerequisite? no

Is this course to be required by your majors, or by majors in another program? No

7. *Course outline.*

See attached Syllabus.

8. *Enrolment.*

Expected enrollment: 45

From which colleges?

Program is expected to draw heavily from the Health Sciences or undergraduate students seeking to enroll in one of the professional schools.

9. *Student evaluation.*

See attached syllabus.

10. *Required text:*

See attached syllabus.

11. *Resources.*

Proposed instructor: Lead instruction will be coordinated through the WCVM

A Certificate in One Health

How does the department plan to handle the additional teaching or administrative workload? Teaching will be provided from the existing faculty complement as component of one's regular teaching assignment or on an overload basis

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: September 2016

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One Health Foundations

Welcome to One Health Foundations. We hope you find that the course engaging and informative. The vision of this case-driven course – foundational to the One Health Certificate of proficiency – is to provide students with a grounding in the intellectual and methodological processes involved in employing a One Health response to complex real-world problems. The cases challenge students to resolve complex, real world problems through self-directed study, group work and critical reflection.

Background

One Health has been described as “the collaborative efforts of multiple disciplines working together locally, nationally and globally to attain optimal health for people, animals and the environment together” (American Veterinary Medical Association 2008). One Health represents an initiative toward the harmonious integration of knowledge and skills across animal, human, and environmental health and social sciences, generating new possibilities for sustainable solutions to pressing health problems. Engaging real-world health issues in an integrated rather than insular fashion has been identified at present as the standard for pursuing optimal health outcomes. Due to the complexity of health-related problems in an increasingly integrated and globalized world, One Health recognizes that human, animal, and environmental systems are inextricably connected. Thus, the approach of One Health holds that effective intervention into each of these systems is requisite to cultivate sound and resilient solutions.

High-level actors, including the World Health Organization and the Public Health Agency of Canada, have identified One Health as a priority for advancing health-related scholarship and program planning. Similarly, academic institutions throughout Canada are currently working to develop One Health capacity in research and teaching in order to establish a foothold in this rapidly growing field. The undergraduate One Health Certificate of Proficiency – for which this course provides a foundation – is part of a broader initiative at the University of Saskatchewan to be a leader in this burgeoning integrated research movement.

The methodological turn toward interdisciplinarity and integration is consistent with the wider orientation to strategic planning pursued at this University and at Universities across Canada. Interdisciplinary proficiency and planning are increasingly seen as offering significant potential towards realizing the professional and socio-environmental goals students will pursue throughout their careers.

Course Design

The aim of this foundational course is to create a guided learning experience in which students will develop the skills and strategies embodied within One Health to respond to a range of integrated health problems. The primary learning objective centers on building student capacity in One Health, empowering them to participate and contribute at the vanguard of health services in Canada. As a key component of the One Health Certificate of Proficiency, the course seeks to enable students to experience how the theory of One Health can be applied within their practice as professionals. Through the learning experience, students will be challenged and guided toward cultivating targeted skills necessary for effectively working within One Health initiatives in real-world settings.

A case-driven approach to course design has been identified as an effective means to facilitate a productive and authentic learning experience that aligns well with the primary course objective. The cases engaged in the course have been carefully developed in consultation with a multi-disciplinary team of health and social science experts, each with a vested interest in One Health. The care taken in developing the cases orients around providing students a dynamic set of problems corresponding with a diversity of academic interests across a range of health and social science disciplines. The course design is such that students are empowered to pursue their own professional interests in One Health, while observing the methods and applications employed by peers in pursuit of parallel and often overlapping goals.

Given that One Health involves applying analysis and intervention to complex problems, the course design capitalizes on the value of students witnessing (and participating in) the analytical processes employed by colleagues studying in various disciplines. The role of the course instructor in the course design is to provide students with necessary supports in One Health theory, technical knowledge and materials, and mediation to ensure student facility and comfort in pursuing individual research questions. The authenticity of the experientially orientated course rests in the spaces and moments of collaboration in which students work with peers. This experience

A Certificate in One Health

involves challenging disciplinary assumptions and reflexes, opening spaces for novel solutions that take into consideration all ramifications of interventions on interconnected systems.

Course Objectives

- Students will gain a foundational understanding of One Health as a cutting-edge approach to responding to significant health problems in an increasingly globalized and integrated world;
- Student learning will be facilitated through experiential opportunities to work collaboratively through complex problems to devise integrated solutions;
- Student learning will be driven by case studies developed by an experienced team of health and social science experts to reflect the current landscape of health challenges students will face as they embark upon their careers;
- Students will undertake the process of working with colleagues from various disciplines to develop solutions that take into consideration human, animal, and environmental dimensions;
- Students will demonstrate their proficiency in One Health through writing, presentations, and collaborative projects;
- Students will develop capacity to develop effective research questions, and design and conduct research that provides promising and novel solutions to complex real-world health problems.

Learning Outcomes

Students will develop the following capacities to demonstrate their proficiency in One Health:

- Systems and Multi-scale thinking
 - Apply critical and creative thinking to One Health problems
 - Transcend disciplinary boundaries to achieve harmonious integration of human, animal and natural systems
- One Health content
 - Identify and assess how human, animal and natural systems work and interact
 - Identify what problems could benefit from a One Health approach
- Cross-discipline communication
 - Work effectively in interdisciplinary and multi-sectorial teams
 - Effectively manage self in the context of group assignments (e.g. setting realistic deadlines, being reliable, working effectively under uncertainty, solving problems, maintaining a positive attitude, modeling professional conduct
 - Facilitate, mediate, translate, and communicate knowledge to appropriate audiences in many different forms
- Metacognition awareness
 - Demonstrate and encourage respect for a range of perspectives and ways of knowing including those of Indigenous Peoples

A Certificate in One Health

- Articulate the benefits and limitations of a range of perspectives and ways of knowing
- Recognize of one's own position, its strengths, limitations, and assumptions

Expectations

As members of the community of scholars at the University of Saskatchewan, I expect that we will all govern our interactions in the spirit envisioned by our *Learning Charter*. The complete text of the Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf.

As a teacher, we strive to exemplify learning, teach effectively, assess fairly, and solicit feedback. To this end, you can expect that we will be prepared for each lecture and will aim to be responsive to your needs. As such, we welcome any constructive feedback on our teaching either informally or through formal evaluations. As students we expect that you will learn actively, think broadly, act ethically, and engage respectfully. You are expected to come to class having read the material assigned and prepared to contribute to in-class discussions. With your assistance, we will endeavour to create an atmosphere where all students feel comfortable to share their ideas and concerns. Please be aware of the content and quantity of your comments in class to help ensure that all students feel respected in the classroom. Outside of the classroom, students are expected to meaningfully and equitably contribute to any group work.

As per university regulations, you are required to attend class. Repeated failure to attend class may result in a student being denied the opportunity to write the final exam.

Academic Integrity

As future professionals, we anticipate that academic honesty concerns will not a problem in this class. If an issue of academic integrity is raised during the semester, we will deal with the situation as provided in the University of Saskatchewan's policies on Academic Integrity. An overview of these policies is attached for your convenience. In addition, the University of Saskatchewan's regulations on Academic Integrity can be found at <http://www.usask.ca/gmcte/sites/default/files/2012/StudentAcademicMisconduct.pdf>.

Unless directed otherwise, all written assignments are to be completed by each student individually. Where appropriate, students are expected to cite authorities consistent with the APA style. Information on the APA Style is available from the University Library at <http://library.usask.ca/howto/citation.php>.

Instructor Contact

Telephone:

Email:

Office:

Office Hours:

Class Locations and Times

Classes will be held:

Student Evaluation

Overview

Students will be evaluated on the basis of their understanding of and ability to apply One Health strategies to real-world health problems. Proficiency in One Health will be evaluated via student writing, presentation, and development of collaborative projects.

Assignments Summary

1. Annotated Bibliography of Research Resources 20%

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2. Group Problem-Based Research Paper 20%
3. Group Problem-Based Presentation 20%
4. Course Participation 10%
5. Final Exam 30%

Annotated Bibliography of Research Resources

Learning Contribution:

The annotated bibliography is designed to provide a medium for guiding students to conduct research in a way that exemplifies a One Health approach. In order to demonstrate proficiency in One Health theory and practice, students will collect and annotate a foundation of research that draws from a range of relevant disciplines and represents a coherent research program. The assignment will correspond with the instructor-led guided study of the first case taken up in the course.

Through the process of completing the assignment, students will blend their knowledge of the case study with a deeper comprehension of the One Health approach. Evaluation of the assignment will address both relevance with respect to the case study and students' ability to demonstrate capacity toward One Health. The evaluation criteria align with the instructional focus in the opening stages of course, and therefore will ensure students receive support and clarification toward successfully completing the assignment.

Assignment Directions:

The assignment will be completed individually; however, students will have opportunities to discuss strategies for engaging the assignment with peers and the instructor.

1. Aligned with the learning objective to enhance students' research design capacity, students will develop a research question corresponding with the first case study reviewed. Students will be provided a selection of themes from which to develop a research question in order to facilitate this task;
2. Once students have established a question that is of interest to them, they will then consider the various disciplinary domains that may contribute to the research;
3. From this foundation, students will compile and annotate a list of resources that offer insight towards responding to the research question;
4. In the final stage, students will develop a summary of the research, highlighting how the various disciplinary pieces provide a One Health strategy to respond to the question.

Assignment Evaluation:

The following marking rubric will structure evaluation of the assignment:

<i>Grade Distribution</i>	<i>Evaluation Criteria</i>	<i>Grade Distribution</i>				
0/5		1/5	2/5	3/5	4/5	5/5

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	<i>Relevance of research question to the case study</i>					<i>Question clearly ties to the central focus of case study</i>
<i>Lacks understanding of One Health theory</i>	<i>Demonstration of One Health theory in research</i>	<i>Demonstrates rudimentary understanding of One Health theory</i>	<i>Demonstrates some understanding of One Health theory</i>	<i>Demonstrates moderate understanding of One Health theory</i>	<i>Demonstrates clear understanding of One Health theory</i>	<i>Demonstrates mastery of One Health theory</i>
	<i>Quality and relevance of annotations</i>					<i>Annotations Demonstrate relevance, clarity, and coherence</i>
	<i>Organization of assignment, including grammar and citations</i>					<i>Precisely adheres to appropriate writing style</i>

Group Problem-Based Research Paper and Presentation

Learning Contribution:

The *group problem-based* component of the course is designed to provide students an authentic opportunity to engage real-world health problems, and devise a One Health program toward fostering optimal health outcomes. The vision behind the collaborative, experiential learning process is to empower the range of learning outcomes associated with proficiency in One Health (see above under learning objectives).

As outlined in the course background, One Health represents a strategic practice based on attributes of interdependence, interdisciplinarity, and collaboration. Representations of learning in relation to such attributes are articulate in terms of systems thinking, cross-discipline communication, and metacognition. These complex learning outcomes are most effectively cultivated through creative, experiential, and authentic learning experiences. The *group problem-based* assignment is designed to provide students an opportunity to grow targeted skills and capacities, empowering effective participation in the increasingly influential area of One Health nationally and internationally.

Assignment Directions:

This assignment will be planned, completed, and submitted as part of a group of equal contributors. The instructor reserves discretionary right to adjust evaluation according to individual contribution in specific cases. Students will primarily drive the design and execution of the research process; however, the instructor will provide guidance and support throughout in order to ensure success.

Students may elect to undertake the project together with colleagues studying in the same discipline, or those in differentiated disciplines – the envisioned research question and approach will influence the organizational dynamics of groups. Students will select from two possible

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case study options to devise the research question and One Health strategic response. The following enumerated list is provided to assist in the planning and development of the assignment:

1. In order to gain an overarching sense of the key health issues represented in the two possible case studies, students will review and discuss the cases with the course instructor;
2. Students will then endeavor to isolate a key problem that will ground the research project – this will be done in consultation with the instructor;
3. Once a problem has been identified, students will list and map all relevant issues that link to the selected problem and the various groups and structures that work on the issues (the above steps lay the foundation for subsequent stages of the research design and dissemination);
4. With the final product(s) in mind, students will develop a plan to conduct research on their problem towards proposing a One Health approach to mitigate consequences (or prevent the emergence of potential consequences);
5. Students will represent their research in two forms;
6. The first form – *Group Problem-Based Research Paper* – involves preparing a research paper approximately 2500 words designed to be submitted to a professional body (e.g., PHAC, WHO, etc.) demonstrating the viability and merit of a One Health response to the selected problem;
7. The second – *Group Problem-Based Presentation* – involves preparing an oral presentation representing your group in a Cross-Disciplinary One Health Collaborative Simulation.

Assignment Evaluation:

Research Paper:

Evaluation of the group problem-based research paper will be structured around the following requirements (a rubric is provided below with an abbreviation of the requirements):

The research paper:

1. Provides a clear description of the problem, including all relevant background information necessary for the reader to fully comprehend its scope and context;
2. Compiles a selection of relevant, reliable sources (approximately 25) that provide insight toward addressing the problem; Students must submit a photocopy of the cover of 10 journals or texts they have referenced in their paper.
3. Presents coherent organization of information in relation to the One Health approach, offering the reader a clear sense of the research design and significance;
4. Demonstrates appropriate writing mechanics, with an emphasis on style, grammar, and formatting.

<i>Evaluation Criteria</i>	<i>Grade Distribution</i>					
	<i>0/5</i>	<i>1/5</i>	<i>2/5</i>	<i>3/5</i>	<i>4/5</i>	<i>5/5</i>
<i>Clear description</i>						<i>Clearly articulates</i>

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<i>of problem</i>						<i>problem and context</i>
<i>Compilation of relevant, reliable sources</i>						<i>Expertly compiles and represents relevant sources</i>
<i>Coherent organization of information</i>						<i>Skillful organization of researched information</i>
<i>Demonstration of appropriate writing mechanics</i>						<i>Precisely adheres to appropriate writing style</i>

Research Presentation:

Evaluation of the group problem-based presentation will be structured around the following requirements (a rubric is provided below):

The group presentation:

1. Effectively condenses key points from the research into a succinct and compelling presentation;
2. Proposes ways research conducted on the problem could potentially merge with research in other disciplines to build capacity and effectiveness toward solving the problem (this may involve identifying emerging questions that require alternate research methods to address);
3. Identifies important limitations and/or oversights that might result from engaging the problem with single disciplinary approach; and, how such limitations might be overcome;
4. Demonstrate ability to develop common ground across disciplines, toward proposing concrete possibilities for collaboration.

<i>Evaluation Criteria</i>	<i>Grade Distribution</i>					
	<i>0/5</i>	<i>1/5</i>	<i>2/5</i>	<i>3/5</i>	<i>4/5</i>	<i>5/5</i>
<i>Succinct and compelling presentation</i>						<i>Expertly condenses and presents key points</i>
<i>Proposes synergies with</i>						<i>Provides thoughtful and</i>

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<i>other research disciplines</i>						<i>substantive possibilities for expanding One Health approach</i>
<i>Identifies limitations to singular disciplinary approach</i>						<i>Adeptly identifies limitations for which One Health may offer a solution</i>
<i>Develops cross-disciplinary collaboration with colleagues</i>						<i>Demonstrates exceptional communication with colleagues across disciplines</i>

Course Participation

Active and effective participation by students is an essential component of achieving the learning outcomes. The following rubric* outlines how the evaluation of participation will be structured.

<i>Evaluation Criteria</i>	<i>Grade Distribution</i>					
	<i>0/5</i>	<i>1/5</i>	<i>2/5</i>	<i>3/5</i>	<i>4/5</i>	<i>5/5</i>
<i>Engagement</i>						<i>Proactively and regularly contributes to class discussion; Initiates discussion on issues related to class topic</i>
<i>Listening skills</i>						<i>Listens without interrupting and incorporates and expands on the contributions of</i>

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						<i>other students</i>
<i>Relevance of contribution</i>						<i>Contributions are relevant and promote deeper analysis of the topic</i>
<i>Preparation</i>						<i>Student is consistently well-prepared; Frequently raises questions or comments on material outside the assignment</i>

*Rubric based on C. Meyer (2011) *Rubric for Classroom Participation*. Available at:
http://bestpracticeslegaled.files.wordpress.com/2011/05/class_discussion_rubric.pdf

Final Exam

The final exam will evaluate students' ability to demonstrate an understanding of the One Health content themes explored in the case studies.

Theme-Based Breakdown of Case Study Examination

Heavy Metals Case Study

Theme 1: Physiology of Heavy Metal Exposure in Humans and Animals

Links directly with parts 1 & 2

- Engage process of discerning the likelihood and impact of heavy metal exposure in patients (human and/or animal);
- Determine relevant demographic and environmental variables that may bear upon diagnostic procedures and conclusions;
- Generate a range of derivative questions to inform a broader, systemic examination of the problem.

Theme 2: Systems Examination of Heavy Metal Exposure

Links directly with parts 3 & 4

- Identify entry points in which heavy metals are introduced into ecosystems, and pathways through which substances are transferred from system to system;
- Examine conditions that give rise to the introduction of heavy metals into ecosystems, and how such conditions are implicated in the intervention of heavy metal exposure;

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- Center an emphasis on the interconnected nature of systems, conceptualizing optimal health in terms of harmonious integration of humans, animals, and ecosystems.

Theme 3: Social Structures and Environmental Justice

Links directly with part 5 and is woven throughout

- Consider how social structures (e.g., industry, finance, government, media, education, health care, etc.) impact the harmonious integration of systems;
- Examine how values and ideology reflected in social structures are salient to understanding the context of heavy metal exposure;
- Investigate how certain bodies are in effect “zoned” for exposure, through processes of project planning involving industrial effluent;
- Consider how means and levers of power bear upon efforts to mitigate heavy metal exposure and the promotion of optimal health across systems.

Antimicrobial Resistant Microbes Case Study

Theme 1: Biomedical and Zoonotic Context

Links directly with parts 1,2 & 3

- At the outset of engaging case study content, develop a framework for mapping the pathophysiology significant to Simran’s case;
- Build student capacity toward identifying and evaluating relevant information emerging from the story in order to generate an accurate picture of what is known and what requires further investigation;
- Develop effective questions to further elaborate conditions that may have contributed to Simran’s infection, and the presence of resistant microbial strains.

Theme 2: Industry and Biosecurity Context

Links directly with parts 3 & 5

- Examine protocols and procedures in place within the poultry farm where Simran worked, as well as, established safety and security standards mandated by governing bodies;
- Discuss the social function of industrial poultry farms, and the ways in which industrial husbandry systems interface with social, economic, and political systems;
- Evaluate established protocols and procedures in terms of how they bear upon the health of human and animal systems, including animals raised in industrial systems, workers in the industrial system, consumers, and derivative effects on ecosystem.

Theme 3: Socio-Political Context

Links directly with part 6, but features significantly throughout scenario

- Engage relevant legislation and social power dimensions that bear upon Simran’s circumstance;

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- Consider how the following factors contribute to an integrated (One Health) understanding of the case: immigration policy, employment security, health care coverage, social barriers of New Canadians, industry regulation and monitoring, market economics, political economy;
- Explore the interventions and mechanisms that may be employed to effect a systems shift in behavior that will contribute to optimal health outcomes.

Late or Missed Assignments

Missing or submitting assignments late will impact other students because this course uses case-based teaching methods. As a result, late or missed assignments will not be accepted without prior approval of the instructor. Exceptions to this rule may be made in the event of an emergency. Computer or printing malfunctions will not be considered emergencies, so please remember to save your documents in multiple locations.

Accommodation

The University provides a number of accommodations for students who register with *Disability Services for Students*. Information about accommodation can be found at: <http://students.usask.ca/health/centres/disability-services-for-students.php>.

Readings

Beyond the first two weeks of class, there is no set reading list. Students will be expected to undertake independent research to address issues they identify as they proceed through each case.

Introductory readings

Conrad, Patricia, A., Meek, Laura, A., Dumit, Joe. (2013). Operationalizing a One Health approach to global health challenges. *Comparative Immunology, Microbiology and Infectious Disease*, 36, 211-216.

Zinsstag, J., Schelling, E., Walter-Toews, D., Tanner, M. (2011). From "one medicine" to "one health" and systemic approaches to health and well-being. *Preventative Veterinary Medicine*, 101, 148-156.

Coker, R., Rushton, J., Mounier-Jack, S., Karimuribo, E., Lutumba, P., Kambarage, D., Pfeiffer, D., Stark, K., Rweyemamu, M., (2011). Towards a conceptual framework to support one-health research for policy on emerging zoonoses. *The Lancet Infectious Diseases*, 11(4), 326-331.

Wolf, M. (2014 - In press). Is there really such a thing as "one health"? Thinking about a more than human world from the perspective of cultural anthropology. *Social Science & Medicine*, 1-7.

Woods, A., Bresalier, M. (2014). One health, many histories. *Veterinary Record*, 174, 650-654.

Dantas-Torres, F., Chomel, B. B., Otranto, D. (2012). Ticks and tick-borne diseases: A One Health perspective. *Trends in Parasitology*, 28(10), 437- 446.

Yates-Doerr, E. (2014 -- in press). The world in a box? Food security, edible insects, and "One World, One Health" collaboration. *Social Science & Medicine*, 1-7.



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: D. Freeman, Dean WCVM*

2. *Information required for the Catalogue*

2.1 *Label & Number of course: ONEH 400.3*

2.2 *Title of course: Experiential Learning Capstone Course*

2.3 *Total Hours: Seminar 36*

2.4 *Weekly Hours: Seminar 3*

2.5 *Term in which it will be offered: T2*

2.6 *Prerequisite:*

ONEH 300.3

2.7 *Calendar description:*

Students will develop the skills and strategies embodied within One Health to respond to a range of integrated health problems. The course seeks to enable students to experience how the theory of One Health can be applied within their practice as professionals. Through the learning experience, students will be challenged and guided toward cultivating targeted skills necessary for effectively working within One Health initiatives in real-world settings. Students will have the opportunity to learn about One Health topics from traditional knowledge keepers, indigenous communities and other community-based experts.

2.8 *Any additional notes*

3. *Rationale for introducing this course.*

The objective of the experiential course is to provide students an opportunity to engage One Health strategy and design within a professional setting. The experiential component of the One Health Certificate of Proficiency enables students to gain a sense of how the approach is practiced in response to real problems encountered in the everyday professional context. Given that the application of One Health necessarily takes on a diverse range of forms, it is advantageous to pursue learning opportunities in which One Health theory is translated into operational policy and action.

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4. *Learning Objectives for this course.*

See attached syllabus

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) n/a

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).*

None

Course(s) to be deleted? n/a

Course(s) for which this course will be a prerequisite? no

Is this course to be required by your majors, or by majors in another program? No

7. *Course outline.*

See attached Syllabus.

8. *Enrolment.*

Expected enrollment: 45

From which colleges?

Program is expected to draw heavily from the Health Sciences or undergraduate students seeking to enroll in one of the professional schools.

9. *Student evaluation.*

See attached syllabus.

10. *Required text:*

See attached syllabus.

11. *Resources.*

Proposed instructor: Lead instruction will be coordinated through the WCVM

How does the department plan to handle the additional teaching or administrative workload? Teaching will be provided from the existing faculty complement as component of one's regular teaching assignment or on an overload basis

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

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

12. *Date of Implementation:*

To be offered: winter 2017

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One Health Certificate Experiential Capstone Course

The objective of the experiential course is to provide students an opportunity to engage One Health strategy and design within a professional setting. The experiential component of the One Health Certificate of Proficiency enables students to gain a sense of how the approach is practiced in response to real problems encountered in the everyday professional context. Given that the application of One Health necessarily takes on a diverse range of forms, it is advantageous to pursue learning opportunities in which One Health theory is translated into operational policy and action.

Course Design

The course design builds out of collaboration between professional partners, the course facilitator, and students. As such, a level of variation is anticipated in the course delivery. The structure of the course orients around a series of general criteria, developed to enable stakeholders' facilitation of an effective and mutually beneficial learning experience. The following criteria provide a foundation for the experiential course:

- Students will spend a minimum of 50 hours working within a professional organization focused on the health of humans, animals, and/or ecosystems;
- Students will keep a portfolio of their learning experience, including journal entries, observations, advisor reports, record of contribution, and a concluding presentation on the experience;
- The students and course instructor will select a venue for the experiential course based on integration level (or potential thereof) of a One Health approach to advancing health outcomes;
- Students will be responsible for ensuring that their participation contributes to the advancement of One Health initiatives within the organization.

In preparation for the course, organizations aiming to promote human, animal, and/or ecosystem health through a One Health process will be sought out in order to developing partnerships. In addition, organizations that wish to pursue novel initiatives toward One Health as part of their mandate will also be engaged. Students will be provided a selection of organizations that may be approached as potential partners as they undertake the experiential course; however, students are invited to propose alternative organizations provided fittingness can be established.

A guideline for student responsibilities deemed productive toward meeting course objectives is similarly reflexive of the differentiated contexts in which students will be working. The types of responsibilities associated with effective learning may be identified as falling within the categories: research (textual and empirical), project planning and execution, communications, community outreach, publishing, education, and the like. The types of tasks to be minimized or avoided are those that may be identified under the categories: fundraising, clerical, procurement, courier, custodial, etc.

Effective communication among stakeholders is critical to the efficacy of the course, and will be a central objective in developing partnerships with organizations and orienting students to the course design. While effective communication is contingent upon context and interpersonal dynamics, strategic guidelines can be helpful to facilitating optimal communication and avoid misunderstanding. A strategy for effective communication will involve outlining, at the outset, clear and explicit expectations from the perspective of each stakeholder; establishing a formalized, regular feedback process enabling professional partners, course facilitators, and students to make timely adjustments toward fulfilling expectations; and, structuring assessment in a way that establishes benchmarks designed to track student progress.

Learning Objectives

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- Students will develop a comprehension of the ways in which One Health may be utilized as a response to health problems arising in the context of a professional setting;
- Students will devise One Health strategic responses to targeted problems, and map out processes necessary to implement an effective response;
- Students will discern the pattern of factors and contributors that must be engaged in order to successfully implement One Health solutions;
- Students will reflect on and articulate their learning process as they translate One Health theory into practice;
- Students will present on their endeavor to actualize a One Health response to health problems addressed while partnering with the professional organization.

Expectations

As members of the community of scholars at the University of Saskatchewan, I expect that we will all govern our interactions in the spirit envisioned by our *Learning Charter*. The complete text of the Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf.

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As per university regulations, you are required to attend class. Repeated failure to attend class may result in a student being denied the opportunity to write the final exam.

Instructor Contact

Telephone:

Email:

Office:

Office Hours:

Class Locations and Times

Classes will be held:

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Student Evaluation

Overview

Assessment for the experiential course will follow a portfolio model as a means to generate a comprehensive record of student learning and capacity gained throughout the term. The portfolio will enable the instructor to evaluate student performance, and ultimately serve as a tool to facilitate students' pursuit of professional goals.

Assignments Summary

1. Reflective Journaling – 40% (4 x 10%)
2. Résumé of Tasks – 15%
3. Contribution (Informed by Advisor Report) – 20%
4. Final Presentation – 25%

Reflective journaling is a key component of the portfolio development. Journaling provides an opportunity for students to represent work they are involved with, and how the experience provides insight into the One Health approach to promoting health outcomes. The journaling process also challenges students to articulate their thinking and learning around One Health, and how it can be effectively applied to real world problems. The ability to discuss with confidence processes and procedures demonstrating a One Health approach is deemed an asset to students' professional advancement. Journal entries will be submitted periodically throughout the term to assist the instructor in ensuring that students are progressing successfully.

In tandem with the reflective journaling, students will prepare a *Résumé of Tasks* completed and skills developed during the term. The résumé will summarize for the instructor, and potential employers, projects engaged by students that employ a One Health approach to advancing health outcomes. This will also provide a foundation from which professional partners will prepare a report on students' contribution to One Health initiatives within the organization.

The *Partner (or Advisor) Report* component of the portfolio will operate as a letter of appraisal outlining the contribution and capacity students bring to the professional organization. The report will highlight contributions and achievements of students throughout the term; and will also relate areas in which students should aspire to improve. The advisor evaluation will be formative and intended to promote future learning, as well as providing the instructor an additional basis from which to conduct a summative evaluation of students.

The *Presentation on Work* is designed to enable students to showcase their work in One Health, and support an understanding of how One Health theory may be applied to differentiated contexts. Students will draw on the content of their portfolios to develop a presentation illuminating the process undertaken to promote One Health strategy. Details concerning presentation form, length, and schedule will be negotiated at the outset of the course.

Late or Missed Assignments

All assignments must be completed. Failure to submit an assignment will result in an INC being submitted as your final grade. Late assignments will receive a 10% reduction/per day to a maximum of 30%. Exceptions to this rule may be made in the event of an emergency. Computer or printing malfunctions will not be considered emergencies, so please remember to save your documents in multiple locations.

Accommodation

The University provides a number of accommodations for students who register with *Disability Services for Students*. Information about accommodation can be found at: <http://students.usask.ca/health/centres/disability-services-for-students.php>.



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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: D. Freeman, Dean WCVM*
2. *Information required for the Catalogue*
 - 2.1 *Label & Number of course: ONEH 390.0*
 - 2.2 *Title of course: One Health Seminar*
 - 2.3 *Total Hours: N/A*
 - 2.4 *Weekly Hours: N/A*
 - 2.5 *Term in which it will be offered: in all terms*
 - 2.6 *Prerequisite: Enrollment in the Undergraduate Certificate in One Health*
 - 2.7 *Calendar description:*

Students are required to attend 6 one health themed presentations while enrolled in the Certificate program. At least half of the presentations must be offered outside the student's home department or College.

- 2.8 *Any additional notes*

Students will enroll in this seminar in each term until the requirement is satisfied.

3. *Rationale for introducing this course.*

The University of Saskatchewan is engaged in a wide variety of One Health research across a variety of disciplines. This course will be used to showcase this research and expose students to avenues of future study research at the University of Saskatchewan.

4. *Learning Objectives for this course.*

Upon completing the course, students will have:

- *Developed a broad understanding of the diversity of One Health research and learning opportunities at the University of Saskatchewan*
- *Experienced a number of different presentation styles*

A Certificate in One Health

- *Compared how One Health topics are viewed from other disciplines*

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).*

None

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 required to be completed before students will receive the certificate.

7. *Course outline.*

8. *Enrolment.*

Expected enrollment: 45

From which colleges? Enrollment is open from all colleges.

9. *Student evaluation.*

Pass/Fail based on submitting record of attendance of One Health theme seminars

10. *Required text:*

None

11. *Resources.*

No additional resources expected.

12. *Date of Implementation:*

To be offered: Fall 2016

Appendix Three – Catalogue Entry

Undergraduate Certificate in One Health:

Admission Requirements:

- *Completion of at least 60 credit units of university-level courses toward an undergraduate degree from a recognized university*
- *Proficiency in English*

Selection Criteria:

- *Letter of interest*
- *Application form*

Preference will be given to students with a minimum of a 70% average or equivalent in pass/fail Colleges. In addition, admission decisions will consider the applicant's College. A minimum number of seats in the program have been allocated to each College as follows:

- Arts and Science (7)
- Agriculture and Bioresources (3)
- Edwards School of Business (2)
- Education (4)
- Engineering (2)
- Dentistry (2)
- Kinesiology (2)
- Law (2)
- Medicine (4)
- Nursing (4)
- Pharmacy and Nutrition (4)
- St. Thomas More (2)
- Veterinary Medicine (7)

Places in the program allocated to any College will be made available to other applicants if unfilled.

Certificate Program Requirements (12 credit units):

- *ONEH 300.3 One Health Foundations (New Course Proposal Form attached)*
- *ONEH 390.0 Seminar Course - Attendance at 6 One Health seminars is required. (New Course Proposal Form attached)*

A Certificate in One Health

- ONEH 400.3 Capstone Course (New Course Proposal Form attached)
- 6 credit units from the following list of restricted electives:

List of Restricted Electives (those in appendix one):

Sustainable Plant and Soil Management - AGRC 111
Animal Agriculture and Food Science - AGRC 112
Sustainable Plant and Soil Management - AGRC 111
Global Food Security - AGRC 211
Animals and the Environment - ANBI 375
Cultural Competency Approaches to Community Health and Violence Intervention - ANTH 298
Applied Anthropology - ANTH 326
Political Ecology Anthropology and Global Environmental Issues - ANTH 244
Anthropology of Healing - ANTH 403
The Archaeology of Human Environmental Impact - ARCH 330
An Introduction to Ecology and Ecosystems - BIOL 228
Animal Parasitology - BIOL 436
Life in the North - BIOL 314
Plants and Human Affairs - BIOL 324
Community Ecology - BIOL 373
Current Perspectives in Environmental Biology - BIOL 410
Natural Resource Economics - BPBE 430
Rural Development Theory Policy and Case Studies - BPBE 432
Land Resource Economics - BPBE 330
Follow the Grain - BPBE 344
Agricultural Problems and Policies - BPBE 451
Sanitary and Environmental Engineering II CE 414
Global Health and Local Communities Issues and Approaches - CHEP 402
Global Health II - CHEP 403
Inner City Practicum - CHEP 410
Simulation Principles - CMPT 394
Human Oral Infectious Diseases - DENT 30
Economics of Natural Resources - ECON 275
Economics of Health Care - ECON 234
Economics of the Environment - ECON 277
Pedagogies of Place Context Based Learning Elementary - EFDT 313
Pedagogies of Place Context Based Learning Secondary - EFDT 315
Indigenous Storytelling of the Prairies - ENG 242
Foundations of Sustainability - ENVS 201
Sustainability in Action - ENVS 401
Principles of Environmental Engineering - ENVE 201
Sustainability and Environmental Assessment - ENVE 481
Environmental Soil Science - EVSC 220
Grassland Soils and Vegetation - EVSC 380

Environmental Physics - EVSC 210
Contaminated Site Management and Remediation - - EVSC 421
Agrifood and Resources Microbiology - FABS 212
Improving Food Security - FABS 298
Environmental Science and Society - GEOG 125
Earth Processes and Natural Hazards A Canadian Perspective - GEOG 235
Environmental Geography - GEOG 280
Development in the Canadian North Issues and Challenges - GEOG 381
Health Law -LAW 314
Indigenous Peoples in International & Comparative Law -LAW 480
Wildlife Law -LAW 498
Environmental Law -LAW 444
Law, Development and the International System -LAW 498
Diseases of Livestock - VLAC 411
Food Animal Production Medicine - VLAC 482
Animal Management and Production II - VLAC 310
Community Health and Epidemiology II - MED 301
Microbiology and Infectious Diseases II - MED 303
Medicine and Society I - MEDC 112
Medicine and Society II - MEDC 122
Medicine and Society IV - MEDC 222
Principles of Microbiology and Immunology for Nursing - MCIM 223
Medical Bacteriology - MCIM 308
Introduction to Circumpolar World - NRTH 101
Contemporary Issues of the Circumpolar World I - NRTH 331
Perspectives on Health Wellness and Diversity in a Global Context – NURS 201
Community Health Nursing Building Partnerships - NURS 430
Interprofessional Perspectives Health Systems and Policy Development within a Global Context - NURS 440
Food Culture and Human Nutrition - NUTR 310
Current Issues in Nutrition - NUTR 420
Ethics and Technology - PHIL 236
Moral Problems - PHIL 231
Topics in History and Philosophy of Science - PHIL 451
Planning History and Theory - PLAN 395
Integrated Water Resource Planning - PLAN 329
Integrated Pest Management - PLSC 335
Urban Food Production - PLSC 235
Rangeland Ecology and Management - PLSC 422
Sustainable Crop Production - PLSC 401
Governance and Development in the Global South - POLS 244
Understanding the State in a Global Era - POLS 250
Global Governance - POLS 262
Health Psychology - PSY 260
Religion and Science - RLST 375

Field Course in Renewable Resource Management - RRM 301
Sociology of Communities and Community Development - SOC 206
Critical Issues in Canadian Society - SOC 227
Sociology of Health Illness and Health Care - SOC 238
Social Change and Global Solidarity - SOC 260
ST in Environmental Sociology - SOC 29
Social Inequality and Health - SOC 328
Soil Ecology - SLSC 344
Poisons and Pollutants - TOX 200
Environmental Toxicology - TOX 301
Risk Assessment and Regulatory Toxicology - TOX 321
Systemic Toxicology - TOX 402
Veterinary Toxicology - VBMS 334
Disease Ecology and Epidemiology - VTMC 238
Veterinary Parasitology - VTMC 336
Microbiology of Pathogenic Microorganisms - VTMC 347
Gendered Perspectives on Current Events - WGST 210
Representation Embodiment and the City – WGST 235
Representation Embodiment and the City New York – WGST 335

Appendix 4 – Consultation Forms



**UNIVERSITY OF
SASKATCHEWAN**

Information Technology Requirements for New Programs and Major Revisions

This form is to be completed by the faculty member responsible for the program proposal in consultation with Information and Communications Technology. Contact ICT Client Services (phone 4827) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

Full name of program: **Certificate of Proficiency in One Health (Undergraduate)**

2. Distance Education

Does the new/revised program include courses that are delivered by 'distance education'? No

Face-to-face off-campus	Televised	Multi-mode	Independent Study
Web-based	Other (specify)		

3. Network Requirements

3.1 Does the program have any new special network requirements?

No, network requirements are unchanged from existing program

Yes, the program has the following new network requirements:

Video transmission (specify)
General Web and e-mail usage
Large (10MB or more) file transfers
Other (specify)

Some Speakers will present to the classes via video links using existing technology. Lectures may be recorded using existing lecture capture.

3.2 Does the program require any new access to the Internet or the Canadian Research network?

No, existing access and bandwidth (speed) are adequate

Yes, additional network access is required

Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

3.3 Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?

No, home access requirements are unchanged from existing program

Yes, students will require new access to IT resources from home (please clarify the access required and how it should be provided):

Existing access to electronic resource will be used.

4. **Software Requirements** Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable.

No

5. **Hardware Requirements**
Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading.

No

6. **Computer Lab Access**

Does the program have new computer lab access requirements?

Computer lab access requirements are unchanged from existing program

General ('walk-in') access is required hours/week/student

Access for classes/tutorials is required hours/week/student

Walk-in use of computer labs is expected as required by students to complete assignments.
Classes will not be given in computer labs.

Estimated number of students in program: 60 students

7. **Student IT Support**

Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends).

No new requirements.

8. **Faculty IT Support**

Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other).

No new requirements.

9. **Impact on Institutional Systems**

Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.

The program will need to be added to the student information systems degreesworks, and appropriate fee assessment will be required.

Date: Aug 21 2014

Information and Communications Technology: Glenn Hollinger



Faculty Member (sponsoring college/dept) Patricia Farnese (WCVM)





**UNIVERSITY OF
SASKATCHEWAN**

Library Requirements for New Programs and Major Revisions

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate Liaison Librarian for assistance.

1. Proposal Identification
Full name of program:

Undergraduate Certificate of Proficiency in One Health

Short form (degree abbreviation):

Sponsoring Department/College:

Western College of Veterinary Medicine

Degree Level (undergraduate or graduate)

Undergraduate

2. Library Resources
2.1 Resources are/will be located mainly in the Library

Most print resources are located in the Health Sciences or Veterinary Medicine Libraries.

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

Materials in the One Health area are currently purchased through several monograph funds, including those for veterinary medicine and public health. The current level of acquisitions is adequate.

- 2.3 Specify serial titles that are core to this program.

The University of Saskatchewan Library subscribes to thousands of electronic journals, including the core journals in both veterinary medicine and public health. Examples of titles which may be used by students in this certificate program (and to which they have electronic access through the Library) include Ecohealth, Emerging Infectious Diseases, Public Health Reports, and Zoonoses and Public Health.

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

No additional resources are needed.

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

No.

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

No additional staff are required. It is possible that the students in the 3-credit unit Introduction to One Health course, which will have an enrollment of no more than 30 students, will need some instruction on use of library resources or assistance in finding information relevant to the case studies covered in the course, but current staffing levels should be adequate to deliver these services.

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

The materials needed to support these courses are already being purchased through existing monograph and electronic resources funds.

3.2 What new electronic resources/databases are required?

No, the Library already subscribes to a variety of databases (e.g., CAB Abstracts, Global Health, Agricola, EMBASE, MEDLINE) to support programs in veterinary medicine, public health, agriculture, medicine and many other areas, so no additional resources are needed.

3.3 Are there new/additional library technology requirements necessary to support this program?

No.

3.4 Are there distance education service needs and costs?

No.

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

No additional funds are needed.

4. Statement of Assessment of Library requirements
(Indicate Library capacity to support new program)

The Library currently has the capacity to support this new program.

Date:

August 21, 2014

Liaison Librarian's Signature

Erin Watson

Library Dean's Signature

William Johnson, Sept 5/2014

Faculty member (for the sponsoring college/dept)

 UNIVERSITY OF SASKATCHEWAN	<u>Physical Resource Requirements for Programs and Major Revisions (Space, Renovations and Equipment)</u>
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This form is to be completed by the faculty member responsible for the program proposal in consultation with the Division of Facilities Management. Contact the Manager, Space Administration (phone 4878) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

Name of program: **ONE HEALTH UNDERGRADUATE CERTIFICATE PROGRAM**

1. SPACE/RENOVATIONS

1.1 Does the new/revised program require space resources in addition to the college/department's present space allocation? No (skip to question 1.3) Yes (describe below)

Type of Space Amount

Occupants

Area or capacity

Special requirements
(fume hoods, coldrooms, A/C, etc.)

Some examples of types of space are: classroom, office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?

No Yes: Describe:

1.3 Does the new/revised program require renovations to the college/department's current space?

No (skip to section 2) Yes (describe below)

General description of renovations

Room #(s)

Present Use

Proposed Use (incl. special installations, e.g. fume hoods)

1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?

No Yes: Please attach a copy of the form.

1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?
No Yes: Provide timeframe and costs for each stage:

2. EQUIPMENT

2.1 Does the new/revised program require additional equipment or upgrades to current equipment?
No Yes (describe below)

Equipment required (including special requirements*)
Quantity required
Estimated unit cost
Estimated total cost

Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. FUNDING

3.1 Are college/departmental funds available for the required new space, renovations, or equipment?
Initial costs: No Yes None needed:
Ongoing operating/maintenance costs: No Yes

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?
Initial costs: No Yes
Ongoing operating/maintenance costs: No Yes
If yes, provide details, including any special conditions:

3.3 Will there be a request to the Capital Planning Committee for capital funds to accommodate the program?
No Yes

4. ADDITIONAL COMMENTS

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

Date: Nov 4, 2015

Facilities Management A.W. Wallace ANDREW WALLACE, FMD.

Faculty member (for the sponsoring college/dept)

Great!
Doug A. Freeman
Vice Dean

P. Farnese
Patricia Farnese
College of Law

**Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)**

Title: Certificate in One Health

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

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

1 Is this a new degree, diploma, or certificate?
is an existing degree, diploma, or certificate being renamed?
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new degree, diploma, or certificate?

Certificate in One Health

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?
[Degree level]

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

6 Which College is responsible for the awarding of this degree, diploma, or certificate?

Western College of Veterinary Medicine

7 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

8 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One Health [ONEH] [4 characters for code and 30 characters for description] - currently exists in student system

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

[Empty box for program name]

Section 2: New Program for Existing Degree / Diploma / Certificate Information

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

1 Is this a new program?
 Is an existing program being revised?
 If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
 Certificate in One Health

3 What is the name of this new program?
 Certificate in One Health

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?
 Western College of Veterinary Medicine [VM] / Veterinary Medicine (Dean's Office) [VM] (similar to graduate level as is GS/VM)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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6 Is this a replacement for a current program?
 7 If YES, will students in the current program complete that program or be grandfathered?

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

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Revised	<input type="checkbox"/>
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1 Is this a new or revised major, minor, or concentration attached to an existing degree program?
 If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new disciplinary area?

3 Which Department / School is the authority for this new disciplinary area?

4 Which current program(s) and / or degree(s) is this new disciplinary area attached to?

Section 5: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department? Is an existing college, school, center, or department being renamed? If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed) college, school, center, or department?

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

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

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

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

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

Yes No Revised

Section 6: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

Yes, One Health [ONEH] - same subject as Graduate Certificate in One Health

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

Western College of Veterinary Medicine [VM] / Veterinary Medicine (Dean's Office) [VM] (graduate level certificate is GS/VM)

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

Yes

4 Does the program timetable use standard class time slots, terms, and sessions?

If NO, please describe.

Yes No

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

Section 7: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Will not be able to apply on-line as will already be enrolled in an existing program; will need to apply on paper to Certificate Program Committee

2 What term(s) can students be admitted to?

September only

3 Does this impact enrollment?

Not in short term, small increase in future years

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Contact Dean's Office in College of Veterinary Medicine

Section 8: Tuition Information

1 How will tuition be assessed?

Per Course	
Per Credit Unit	X
Program Based	
Standard Term	
Other *	
Current Set-Up	

* See attached documents

- 2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?
TC08 - science/health sciences rate for ONEA courses
- 3 If program-based, will students outside the program be allowed to take the classes?

- 4 If YES, what should the per credit fee be?

Section 9: Government Loan Information

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

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

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

Section 10: Convocation Information (only for new degrees)

- 1 Are there any 'ceremonial consequences' of this proposal (i.e. New degree hood, special convocation, etc.)?
No

2 When is the first class expected to graduate?
June 2017

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

Section 11: Schedule of Implementation Information

1 What is the start term?
September 2016 (2016/09)

2 Are students required to do anything prior to the above date?
If YES, what and by what date?
Yes No

Section 12: Registration Information

1 Will students register themselves?
If YES, what priority group should they be in?
As per current set-up
Yes No

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?
2 Who will approve grades (Department Head, Assistant Dean, etc.)?
As per current set-up
Yes No

Section 14: T2202 information (tax form)

1 Should classes count towards T2202s?
Yes No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?
Yes No

No

Section 16: Program Termination

1 Is this a program termination?
If yes, what is the name of the program? Yes No

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?
If yes, what courses? Yes No

4 Are there currently any students enrolled in the program?
If yes, will they be able to complete the program? Yes No

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

Section 17: SEDD - Information Dissemination (Internal for SEDD use only)

1 Has SEDD, Marketing and Student Recruitment, been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2 Has SEDD, Admissions, been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3 Has CGSR been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4 Has SEDD, Transfer Credit, been informed about any new / revised courses?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6 Has the Library been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7 Has ISA been informed of the CIP code for new degree / program / major?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

SIGNED

Date: December 4, 2015

Registrar (Jason Doell, Assistant Registrar, for Russell Isinger): *Jason Doell*

College / Department Representative: *J. Doell*

Pfannkuche

**Planning and Priorities Committee of Council
Notice of Intent:**

One Health Certificates of Proficiency - Undergraduate & Graduate

- 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?**

This notice proposes the development of two new programs at the University of Saskatchewan: an undergraduate Certificate of Proficiency in One Health and a graduate Certificate of Proficiency in One Health.

One Health is a term used to identify "the collaborative efforts of multiple disciplines working together locally, nationally and globally to attain optimal health for people, animals and the environment together" (American Veterinary Medical Association 2008). One Health is not a discipline, but rather an integrated, interdisciplinary approach used to study and address complex problems (<http://libguides.usask.ca/onehealth>). It represents an application of the broad principles of Team Science (Bennett, Gadlin, Levine-Finley 2010) to problems at the interface of human-animal-environmental health.

Employers in the public and private sectors increasingly seek university graduates who have both disciplinary depth and the ability to work in integrated, interdisciplinary teams. With this in mind, the university's health science colleges, Council of Health Science Deans, and graduate schools of Environment and Sustainability, Public Health and Public Policy actively promote interdisciplinary education. The proposed One Health training programs represent practical opportunities for such education: elective programs to complement the core disciplinary training of enrolled students.

The proposals have been developed during the past year through broad consultation with faculty and senior leaders of university colleges and schools. The proposal for the undergraduate Certificate in One Health has been developed with input from 13 faculty members from the Colleges of Veterinary Medicine (4), Medicine (4), Pharmacy and Nutrition (2), Nursing (1), Law (1) and the Gwenna Moss Centre for Teaching Effectiveness (1). The graduate Certificate in One Health has had input from 15 faculty members from the Colleges of Veterinary Medicine (3), Medicine (2), Pharmacy and Nutrition (2), the Schools of Public Health (2), Environment and Sustainability (2), Public Policy (1), VIDO (2), and the Gwenna Moss Centre for Teaching Effectiveness (1).

The undergraduate Certificate is proposed as a 12 credit unit (CU) program open to undergraduate students enrolled in a degree program at the university, with a focus on the health science programs. A core One Health course (3 CU) would be

accompanied by an experiential practicum (2 CU), capstone workshop (1 CU), and two electives (3 CU each) drawn from a list of approved courses.

The graduate Certificate is proposed as a 6 CU program open to graduate students enrolled in a disciplinary program at the university. It will comprise a core problem-based learning course on the Principles and Practice of One Health (3 CU), and a seminar course on Advanced Applications in One Health (3 CU) which includes a capstone workshop. Students will be encouraged to integrate One Health principles into their thesis research and benefit from an interdisciplinary advisory committee.

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?

In North America to our knowledge, no institution offers an undergraduate training program in One Health, and only the University of Montreal and the University of Florida offer specific graduate training in the field. The former offers a Master's degree in Veterinary Public Health with emphasis on One Health, while the latter offers graduate Certificate, Master's and PhD degree programs in One Health. The University of Saskatchewan will therefore be one of a few North American institutions offering students such innovative, interdisciplinary training.

Student interest in One Health is illustrated by the success of several recent University of Saskatchewan initiatives. For the past three years, first and second year health science students have participated in an annual weekend One Health Leadership Experience workshop featuring case studies, leadership discussions and presentations by international leaders. Participation has risen from 75, to 100, to 200 students in 2014. Stimulated by the field, students have created a university One Health Student Club with over 30 members and core funding from the USSU, and through it, sponsored activities throughout the academic year. At the graduate level, the NSERC-funded CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy was established in 2012. This training program has served as the foundational model for the proposed graduate One Health Certificate program. Applications for this program have increased from 11 to 25 in the past two years; 10 and 20 students, respectively, have been accepted into the program from graduate programs in the Colleges of Veterinary Medicine (Departments of Veterinary Microbiology, Veterinary Biomedical Sciences, Large Animal Clinical Sciences), Medicine (Community Health and Epidemiology), the School of Public Health (Epidemiology, and Vaccinology and Immunotherapeutics programs), School of Public Policy, and Arts and Science (Computer Science).

Offering elective certificate programs in One Health for health science and graduate students will distinguish the University of Saskatchewan and potentially attract students to our institution who might otherwise not have come.

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

The proposed certificate programs in One Health are founded upon interdisciplinary, experiential, problem-based learning (PBL) modules incorporating a range of pedagogical innovations. The programs are an excellent fit with the strategic direction of the university. The University of Saskatchewan Third Integrated Plan (2012-2016) highlights the need for the institution to build excellence in areas of focus. Under the theme of Knowledge Creation, six Signature Areas of research were selected, one of which is One Health. Under the theme of Innovation in Academic Programs and Services, bold new approaches to academic programming are encouraged that emphasize collaborative, experiential learning. The Third Integrated Plan of the Western College of Veterinary Medicine and the College of Medicine's Strategic Research Plan *Toward 2020* both identify One Health as a key element. The university's One Health Initiative (2013-2015), which has been funded jointly by PCIP and the Council of Health Science Deans, places a priority on the development of certificate training programs. Supplemental funding and support from the Curriculum Innovation Fund of the Gwenna Moss Centre for Teaching and Learning Effectiveness has accelerated this development during the past year.

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

The One Health Certificates are designed to be pursued concurrently with the degree programs in which students are enrolled. It is anticipated that the majority of undergraduate students will be enrolled in a professional program in one of the health science colleges, whereas the majority of graduate students will be enrolled in a graduate program in one of the health science colleges, or the Schools of Public Health, Public Policy, Environment and Sustainability. A minority of students will be from the Colleges of Arts and Science, and Agriculture and Bioresources.

The undergraduate and graduate certificate programs will be elective, supplemental tuition-bearing programs in which excellent students can choose to enroll.

Admission to the programs will be based upon application to, and interview by, the Program committee. In some cases, one or more of the courses of the certificate program may be considered electives by the student's home program.

The administrative structure of certificate programs in will follow the model of another interdisciplinary program at the U of S, the graduate program in Environmental Engineering. The academic home of the undergraduate and graduate certificate programs in will be the Western College of Veterinary Medicine (WCVM). The Certificate Programs Committee will be comprised of 6-8 faculty members from various colleges who are actively engaged in the teaching and supervision of students in the program. The Chair of the Committee and members will be appointed by the Dean of WCVM for a renewable two-year term. The Chair and Certificate Programs Committee will function in a manner typical of the Chair and Committee of a Graduate Program as delineated by the College of Graduate Studies and Research (CGSR). The program requirements in the graduate certificate program will be defined by Certificate Programs Committee, consistent with requirements of the College of Graduate Studies and Research, and will be met by all graduate students in the program. The program requirements of the undergraduate certificate will be defined by Certificate Programs Committee, consistent with requirements of the WCVM. The Chair will report on matters related to the Program to the Dean, WCVM.

It is not anticipated that any current programs will be deleted or diminished as a result of the development of these certificate programs. Rather, it is likely that the availability of such programs will attract new students to the University of Saskatchewan.

- 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?**

In July 2013, the Provost's Committee on Integrated Planning (PCIP) approved the strategic plan for the university's One Health Initiative which foresees the development and implementation of new graduate and undergraduate certificate programs in One Health.

The academic home of both programs will be the Western College of Veterinary Medicine (WCVM). Until 2019, the graduate certificate program will be supported administratively by the CREATE ITraP program and thereafter by the office of the Dean. From its launch, the undergraduate certificate program will be supported administratively by the office of the Dean, WCVM (see attached Letters of Support). As at present, participating faculty will contribute to teaching as part of their departmental/college assignment of duties. Assessments conducted by the

September 10, 2014

university Library, ICT services, and Facilities Management Division, conclude that no new university resources will be required to offer these programs.

By the academic year 2019/20, the undergraduate Certificate Program is projected to enroll 20 students per year, while the graduate program is projected to enroll 25 per year. At the estimated tuition rate of \$195.50 per credit unit and \$201.00 per credit unit for the undergraduate and graduate programs (Institutional Planning and Assessment), the tuition per student will be \$2412.00 and \$1155.00 for the two programs, respectively. By 2019/20, total tuition revenue of \$48,240.00 and \$28,875.00 will derive from the undergraduate and graduate programs, respectively.



UNIVERSITY OF
SASKATCHEWAN

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10 September 2014

Dr. Lisa Kalychuk
Chair, Planning and Priorities Committee
University Council
University of Saskatchewan

RE: Graduate and Undergraduate Certificate Programs in One Health

Dear Dr. Kalychuk:

The proposed graduate and undergraduate Certificate Programs in One Health will provide outstanding training opportunities for students at the University of Saskatchewan. They will meaningfully advance the priority that the university, the Council of Health Science Deans and the Western College of Veterinary Medicine have given to interprofessional education and practice. These proposals were developed with broad, multi-college faculty input and support.

The Western College of Veterinary Medicine will be pleased to serve as the academic home for the proposed graduate and undergraduate Certificate Programs, and will provide the necessary administrative support to manage the programs effectively.

Please feel free to contact me with any comments or additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas A. Freeman".

Douglas A. Freeman DVM, PhD
Dean

September 11, 2014

Dr. Lisa Kalynchuk
Chair, Planning and Priorities Committee
University Council
University of Saskatchewan

RE: Graduate Certificate Program in One Health

Dear Dr. Kalynchuk,

I have been pleased to lead the NSERC-funded Collaborative Research and Training Experience (CRE-ATE) program called Integrated Training Program (ITraP) in Infectious Disease, Food Safety and Public Policy since it was launched at the University of Saskatchewan in 2012. We have been highly successful in attracting and training outstanding graduate students in this interdisciplinary team science program in One Health. Each year, we have carefully evaluated our experience and incorporated student and faculty feedback into our approach to teaching and learning in the program.

The ITraP program faculty are now in a position to propose the establishment of a graduate Certificate Program in One Health built on this foundation. As part of its commitment, the ITraP program will be pleased to provide the necessary administrative support for the new program for the duration of the ITraP program funding period (2012-2018), following which I understand the Western College of Veterinary Medicine has offered to provide this support.

We look forward to the success of this new endeavor!

Thank you.

Yours sincerely,

Baljit Singh

Baljit Singh, BVSc&AH, MVSc, PhD, FAAA
3M National Teaching Fellow
Professor and Associate Dean (Research)
Email: baljit.singh@usask.ca

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol, Chair
Nominations committee of Council

DATE OF MEETING: March 17, 2016

SUBJECT: **Nomination to the Search Committee, Associate Vice-President Research**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Keith Carlson, Department of History, College of Arts and Science; Julita Vassileva, Department of Computer Science, College of Arts and Science; and one member to be determined, as the three members of the General Academic Assembly selected to serve on the search committee for the associate vice-president research search committee.

PURPOSE:

The [Search and Review Procedures for Senior Administrators](#) call for three members of the GAA, selected by Council to serve on the search committee for the associate vice-president research. In selecting nominees, the nominations committee strove to balance gender, experience, and disciplinary representation across the three Tri-council agencies.

ATTACHMENTS:

1. Search Committee Composition for the Associate Vice-President Research

SEARCH COMMITTEE FOR THE ASSOCIATE VICE-PRESIDENT RESEARCH

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – vice-president research: Karen Chad

One member of the Board selected by the Board: TBD

One dean, or executive director of a school appointed by the provost and vice-president academic:
TBD

Three members of the GAA selected by Council

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD